

**DEPARTMENT OF ENGLISH**  
**SCHOOL OF HUMANITIES**  
**PONDICHERRY UNIVERSITY**

**LITERATURE, LANGUAGE AND COMPARATIVE STUDIES**  
**Programme : M.A. English & Comparative Literature**

**About the Department**

Established in December 1986 in the University on the breezy fringes of the East Coast of India in Puducherry, the Department of English continues to attract students, scholars, and teachers from all over India for its programmes, M.A., M.Phil., and Ph.D. With its special focus on Comparative Literature promoting highly flexible and innovative inter-literary and inter-disciplinary studies, it has so far produced around 40 Ph.Ds and 300 M.Phils besides a large number of PGs. Under the academic resilience of the Choice Based Credit System adopted by the University, the Department has also catered to the language and communication needs of students from other departments by way of running special Elective courses like, Functional English, Advanced Writing Skills, Media Studies, and Professional Communication. The Department runs a Research and Journal Alert Forum providing a platform for scholars and teachers to present their research findings, and a Language Laboratory for the campus students. Exchanging both teachers and students with Foreign Universities, conducting National/International Seminars, Symposia, and Workshops, inviting eminent professors from around the globe to deliver special lectures on topics of contemporary interest, holding Academic and Cultural contests and awarding the winners, training English teachers drawn from all over India by conducting Refresher Courses and offering Study India Programme courses for Foreign students - are some of the recurrent activities of the department.

**Thrust Areas**

Comparative Literature	Translation
Literary Theory and Criticism	Eco-Aesthetics
Postmodern & Poststructural Studies	Indian Literatures
Cultural and Multicultural Studies	Postcolonial Studies
Diasporic Writings	Dalit Writings
Feminist Literature	New Literatures
Region and Literature	Gender Studies
Afro-American Literature	Subaltern Studies
Linguistics and Semiotics	Literature and Environment
English Language Teaching	Professional Communication

**Infrastructure**

Well-equipped classrooms  
Spacious seminar hall with state of the art equipment  
LCD Projector, TV, Audio and Video Systems

Computers with Internet Facility for all Teachers  
Computers for Research scholars

### **Scholarships**

Merit and Merit-cum-Means Scholarship  
Freeships  
University Scholarships for M.Phil and Ph.D  
SC/ST Scholarships

### **Medals and Prizes**

With the munificence of philanthropists, the Department awards the following medals/prizes to its toppers every year:

*Father Lawrence Sundaram Gold Medal for the best doctoral candidate*  
*A. Lourdes Memorial Prize for the best outgoing students in MA & M.Phil*  
*M.S. Nagarajan Memorial Prize for the best performer in I MA*

### **Seminars and Symposia**

In collaboration with external agencies, the Department has organized a number of seminars, symposia and workshops on authors and topics of contemporary relevance thereby remaining at the forefront of highly innovative research and scholarship.

### **Research and Journal Alert Forum**

RJAF is a weekly discussion forum for all the faculty members, scholars and students of the Department. Its activities include presentation of research papers, critical reviews of recent journal articles and new books, and the cultural performances of student-artists. It has its own website where the abstracts of the papers presented, reports of each session, and photographs are being uploaded every week by the Department students who are maintaining the website. The website's URL is <http://www.researchforum-english.8m.net>

### **Language Laboratory**

The Department runs a multimedia language laboratory [CAL of English] in the Central Library premises for the campus students irrespective of their disciplines. The lab promotes self-learning by students and hopes to assist them in their preparation of examinations like TOEFL, GRE.

### **Refresher Courses**

The Department has been conducting UGC sponsored refresher courses at least once a year under the auspices of the Academic Staff College of the University for teachers from universities and colleges across India. The topics of the courses are chosen with a heightened awareness of the current trends in teaching English literature in various other Indian Universities.

### **Exchange Programme**

The Department has exchanged some of its teachers and dozens of its students with Rennes II and Re Union Universities in France. Now it hopes to renew its ties with them as well as enter into new MOUs with some other Universities.

### **Study India Programme**

The Department is actively involved in Study India Programme for the Foreign students by offering courses.

### **Future Plans**

#### **Comparative Literature Resource Centre:**

The department wishes to collaborate with institutions both in India and abroad and bring together scholars and students working in the area of Comparative Literature through the creation of a Resource Center and Online Archive of Resources for comparative literary study. Also making all the activities of the Department available ONLINE is its goal.

### **Placement**

The Department encourages the best students to pursue research and in general helps all the students in their attempts to find suitable placements in premier institutions both in India and abroad. The Department's Alumni register collects and stores information about past students.

### **Faculty**

The Faculty of the Department with their diverse research interests and publications are known for their qualities of dedication to and perseverance in research and teaching. They are engaged in making the study of Literature a site of integral awareness of individual, social and national growth. Their competency in their respective fields can be evidenced in the success percentage of outgoing students, almost 95% and in the academic activities they are participating in and outside the University. Engaged in high level research, they frequently publish articles/books in their chosen areas of specialization. The total number of their recent publications has touched 120, of which 15 are international and the rest national. It includes books also. They have not only attended but also organized international/national Seminars/Conferences/Workshops. Some of the teachers have undertaken project works also. With their wide contacts, national and international, they inspire the students to face challenges in life and profession

### **Dr. N. Natarajan – Professor and Head**

Qualification : M.A., M.Phil., PGCTE., Ph.D

Specialization : Literary Criticism, Modern Fiction, and Comparative Literature

Phone (Off) : 0413-2654345, (Res) : 0413-623001, Cell: 9486749448

Email : natjans@ yahoo.com

**Dr. Sujatha Vijayaraghavan - Reader**

Qualification : M.A., M.Phil., Ph.D

Specialization : Indian Writing in English, Translation Studies, and Postcolonial Studies

Phone (Off) : 0413-2654346,(Res):0413-2332108,Cell: 9345427979

Email : svpondy@gmail.com

**Dr. S. Murali – Reader**

Qualification : M.A., Ph.D

Specialization : Poetry, Aesthetics, Literary Theory, Indian Literature, Visual Arts, and Environmental Studies

Phone (Off) : 0413-2654351, (Res): 0413-2656101, Cell:94443493472

Email : [s.murals@gmail.com](mailto:s.murals@gmail.com)

**Dr. P. Bhaskaran Nair – Reader in ELT**

Qualification : M.A., M.Ed.,M.LITT., PGDTE., Ph.D

Specialization : English Language Teaching, Teacher Education, and Materials Production

Phone (Off) : 0413-2654347,(Res): 0413-2257768

Email : [bhaskaranpnair@yahoo.co.in](mailto:bhaskaranpnair@yahoo.co.in)

**Dr. Clement S Lourdes – Reader**

Qualification : M.A., M.Phil., Ph.D

Specialization : Indian Writing in English and Translation Studies

Phone (Off) : 0413-2654348,(Res): 0413-2229373, Cell:9894320440

Email : [clement118@gmail.com](mailto:clement118@gmail.com)

**Dr. H. Kalpana - Reader**

Qualification : M.A., M.Phil., PGDTS., Ph.D

Specialization : Canadian Literature, Commonwealth Literature, Feminist Theories, and Women's Literature

Phone (Off) : 0413-2654481, (Res): 0413-2252080, Cell: 9443264222

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**Dr. Nikhila Haritsa – Senior Lecturer**

Qualification : M.A., Ph.D

Specialization : Media Studies, Postcolonial Studies, and Gender Studies

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**Ms. Lakhimai Milli – Lecturer**

Qualification : M.A., PGDTE

Specialization : English Language Teaching

Phone (Off) : 2654344, Cell: 9944610134

Email : [lakkimai99@yahoo.com](mailto:lakkimai99@yahoo.com)

**Dr. Binu Zachariah – Lecturer**

Qualification : M.A., M.Phil., Ph.D

Specialization : Comparative Literature, Fiction, and English Language Teaching

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Email : binu750@yahoo.com

# **PROGRAMMES, COURSES & SYLLABI**

## **1. M.A. ENGLISH AND COMPARATIVE LITERATURE FULL TIME –TWO SEMESTERS**

### **Eligibility:**

**Graduates in English literature with at least 50% in Part III English or graduates in any Indian languages or in any discipline with a high second class [55%] in English under Part I or II. For further details see the latest “Information Brochure” of the University**

### **Credit Requirements:**

**To qualify for the M.A Degree in English and Comparative Literature, students will have to earn a minimum of 60 credits compulsorily undergoing all the 20 Hard-core courses listed below. Besides they have to earn a minimum of 12 credits from the Soft-core courses offered in and across the department. For further details see “Choice Based Credit System – Regulations” of the University.**

**HARDCORE AND SOFTCORE COURSES  
DETAILED SYLLABI**

**I.HARD CORE COURSES - 3 CREDITS :**

**A. I SEMESTER**

1. ENGL 411: POETRY FROM CHAUCER TO MILTON -----LM
2. ENGL 412: ELIZABETHAN DRAMA-----SV
3. ENGL 413: AUGUSTAN & EIGHTEENTH CENTURY LITERATURE---CSL
4. ENGL 414: ROMANTIC & VICTORIAN POETRY-----HK
5. ENGL 415: THEORY OF COMPARATIVE LITERATURE----- NN

**B.II SEMESTER:**

6. ENGL 421: 19<sup>TH</sup> CENTURY BRITISH FICTION -----HK
- 7.. ENGL 422: LITERARY THEORY –I -----SV
8. ENGL 423: INTRODUCTION TO LINGUISTICS-----BN
9. ENGL 424: 20<sup>TH</sup> CENTURY BRITISH POETRY-----CSL
- 10.ENGL 425: MODERN RHETORIC AND RESEARCH METHODOLOGY-NH

**C. III SEMESTER:**

11. ENGL 511:AMERICAN POETRY-----SM
12. ENGL 512: MODERN DRAMA-----BZ
13. ENGL 513:TEACHING ENGLISH AS A SECOND LANGUAGE-----BN
14. ENGL 514:MEDIA STUDIES -----NH
15. ENGL 515:PROJECT WORK-----TEACHER CONCERNED

**D. IV SEMESTER:**

16. ENGL 521: MODERN BRITISH FICTION-----NN
17. ENGL 522: AMERICAN FICTION-----HK
18. ENGL 523:TRANSLATION: THEORY AND PRACTICE -----CSL
19. ENGL 524: POSTCOLONIAL LITERATURE-----NH
20. ENGL 525 :LITERARY THEORY –II-----SM

## II. SOFTCORE COURSES/ ELECTIVES: [3 CREDITS]

ENGL : 450 : CONTEMPORARY INDIAN WRITING IN ENGLISH  
ENGL : 451 : MAJOR AUTHORS: SHAKESPEARE/ R.K.NARAYAN  
ENGL : 452 : CANADIAN FICTION  
ENGL : 453 : SCIENCE FICTION  
ENGL : 454 : FEMINIST STUDIES  
ENGL : 455 : INDIAN AESTHETICS  
ENGL : 456 : TECHNIQUES OF TRANSLATION  
ENGL : 457 : PICARESQUE FICTION  
ENGL : 458 : THE ENGLISH ODE  
ENGL : 459 : INDIAN LITERATURE IN TRANSLATION  
ENGL : 460 : INDIAN ENGLISH FICTION TODAY  
ENGL : 461 : ABORIGINAL LITERATURE  
ENGL : 462 : INDIAN AUTOBIOGRAPHY IN ENGLISH  
ENGL : 463 : INDIAN WOMEN NOVELISTS IN ENGLISH  
ENGL : 464 : MODERN ESSAYS  
ENGL : 465 : MODERN MASTERS OF ENGLISH PROSE  
ENGL : 466 : POST COLONIAL FICTION IN ENGLISH  
ENGL : 467 : LITERATURE AND PSYCHOLOGY  
ENGL : 468 : GREEN VOICES: LITERATURE AND THE ENVIRONMENT  
ENGL : 469 : CHILDREN'S LITERATURE  
ENGL : 470 : ADVANCED READING SKILLS  
ENGL : 471 : FUNCTIONAL – COMMUNICATIVE WRITING  
ENGL : 472 : STUDY SKILLS AND REFERENCE SKILLS  
ENGL : 473 : APPLIED LINGUISTICS AND SECOND LANGUAGE TEACHING  
ENGL : 474 : COMMUNICATIVE SKILLS IN ENGLISH  
ENGL : 475 : ADVANCED ACADEMIC WRITING  
ENGL : 476 : PROFESSIONAL COMMUNICATION  
ENGL : 477 : ENGLISH FOR SCIENCE AND TECHNOLOGY  
ENGL : 478 : CURRENT ENGLISH USAGE  
ENGL : 479 : POPULAR FICTION  
ENGL : 480 : CANADIAN FICTION  
ENGL : 481 : MASS COMMUNICATION & SOCIETY  
ENGL : 487 : GENDER & COMMUNICATION  
ENGL : 488 : PRINT MEDIA  
ENGL : 489 : READING & RECEPTION  
ENGL : 492 : VISUAL CULTURE AND COMMUNICATION  
ENGL : 493 : ENGLISH IN INDIA: 18<sup>TH</sup> CENTURY TO THE PRESENT

**SEMESTER I**

- 1. ENGL 411-POETRY FROM CHAUCER TO MILTON -----LM**
  - 2. ENGL 412-ELIZABETHAN DRAMA-----SV**
  - 3. ENGL 413-AUGUSTAN & EIGHTEENTH CENTURY LITERATURE-CSL**
  - 4. ENGL 414-ROMANTIC & VICTORIAN POETRY-----HK**
  - 5. ENGL 415-THEORY OF COMPARATIVE LITERTURE----- -NN**
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## **ENGL 411: POETRY FROM CHAUCER TO MILTON**

**Credits: 3**

**Course Instructor: Ms. Lakhimai Mili**

### A. Objectives:

The growth of English language and literature over the centuries from a totally different state- more in the condition of a dialect in the earliest periods- to what it is in the present century should form the background knowledge of every student of English literature. The quaint systems and structures of the medieval English developed rather quickly during the 16<sup>TH</sup> and 17<sup>TH</sup> centuries. The objective of this course is to introduce the music and quaintness of the English sounds and vocabulary of the earliest period in English literary history to the students to enable them to have a historical perspective of the developments over the centuries. The course also introduces the great masters of the early period such as Chaucer, Spenser and Donne.

### B.Syllabus:

#### B.i. For Detailed Study:

- 1.Geoffrey Chaucer, The Prologue to The Canterbury Tales.\* [MacMillan Indian Edition.]
- 2.John Milton, Paradise Lost. Book IX.\* [ MacMillan Indian Edition.]
- 3.Edmund Spenser, "Faerie Queen"\*
- 4.John Donne, "The Sunne Rising", " Song", " A Valediction: Forbidding Mourning."\*
- 5.Andrew Marvel, "The Definition of Love"; "To His Coy Mistress."

#### B.ii. For Non-detailed study:

- 6.William Shakespeare, "The Phoenix and the Turtle."
  - 7.Robert Herrick, "Marie Magdalen's Complaints at Christ's Death"
  - 8.George Herbert, "Discipline" ; "The Flower"
  - 9.Abraham Cowley, "Drinking"
  - 10.Henry Vaughan, "The Dawning"
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## **ENGL 412: ELIZABETHAN DRAMA**

**Credits: 3**

**Course Instructor: Dr. Sujatha Vijayaraghavan**

This course is designed to familiarize the postgraduate student to the tradition of drama in English literature in the Elizabethan age. Since Western drama takes its origin from the classical Greek play, the course will necessarily begin from the latter component. This means both a study of the relevant portions of Aristotle's *Poetics*, as well as the compulsory reading of one Greek tragedy. The nature of the differences between the English play and its Greek precedent will be next taken into account. This of course will be followed by a detailed analysis of the texts prescribed. The accent will not be on the literal understanding of the text, but on its context in terms of its genre, its style, its structure, its themes and its specific place in the dramatic tradition of its period. As such representative texts of the period have been selected. Standard editions must be used in class by the students.

### **Syllabus:**

(Sophocles	: <i>Oedipus Rex</i> (Introductory compulsory reading)
Christopher Marlow	: <i>Dr. Faustus</i>
William Shakespeare	: <i>King Lear</i>
	: <i>A Midsummer Night's Dream</i>
For Extended study	
John Webster	: <i>The Duchess of Malfi</i>
Ben Jonson	: <i>The Alchemist</i>

*Mode of Evaluation = Internal assessment 40%+ End Semester 60% =100.*

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## **ENGL 413 : AUGUSTAN AND EIGHTEENTH CENTURY LITERATURE**

**Credits: 3**

**Course Instructor: Dr.Clement.S.Lourdes**

Objectives: The Augustan Age is not a mere vacation resort for the soul, but a seed-plot of the ideas that have shaped the modern world, and a serious school in which one can learn much of human nature and of life. The 18th century writers transform or even create literary genres to suit their purpose. This course aims at an intensive study of some of the masterpieces of Augustan literature. This selection will be also beneficial to those students aspiring for SLET I JRF examinations where Augustan literature forms a part of the syllabus. An attempt has been made to include the indescribably complex variations of the satiric spirit to be found in Addison, Johnson, Swift, Dryden and Pope who are the masters of "our excellent and indispensable eighteenth century".

Poetry: Detailed

Pope: *An Essay on Criticism*

Dryden: *Mac Flecknoe*

Poetry: Non-detailed

### **From The Norton Anthology of Poetry (Third Edition)**

Thomas Gray: "Elegy Written in a Country Churchyard"

& "Ode (on the Death of a Favourite Cat)"

William Collins: "Ode Written in the Beginning of the year 1746"

& "Ode to Evening"

William Blake: "The Garden of Love"

& "A Poison Tree"

Prose: - Detailed

Johnson: *Preface to Shakespeare*

Non-detailed

Addison and Steele: *Cowley Papers from the Spectator*

Swift: *Gulliver's Travels, Part IV*

Henry Fielding: *Joseph Andrews*

Drama:

Goldsmith: *She Stoops to Conquer*

Congreve: *The Way of the World*

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## **ENGL 414: ROMANTIC AND VICTORIAN POETRY**

**Credits: 3**

**Course Instructor: Dr. H.Kalpana.**

### Objectives:

Exploration of the traits of Romanticism and Victorianism in English literature with emphasis on concepts of self, imagination, and the unconscious.

Consideration of various developments, namely historical, social, philosophical, and political contexts which informed romanticism.

Introduction of poetic forms, and the different movements

Evaluation of the impact of Romanticism and Victorianism on the development of English literature, with emphasis on development of literary form and literary modes of expression.

An understanding of concepts of gender and women during these periods.

### Syllabus:

#### Detailed:

William Blake: Lamb and Tyger

William Wordsworth: Resolution and Independence/ Tintern Abbey

Coleridge: The Rime of the Ancient Mariner

Shelley: Ode to the West Wind

Keats: Ode to the Nightingale & Ode on a Grecian Urn

Tennyson: Ulysses & Tithonus

Robert Browning: Andrea Del Sarto

Mathew Arnold: Dover Beach/Scholar Gypsy/Memorial Verses

D.G.Rossetti: The Blessed Damozel

William Morris: The Haystack in the Flood

G.M.Hopkins: The Windhover

#### Non-detailed:

Elizabeth Barret Browning: select poetry

Christina Rossetti: select poetry

Letitia Landon: select poetry

Amy Levy: select poetry

Felicia Heman: select poetry

## **ENGL 415: THEORY OF COMPARATIVE LITERATURE**

**Credits: 3**

**Course Instructor: Dr. N.Natarajan.**

Objective of the Course:

The task of inculcating a comparative awareness in the minds of the participants to realize its cultural significance in the globe as well as multilingual states like India is central to the goal of this course. The first part of the course will acquaint the students with the major issues in various theories of Comparative Literature as detailed in 2.0. And the second part will deal with the methodological problems in the practice of comparative literature imparting training by way of seminars and assignments.

Topics to be covered:

- Comparative Literature: Definition and Scope
- French and American Schools
- New Comparative Literature
- National Literature, General Literature, World Literature etc
- Reception, Influence, Analogy etc
- Thematology
- Genres
- Epoch, Period, Movement etc
- Mutual Illumination of the Arts
- Literature and Psychology/Mythology/Sociology etc

References:

- Basnet, Susan 1993: *Comparative Literature*. Blackwell  
Guillen, Claudio 1993: *The Challenge of Comparative Literature*. Cambridge.  
Prawar SS 1973: *Comparative Literature Studies*. Duckworth.  
Stalknett NP et al. Editors 1951: *Comparative Literature*. Carbondolle.  
Spivak, Gayatri Chakravorty 2005: *Death of a Discipline*. Seagull. Calcutta  
Wellek, Rene and Austin Warren 1963: *Theory of Literature*. Harmondsworth.  
Weisstein, Ulrich 1973: *Comparative Literature and Literary Theory*.  
Bloomington.

Assessment: In addition to attendance requirements, the following scheme of evaluation will be followed:

Internal Assessment	- 40 Marks [Assignments 10, Seminar 10 and Tests 20 ]
End Semester Examination	-60 Marks

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**SEMESTER II**

- 6. ENGL 421- 19<sup>TH</sup> CENTURY BRITISH FICTION -----HK**
  - 7. ENGL 422- LITERARY THEORY –I -----SV**
  - 8. ENGL 423- INTRODUCTION TO LINGUISTICS-----BN**
  - 9. ENGL 424-20<sup>TH</sup> CENTURY BRITISH POETRY-----CSL**
  - 10.ENGL 425-MODERN RHETORIC AND RESEARCH METHODOLOG-NH**
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## **ENGL 421: 19<sup>TH</sup> CENTURY BRITISH FICTION**

**Credits: 3**

**Course Instructor: Dr H.Kalpana**

### **Objective:**

This is a course exploring the literature written between 1815 and 1900 known as the Victorian age. It will introduce you to the texts that reflect a range of historical, cultural and aesthetic values. The course also reflects on the aspects of instruction, entertainment, society, class and gender as perceived in the nineteenth century England. The outcome of the course is to initiate critical thinking on the following topics:

1. The development of fiction in England from the close of the eighteenth century.
2. The relationship between fiction and popular taste especially Victorian sentimentality.
3. The relevant social and political contexts.
4. Evaluation of various constructions of identity, such as age, sexuality, class, and region.

### **Syllabus:**

#### Detailed:

Jane Austen- Pride and Prejudice

Charles Dickens- Great Expectations

Emily Bronte- Wuthering Heights

Thomas Hardy- The Return of the Native

#### Non-Detailed: ( Any two texts)

Charlotte Bronte- Jane Eyre

George Eliot: Mill on the Floss

Walter Scott- Ivanhoe

Wilkie Collins: Moonstone

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## **ENGL 422: LITERARY THEORY-I**

**Credits: 3**

**Course Instructor: Dr.Sujatha Vijayaraghavan**

Objective of the Course: The course aims at facilitating basic knowledge in English critical tradition from the beginnings to the Modernists. As such it begins with an introduction to classical literary theory. While looking at the prescribed essays two points will be highlighted: 1) the methodological skills and specific concepts employed in each essay in approaching literature in an analytical and critical way 2) the concepts and research tools specific to that period and critic. The course prepares the students to continue their study of literary theory at more advanced levels. At the end of the course each student has to take a critical essay not prescribed, analyse and respond to it and make a presentation in class in the allotted seminar hour. This course will equip the student to prepare himself / herself to lay the foundation for learning how to address the discursive and ideational aspects of literary texts.

### **I INTRODUCTION**

Plato, Aristotle & Horace on the Function of Literature

II John Dryden: An Essay on Dramatic Poesy

III Samuel Johnson: Preface to Shakespeare

IV Wordsworth: Preface to Second Edition of Lyrical Ballads

V S.T.Coleridge: Biographia Literaria,

VI Matthew Arnold: The Study of Poetry

VII T.S.Eliot: Tradition & Individual Talent

VIII Virginia Woolf: Modern Fiction

IX I.A. Richards: Four Kinds of Meaning

Text Recommended:

Ramaswami,S.&V.S.Sethuraman Ed. (1986) *The English Critical Tradition*, Vols. I & II. Chennai: Macmillian.

Periodic Internal Assessment for 40 marks as follows:

1. Class Test (3 as scheduled)	30
3. Seminar	10
4. End-Semester Examination	60
Total	100

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## **ENGL 423: INTRODUCTION TO LINGUISTICS**

**Credits: 3**

**Course Instructor: Dr. Bhaskaran Nair**

Defining linguistics: Changes in definitions and shifts in focuses—Objectives of linguistic studies in the present day context.

Language as the object of linguistic studies: Defining language—Language as a tool for communication Vs Language as communication.

Human language Vs animal communication systems: Points of convergence and divergence.

Language as a symbolic system: Defining symbols--Vocal symbols consisting of signifier and signified.

Branches of linguistic studies: Descriptive and prescriptive linguistics—Theoretical linguistics—Synchronic and diachronic linguistics—Historical linguistics—Psycholinguistics—Neurolinguistics--Sociolinguistics—Anthropological linguistics—Computational linguistics—Artificial Intelligence.

A brief history of western linguistics: From ancient Greeks to the 19<sup>th</sup> century—Structuralism and its branches-- Transformational Generative Grammar—Systemic and Functional linguistics.

Areas of linguistic studies: Phonology—Phonetics—Morphology—Syntax—Semantics-Stylistics—Semiotics—Hermeneutics—Translation--Interpretation...

Phonology: Phoneme—Forms and functions—Allophones and their distribution-- Correspondence between phonemes and letters in Indian languages in general as opposed to English.

Phonetics: Main branches: articulatory, acoustic, and auditory—English speech sounds and their articulation—Air stream mechanisms—Vocal organs—Active and passive articulators—Voiced and voiceless sounds--Classification of sounds according to place of articulation and manner of articulation—Phonemic transcription.

Morphology: Morphemes—Forms and functions—Word formation—Free and bound morphemes—Roots and stems—Affixes (Prefix, suffix and infix)—Derivations and inflections—Class-changing and class-maintaining morphemes.

Word accent: Syllables and syllabification—Stress: Primary and secondary—Stress-timed languages and syllable-timed languages.

Intonation: Patterns of intonation—Correspondence between intonation change and meaning change—Tone ,tonality—Rhyme and rhythm.

Syntax: Formal and functional labels—Traditional and modern labeling—Phrase, clause and sentence—Kernel sentences and transforms—Rules of transformation—Subordination and co-ordination—Embedding.

Phrase Structure Grammar and Immediate Constituent Analysis.

Psycholinguistics: The relation between language and mind –Language and thought—Language and dreams.

Sociolinguistics: Language in society and society with language—Language and dialects—Bilingualism—Multilingualism--Code switching and code mixing—

Registers –Pidgin and creole—Language and ethnicity—Language and culture—  
Language education.

Language-related issues: Language and gender—Language and power—

Globalization and the vernaculars—Language as /and identity.

Applied linguistics and language teaching.

**Text books recommended**

Gleason, H.A. An Introduction to Descriptive Linguistics

Balasubramaniam. An Introduction to English Phonetics

Verma, S.K.;and Krishnaswami,N. Modern Linguistics

**Basic References**

Crystal, David.(ed.) Encyclopaedia of Language

Asher, R.E.(ed.) Encyclop aedia of Language and Linguistics

Brown, Keith.(ed.) Encyclopaedia of Language and Linguistics

Mc Arthur. Concise Companion to English Language

Swan, Michael. Modern English Usage

Peters, Palm. Guide to English Usage

**Suggested reading**

Crystal, David. Linguistics

Crystal, David. English as a Global Language

Jones, Daniel. The Pronunciation of English

Gimson, A.C. An Introduction to the Pronunciation of English

Lyons, John. Language and Linguistics

Aitchison ,Jean. Linguistics

Beugrande et al. Intrduction to linguistics

Langacker, R.W. Language and its Structure

Swan, Michael. Modern English Usage

Palmer, H.E. Grammar

**Materials for Practice**

*a) Phonetics*

Bansal, R.K. Exercises in Spoken English(+audio cassettes)

O’Conner, J.D. Better English Pronunciation(+audio cassettes)

*b) Spoken English*

Sasikumar and Dhamija. Spoken English (+audio cassette)

Radhakrishna Pillai and Rajeevan. Spoken English for You (+audio cassette)

*c) Grammar*

Murphy, Raymond. Intermediate English Grammar

Thomson and Martinet. A Practical English Grammar

*d) Writing*

Coe, Norman et al.Writing Skills

Jolly,David. Writing

Hedge, Tricia. Writing

Tickoo & Sasikumar. Writing with a Purpose

Narayanaswami. Strengthen Your Writing

## **ENGL 403: 20<sup>th</sup> Century British Poetry**

**Credits: 3**

**Course Instructor: Dr. Clement S Lourdes**

Aims and Objectives:

- \*To introduce students to the variety of poetic texts and voices that have emerged over the 20<sup>th</sup> century.
- \* To consider in detail the work of at least 12 major poets and their relationship to earlier writers and traditions.
- \* To analyse the inter-relationships of form, content and style in the 20<sup>th</sup> century.
- \*To analyse how issues such as politics, history, ethnicity, geography, religion, class and gender have been explored in the 20<sup>th</sup> century British Poetry.
- \* To consider a number of theoretical models which have been applied to contemporary poetry.

Syllabus

The module will begin with a brief examination of the work of a number of influential poets, including Philip Larkin, Ted Hughes, W.H. Auden and Seamus Heaney whose impact is evident in contemporary writing. Students will consider the value and appropriateness of some of the theoretical approaches which have been applied to the works of these writers.

Following this, the course will focus on a representative sample of the poetry of at least 20 modern poets, drawing on selections in such anthologies as *The New Poetry*, edited by Michael Hulse, David Kennedy and David Morley and *Twentieth Century Poetry*, edited by Edna Longley.

Learning Outcomes:

On completion of this module, students will be able:

- \*To demonstrate a good understanding of a range of poetic texts and the work of at least 20 major poets.
- \* To produce a detailed and sustained analysis of the work of one contemporary poet.
- \* To recognize the significance of the cultural, religious, social and historical contexts in which texts are produced and comment on the linguistic diversity they contain.
- \* To identify and use a number of theoretical models that has been applied to contemporary poetic texts.
- \* To use, with understanding, an appropriate scholarly discourse.
- \* To demonstrate an increased precision and thoroughness in written and oral communication through course work assignments and oral presentations

Programme Content:  
Detailed Poems

- |                      |                                     |
|----------------------|-------------------------------------|
| 1. Thomas Hardy      | .....After a Journey                |
| 2. Walter de la Mare | ...The Listeners                    |
| 3. Edward Thomas     | ....The Sign-Post                   |
| 4. Wilfred Owen      | .....Futility                       |
| 5. W.B. Yeats        | .....Easter 1916                    |
| 6. T.S. Eliot        | ...Marina                           |
| 7. D.H. Lawrence     | ..Bavarian Gentians                 |
| 8. Stephen Spender   | ....The Landscape near an Aerodrome |
| 9. Philip Larkin     | ....At Grass                        |
| 10. Ted Hughes       | .....The Casualty                   |
| 11. W.H. Auden       | .....Miss Gee                       |
| 12. C. Day Lewis     | .....O Dreams, O Destinations       |

Non-Detailed Poems

- |                          |                           |
|--------------------------|---------------------------|
| 13. Thom Gunn            | ...Considering the Snail  |
| 14. Seamus Heaney        | .....The Otter            |
| 15. A. E. Houseman       | ..... Tell me not there   |
| 16. Edith Sitwell        | .....Still Falls the Rain |
| 17. W.W. Gibson          | ..... The Stone           |
| 18. John Masefield       | ....TheRider at the Gate  |
| 19. Alan Patrick Herbert | .....Without Due Care     |
| 20. Robert Graves        | .....Vanity               |

References:

- Atridge, Derek. *The Rhythm of English Poetry*. London: Longman, 1993
- Corcoran, Neil. *English poetry since 1940*. London Longman 1993
- Day, Gray. And Briam Docherty, eds *British Poetry from the 1950s to the 1990s: Politics and Art*. London: Macmillan 1996
- Gregson, Ian. *Contemporary Poetry and Postmodernism*. London: Macmillan, 1996
- Heaney, Seamus. *The Redress of Poetry*. London :Faber and Faber, 1995
- Hulse, Michael, David Kennedy&David Morley, eds *The New Poetry*, Newcastle – Upon-Tyne:Bloodaxe ,1993
- Kennedy, David. *New Relations: The Refashioning of British Poetry 1980-94* Bridgend:Seren ,1996
- Ricks, Christopher. *The Force of Poetry*. Oxford: Oxford UP 1984
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## **ENGL 425: MODERN RHETORIC AND RESEARCH METHODOLOGY**

**Credits: 3**

**Course Instructor: Dr.Nikhila Haritsa**

Objectives: The broad objective of the course is to provide students with paradigms and vocabularies for engaging in knowledge production. It also aims at helping students to be more self-aware and purposive researchers and to conduct their research and present their findings in an effective manner in the field of literature. As a by-product of the course students should be able to develop collaborative capabilities.

Syllabus:

- I. Contextualizing Research – The broader context of knowledge production
    - Characteristics of the knowledge-based informational society of the present.
    - Extracts from “The Informational Economy and the process of Globalization” in *The Rise of the Network Society* by Manuel Castells, Mass: Blackwell publishers, 1996
    - On research in universities in the present globalizing times. Extracts from essay on Universities and action Research. *Handbook of Qualitative Research*. Denzin and Lincoln, 2000.
  
  - II What is “knowledge”? –Context-based or rhetorical nature of knowledge
    - What is “knowledge”? “Epistemology, an Introduction” Principia cybernetic web
    - Rhetoricity of knowledge “Rhetoric”, Stanley Fish
    - Shifting disciplinary boundaries “Postmodern interdisciplinarity”, by Roger P. Mourad, *The Review of Higher Education*, 2002.
  
  - III Process/es involved in literary research
    - Data collection – *A Handbook of literary research*
    - Organization, Methods of Analysis and Interpretation – *Rhetoric of Fiction*
  
  - IV Modes of presentation of literary research
    - Methods of Exposition, Persuasion, Argument, Description and Narration
    - Modern Rhetoric* – Cleanth Brooks and Robert Penn Warren
    - Preparing the research for academic purposes
    - (a) Academic conventions of presentation – citation, referencing, etc. *MLA Handbook*
    - Proofreading/editing – *St. Martin’s Guide to Writing*.
-

**SEMESTER III**

- 11. ENGL 511: AMERICAN POETRY-----SM**
- 12. ENGL 512—MODERN DRAMA-----BZ**
- 13. ENGL 513—TEACHING ENGLISH AS A SECOND LANGUAGE---BN**
- 14. ENGL 514— MEDIA STUDIES -----NH**
- 15. ENGL 515—PROJECT WORK----- TEACHER CONCERNED**  
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## **ENGL 511: AMERICAN POETRY**

**Credits: 3**

**Course Instructor: Dr S.Murali**

The main objective of this indispensable hardcore course is to familiarize the students with the variant voices of American poetry from the beginnings to postmodernism. However, for the sake of pedagogical convenience certain texts and authors are chosen as per the availability and readability as well as for the foremost reason of teaching and learning poetry—enjoyment. The syllabus is a selected cross section of late nineteenth and twentieth century poetry. Of course class lectures and seminars would be supplementing other texts and authors incidentally.

Thrust area: Backgrounds of American Literature—Puritanism-- Idea of Frontier—Romanticism—Transcendentalism—

1. Walt Whitman (1819-1892) – Extract from the Preface to the First Edition of Leaves of Grass

1. One's Self I Sing
2. Song of Myself --Selections
3. When Lilacs Last in the Dooryard Bloom'd \*(For Detailed Study)

2. Emily Dickinson (1830-1886) (\*All for Detailed Study)

4. Success Is Counted Sweetest
5. I Taste a Liquor Never Brewed
6. The Soul Selects Her Own Society
7. Much Madness is Divinest Sense
8. Because I could not Stop for Death

3. Robert Frost (1874-1963)

(Students are directed to read The Figure a Poem Makes)

9. Mending Wall\*
10. The Road Not Taken
11. Birches\*
12. Provide, Provide

4. Edwin Arlington Robinson

13. Richard Cory

5. Wallace Stevens

14. Anecdote of the Jar\*

6. Sylvia Plath

15. Lady Lazarus\*

7. Ezra Pound

16. A Pact
17. Hugh Selwyn Mauberley

Course Highlights: Modernist and Postmodernist themes and techniques: From Puritanism to Postmodernism.

Students are advised to refer: American Literature of the Nineteenth Century: An Anthology. Ed William J Fisher et al.

American Literature 1890-1965: An Anthology. Ed Egbert S Oliver

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## **ENGL 512—MODERN DRAMA**

**Credits-3**

**Course Instructor: Dr.Binu Zachariah**

### Introduction:

The plays selected for this course attempt to give a bird's eye-view of the 'dramatic' changes that took place in twentieth century British, American and European drama. The course looks at the ways in which traditional norms and conventional ways of thinking were subverted and debunked by playwrights who wanted their plays to reflect the confusing complexity of life and question the convictions of the audience. We will also endeavor to read the plays as being representative products of their milieu by juxtaposing these against their political and socio-cultural contexts.

### Syllabus

Introduction to Modern British, American and European Drama.

Introduction to Epic Theatre, Theatre of the Absurd, etc.

### Detailed Texts:

1. Oscar Wilde: The Importance of Being Earnest
2. Bernard Shaw: Arms and the Man
3. T.S.Eliot: Murder in the Cathedral
4. Arthur Miller: Death of a Salesman
5. John Osborne: Look Back in Anger

### Non-detailed Texts:

1. Samuel Beckett: Waiting for Godot
2. J.M.Synge: Riders to the Sea
3. Bertolt Brecht: The Caucasian Chalk Circle

### Internal Assessment:

Test—20 Marks (Best 3 out of 4)

Seminar—20 Marks (Presentation based on a specific topic/drama performance)

### End Semester Examination:

60 Marks (Objective Questions, Short Answers and Essays)

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## **ENGL 513: TEACHING ENGLISH AS A SECOND LANGUAGE**

**Credits-3**

**Course Instructor: Dr. Bhaskaran Nair**

### An Outline of the Syllabus

- I. Language and its structure: Defining language – differences between language and other communication systems – characteristics of language. Oral and written modes –
- II. Linguistics – various branches – Elements of linguistic studies – Phonology, Morphology, Phonetics, Syntax, Stylistics, Semantics etc. – Linguistic studies in the East and West – Modern Western Linguistics – mapping the history of English linguistics.
- III. Applied linguistics And language teaching – Language acquisition – Structure of language and nature of language acquisition – distinction between first language acquisition and second language learning – four language skills: LSRW – teaching the four skills in formal classroom – Integration of skills.
- IV. Approaches, methods and techniques of teaching a second language – A historical survey of teaching English as a second Language (TESL)
- V. A course in English as a second language – Curriculum – Syllabus – Objectives – Instructional materials – Methodology – Classroom strategies – Teaching aids and support materials – Testing and evaluation.
- VI. Practical: Practice teaching – Observing real classes – Observing demonstration classes – Evaluating classes – Peer teaching – Real classroom teaching – preparing lesson plan – preparing teaching learning materials and aids.

### Reading list

#### I. Textbooks

- Bright & Mc Gregor : Teaching English as Second Language  
Ghosh, R.N et al : Methods of Teaching English  
Wilkins, R.A : Second Language Learning and Teaching

#### II References

- Any of the following or any other monolingual dictionary in English  
Oxford Advanced Learner's Dictionary  
Longman Dictionary of Contemporary English  
Cambridge Advanced Learner's Dictionary  
Macmillan English Dictionary for Advanced Learner  
Collin's Cobuild English Dictionary
- B. Crystal, D (ed): Encyclopaedia of Language
  - Crystal D (ed): A Dictionary of Linguistics and Phonetics
  - Richards J.C. et al: Longman Dictionary of Applied Linguistics
  - C. Swan, M: Practical English Usage

- Peter, S: Cambridge Guide to English Usage  
 Thomson and Martinet: A Practical English Grammar  
 Eastwood: Oxford Guide to English Grammar  
 Turton: ABC of Common Grammatical Errors
- D. Hubbard P. et al: A Training Course of TEFL  
 Howatt, APR: A History of English Language Teaching  
 Hornby, A.S: The Teaching of Structural Words and Content Words  
 Hornby, A.S: A Guide to Patterns and Usage in English  
 Rivers, w: Communicating Naturally in a Second Language  
 Wilkins: Linguistics and Language Teaching  
 Crystal, D: English as a Global Language  
 Peren: Teachers of English as a Second Language  
 Jupp & Milne: English sentence Structure  
 Rivers, W. and Temperly: A Practical Guide to the teaching of English  
 Close, R.A: English as a Second Language  
 Lado, R: Language Teaching  
 Brown & Yule: Teaching Spoken Language  
 Elbow, P: Writing without Teachers
- III Practice Materials  
 Freeman, S: Study Strategies in English  
 Wallace, M: Study Skills in English  
 Narayanaswami: Strengths Your Writing  
 Hedge, T: Writing  
 Tickoo & Sasikumar: Writing with a Purpose  
 Brown et al: Writing Matters  
 Jolly, D: Writing  
 Mc Rae & Boardman: Reading Between Lines  
 Rubin: The Vital Arts: Reading and Writing  
 Sasikumar & Dhamija: Spoken English (with audio cassette)  
 Rajeevan & Pillai: Spoken English for you (with audio cassettes)  
 Bansal R.K: Exercises in Spoken English (with audio cassettes)
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## ENGL 514 – MEDIA STUDIES

**Credits:3**

**Course Instructor: Dr.Nikhila Haritsa**

**Aim of the Course:** The Course aims at introducing students to the study of Media in the present times.

**Objectives:** At the end of the Course, the students should be able to:

- Analyze any given Media text
- Discuss issues related to Media consumption and ‘mediated’ society

**Syllabus:** The syllabus consists of 2 modules. The first module introduces some of the terms for the study of different forms of media and analysis of different kinds of media texts. The second module consists of studies of media in the Indian context. Most of these studies approach the study of Media from different disciplines – History, Sociology, Political Science, Mass Communication, etc. Some are interdisciplinary and eclectic in their approach to the study of Media, leaning more towards Cultural Studies.

### I. Introduction to key terms and concepts in Media Studies:

1. Introduction to Media (pp. 1-21)
2. Reading the Media (pp. 29-79; 87-96)
3. Media audiences (pp.109-117)
4. Media institutions (pp. 168-177;  
182-183; 196-202)

From *Media Studies: The Essential Introduction*, by Philip Rayner, Peter Wall & Stephen Kruger, London & New York: Routledge, 2001

### II. Studies of the Media in the Indian context:

#### 1. History of different forms of Media (tentative readings)

- i) “Music in the Age of Mechanical Reproduction” – Stephen Putnam Hughes (a historical study of cinema)
- ii) “The Mahatma didn’t like the Movies and why it matters” – Robin Jeffrey (a study of India’s broadcasting policy)
- iii) “Whose News” – Ammu Joseph and Kalpana Sharma

#### 2. Studies of particular Media forms, genres, texts

- i) “Fashioning a Cosmopolitan Tamil identity: game shows, commodities and cultural identity” – Sujata Moorti (an analysis of the genre of game shows)
- ii) “Things Fall Apart: Cinematic Rendition of Agrarian Landscape in South India” – Dilip Menon (a study of landscape in cinema)
- iii) “Images of Domesticity and Motherhood in Indian television commercials: A Critical Study” – Abhik Roy (a semiotic study of TV ad images)

**3. Media in Globalizing Times**

i) “Gender, Nation and Globalization in *Monsoon Wedding* and *DDLJ*” – Jenny Sharpe (a look at the genre of Wedding films)

ii) Nationalizing ‘the global’: Media images, cultural politics and the middle class in India – Leela Fernandes  
(a study of the middle class and their media consumption)

**4. Media, Economy, Society, Polity**

i) “Inside the Home theatre: The Hyper real world and television in India” – Shanti Kumar (a study of print ads of television brands in India)

ii) “Melodramatic politics” – Madhav Prasad (politics and cinema in south India)

**Internal assessment – 40 marks**

- |   |            |
|---|------------|
| 1. Tests/exams  | 20         |
| 2. Presentation (Media text analysis thru any approach studied) | 05         |
| 3. Assignment (Review of book/article on media in India)        | 05         |
| Submission date –   |            |
| 4. Class activities   | 2 x 5 = 10 |
| As and when assigned  |            |

**End Semester exam – 60 marks**

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**SEMESTER IV**

- 16. ENGL 521- MODERN BRITISH FICTION-----NN**
  - 17. ENGL 522- AMERICAN FICTION-----HK**
  - 18. ENGL 523- TRANSLATION: THEORY AND PRACTICE -----CSL**
  - 19. ENGL 524- POSTCOLONIAL LITERATURE-----NH**
  - 20. ENGL 525 –LITERARY THEORY –II----- SM**
-

## **ENGL 521: MODERN BRITISH FICTION**

**Credits: 3**

**Course Instructor: Dr.N.Natarajan**

Objectives:

The course will consider a range of theoretical perspectives on European Modernism in general and their impact on ' British Modern fiction ~ modernist and anti-modernist - in particular. Apart from the much discussed aesthetic pros and cons of modernist experiments in story telling, the course will examine the 'dis-contents' of modern man and woman portrayed in the prescribed novels relating to the hither-to untouched areas of experience in art, life, sex and morality.

Syllabus:

Background Study:

Malcolm Bradbury et al- The Name and Nature of Modernism  
John Fletcher- The Introverted Novel  
Joseph Frank- Spatial Form in Modern Literature  
Virginia Woolf- Modern fiction

Texts for intensive Study:

Joseph Conrad - *Lord Jim* (1900)  
DH Lawrence - *Sons and Lovers* (1915)  
James Joyce- *A Portrait of the Artist as a Young Man* (1916)  
Virginia Woolf- *Mrs.Dalloway* (1925)

Texts for extensive study:

Graham Greene - *The Heart of the Matter* (1948)  
William Golding - *Lord of the Flies*(1954)

Assessment: In addition to attendance requirements, the following scheme of evaluation will be followed:

Internal Assessment	- 40 Marks [Assignments 10, Seminar 10 and Tests 20 ]
End Semester Examination	-60 Marks

## **ENGL 522: AMERICAN FICTION**

**Credits:3**

**Course Instructor: Dr.H.Kalpana**

### Objective:

American Fiction today enjoys a niche in the curriculum of various post-graduate courses in Indian universities. The present course is an introductory course that enables the students to understand the character, flavour and ethos of the American literature. A second aim is to initiate critical knowledge of the major literary innovations and cultural issues of the 19<sup>TH</sup> and 20<sup>TH</sup> century America. The course moreover is designed to be a stepping-stone for further research and reading and attempts to cover some of the following issues:

Exploring the meaning of religion, democracy and romanticism through a study of Hawthorne's The Scarlet Letter.

Conceptualizing the spirit of adventure through picaresque fiction such as Twain's The Adventures of Huckleberry Finn.

Evaluating violence and effects of war through a study of Hemingway's For Whom The Bell Tolls.

Understanding issues of race, ethnicity and gender through a study of Ralph Ellison's Invisible Man and Alice Walker's Color Purple.

Contextualizing contemporaries by reading Harper Lee's To Kill A Mocking Bird.

### Syllabus:

Nathaniel Hawthorne: The Scarlet Letter

Mark Twain: The Adventures of Huckleberry Finn

Earnest Hemingway: For Whom The Bell Tolls

Ralph Ellison: The Invisible Man

Alice Walker: The Color Purple

Harper Lee: To Kill a Mocking Bird.

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## **ENGL523: TRANSLATION: THEORY AND PRACTICE**

**Credits -3**

**Course Teacher: Dr. Clement Lourdes**

Aims and Objectives:

1. To develop practical skills in Translation.
2. To promote an understanding of cultural differences, the consequent difficulties for translators and strategies for their solution.
3. To develop an understanding of differences in the text types.
4. To develop skills in the comparison and evaluation of translations.

Learning Outcomes

On successful completion of this course students should be able, at threshold level,  
to: identify different text types, the problems for the translator and ways of overcoming those problems  
identify cultural differences with an impact on the target language of translation and ways of dealing with such difficulties  
compare and evaluate published translations with a view to improve their own translation practices.  
draft and finalise full-scale translations for a variety of text types.

Programme Content

1. History of Translation Theory
  - 1.1 Translation of religious Texts
2. Language and Culture
3. Specialised types of translation
  - 3.1 Administrative translation
  - 3.2 Commercial Translation
  - 3.3 Computer translation
  - 3.4 Economic translation
  - 3.5 Financial translation
  - 3.6 General Translation
  - 3.7 Legal translation
  - 3.8 Literary translation
4. Translation problems
  - 4.1 General problems
  - 4.2 The problem of untranslability



- 4.3 The problem of common words
- 5. Trends in translation
  - 5.1 Machine Translation
  - 5.2 Computer- assisted translation
  - 5.3 Cultural translation
- 6. Criticism of Translation

#### Practice of Translation

\*Practical translation exercises: Identification of textual features and cultural references of source texts; Strategies for translating different features of discourse and handling cultural references; Comparison and evaluation of published translations; Reflection on own practice.

\* Students will be required to translate a short text. The teacher is understood as a facilitator of the translation task, since the lion's share of the transfer process is accomplished by the students, mainly collectively, but also individually. Towards the end of the course the students hand in the final version of their translated work which have already been amended in the light of the whole text.

#### References:

Bassnett, Susan. *Translation Studies*. 3<sup>rd</sup> ed. London: Routledge

Newmark, P. *Approaches to Translation*. Oxford. Pergamon Press, 1982.

Nida, E. *The Theory and Of Practice of Translation*. Leiden: E.J.Brill, 1969

Steiner, G. *After Babel: Aspects of Language and Translation*. Oxford: Oxford University Press, 1978

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## **ENGL 524: POSTCOLONIAL LITERATURE**

**Credits: 3**

**Course Instructor: Dr. Nikhila Haritsa**

**Objectives:** By the end of the Course the students will

- Get some understanding of the issues and themes in Postcolonial literature
- Be familiar with literary concepts of postcolonialism
- Be able to draw on diverse and relevant sources for studying literary texts
- Get some awareness of the historical context of literary production and reception

**Course Description:** In order to realize the above objectives, it is most useful to study postcolonial literary discourse, which will include literary texts and critical, historical and sociological studies of literary texts. Since *postcolonialism* as an approach to literary texts is so historical context-dependent, the focus of this Course will be broadly speaking, the 'Indian' context. Selections of readings for this Course have been made to answer two questions – 1) What happens to 'Literature' after colonization? This question includes other questions such as a) What comes to be called Literature? b) What are the genres and themes that come to prevail? c) What is the nature of readership?, etc. and 2) What kind of a world is constituted by this literary discourse? To answer these questions, a study of literary texts produced from the late 19<sup>th</sup> century to the present and current evaluations of these literary texts is taken up in this Course. The time-frame of the *postcolonial* for this Course is thus taken to be the beginning of perceivable changes in 'literature' and the continuing legacy of these changes brought in by colonial rule.

The chosen texts will be studied keeping in mind some of the prominent questions that have come to define *postcoloniality* such as the question of History, of Modernity, of Identity, and of Language.

If you want other ways of discussing/reading Postcolonial literature the following books, Web links and Journals are the places to look for:

### **Books:**

- 1) Neil Lazarus, *The Cambridge Companion to Postcolonial Literary Studies* (CUP, 2004)
- 2) Bill Ashcroft, Gareth Griffiths and Helen Tiffin (eds) *The Postcolonial Studies Reader* (Routledge, 1995)
- 3) Bill Ashcroft, Gareth Griffiths and Helen Tiffin, *Postcolonial Studies: Key Concepts* (Routledge:2000)
- 4) John Thieme (ed.) *The Arnold Anthology of Post-Colonial Literatures in English* (Arnold: 1996)

**Web links:**

- 1) Postcolonial Studies at Emory Website  
<http://www.english.emory.edu/Bahri/Contents.html>
- 2) Postcolonial literature: a web guide to postcolonial literature from literaryhistory.com  
<http://www.literaryhistory.com/20thC/Groups/postcolonial.htm>
- 3) Studies in World Literature in English and Postcolonialism  
[http://www.eng.fju.edu.tw/worldlit/world\\_link.htm](http://www.eng.fju.edu.tw/worldlit/world_link.htm)
- 4) Postcolonial Studies  
[http://www.suite101.com/links.cfm/postcolonial\\_studies](http://www.suite101.com/links.cfm/postcolonial_studies)

**Journals available on postcolonial literature online and in the library:**

1. *Jouvert: A journal of postcolonial studies*  
<http://social.chass.ncsu.edu/jouvert/index.htm>
2. *SOAS literary review*  
<http://www.soas.ac.uk/soaslit/home.html>
3. *Journal of Postcolonial Writing*
4. *Interventions: International journal of Postcolonial Studies*  
Both available at [www.journalsonline.tandf.co.uk](http://www.journalsonline.tandf.co.uk)
5. *Postcolonial Text*  
<http://postcolonial.org/>

6. In addition, our library subscribes to *The Journal of Commonwealth Literature* which includes studies from a postcolonial perspective

**Course Requirements:**

You are expected to read all the prescribed text in the course and be prepared for discussing the texts as per schedule.

**Examination:**

Your performance will be viewed progressively over the semester through internal assessment where you will be evaluated and given feedback on your performance. You will be expected to pick up the vocabulary and approach of postcolonialism through the course.

Internal Assessment – 40 marks

- Test (3 tests, best of 2 to be considered) – 20 marks
- Assignment – 10 marks
- Seminar presentation – 10 marks

External Examination – 60 marks

**Tentative modules and list of readings:**

*Module I. Survey of the field: Keywords for the Course* – literature, colonialism, postcolonial, nationalism, modernity, history, language, identity/selfhood

- 1) “ ‘Indian Literature’ ” – Aijaz Ahmed
- 2) “The Psychology of Colonialism: Sex, Age and Ideology in British India” from *The Intimate Enemy: Loss and Recovery of Self under Colonialism* – Ashis Nandy
- 3) “Postcolonial in the Postmodern: On the Political after Modernity” – Vivek Dhareshwar
- 4) “Imaginary History” from *The Unhappy Consciousness* – Sudipta Kaviraj
- 5) “The Nationalist Resolution of the Women’s Question”- Partha Chatterjee
- 6) “Translating Nationalism: The Politics of Language and Community” – Tharakeshwar V. B.

**Module II. Approaching literary texts via postcolonialism:**

- 1) From *Indulekha* – O. Chandu Menon; Reading: Udaya Kumar’s “Seeing and Reading: The Early Malayalam Novel and Some Questions of Visibility”
  - 2) “To Mother Tamil” – Bharatidasan; Reading: Sumathy Ramaswamy’s “Virgin Mother, Beloved Other: The Erotics of Tamil Nationalism in Colonial and Post-Colonial India”
  - 3) From *Tughlaq* – Girish Karnad; Reading: Aparna Dharwadkar Reading: Historical fictions and Postcolonial Representation: Reading Girish Karnad’s *Tughlaq*
  - 4) “Remains of a Feast” – Gita Hariharan; Reading: Susie Tharu’s “The Impossible Subject: Caste and Desire in the scene of Family”
  - 5) “Mother” – Baburao Bagul; Reading: Susie Tharu’s “The Impossible Subject: Caste and Desire in the Scene of Family”
  - 6) “Stanadayini” – Mahashwetha Devi; Reading: Gayatri Spivak’s essay from *Subaltern Studies Vol. V*
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## **ENGL 525: LITERARY THEORY- II**

**Credits-3**

**Course Instructor: Dr S.Murali**

Objectives:

The major objective of this course is to introduce the students to the key texts, figures and ideas in the field of literary theory from the inception of New Criticism onwards.

Course Syllabus: This course is intended as a continuation of the earlier Literary Theory I. Therefore a certain level of literary and theoretical awareness is expected from the students. An overview of literary criticism from Aristotle up to the New Critics is expected to have been covered in the earlier classes. Hence the following broad themes and some significant texts have been chosen.

Themes: New Criticism—Psychological Criticism—History and Ideology—Marxist Criticism—Structuralism and Semiotics—Feminism(s)--Deconstruction and Postcolonial Theories—New Historicism and Reader Response theories.

Texts

Detailed—reading

W K Wimsatt and Munroe Beardsley—The Intentional Fallacy

Claude Levi Strauss—Incest and Myth

Victor Shklovsky—Art as Technique

Roman Jakobson—Linguistics and Poetics

Jacques Derrida—Structure, Sign and Play in the Discourse of the Human Sciences

Non Detailed—reading2

Wolfgang Iser—The Reading Process: a Phenomenological Approach

Terry Eagleton—Capitalism, Modernism and Postmodernism

Elaine Showlater—Feminist Criticism in the Wilderness

Edward Said—Crisis [in Orientalism]

Sri Aurobindo—The Word and the Spirit

The extracts are all from the following texts. Students are therefore directed to procure their own copies of the texts sufficiently in advance.

Lodge, David. Ed. *Twentieth Century Literary Criticism*. London: Longman, 1972

Lodge, David. Ed. *Modern Criticism and Theory*. London: Longman, 1982.

Sethuraman, VS. Ed *Contemporary Criticism*. Madras: Macmillan, 1989.

All students are expected to read the short introductions to the selected essays provided by the editors, paying attention to the cross references and citations. V S Sethuraman's "Introduction" to his book should be read attentively.

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**II. SYLLABI OF THE CURRENT SOFTCORE COURSES: [3 CREDITS]**

1. ENGL 451: MAJOR AUTHORS: SHAKESPEARE -----SV
  2. ENGL 454: FEMINIST STUDIES -----SV
  3. ENGL 459: INDIAN LITERATURE IN TRANSLATION -----SV
  4. ENGL 467: LITERATURE AND PSYCHOLOGY -----NN
  5. ENGL 468:GREEN VOICES:LITERATURE AND ENVIRONMENT---- SM
  6. ENGL 471: FUNCTIONAL-COMMUNICATIVE WRITING -----BN
  7. ENGL 472: STUDY SKILLS AND REFERENCE SKILLS-----BN
  8. ENGL 475: ADVANCED ACADEMIC WRITING-----BN
  9. ENGL 476: PROFESSIONAL COMMUNICATION-----BZ
  - 10.ENGL 478: CURRENT ENGLISH USAGE-----BN
  - 11.ENGL 480: CANADIAN FICTION-----HK
  12. ENGL 487: GENDER AND COMMUNICATION-----NH
  13. ENGL: 493: ENGLISH IN INDIA-18<sup>th</sup> C TO THE PRESENT ----- NH
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## **ENGL : 451 MAJOR AUTHORS – SHAKESPEARE**

**Credits: 3**

**Course Teacher: Sujatha Vijayaraghavan**

This is an advanced course in Shakespeare meant to introduce the postgraduate student to 1. the corpus of author's works, 2. the major schools of Shakespeare criticism and 3. contemporary readings of Renaissance drama in general and Shakespeare in particular. As such a number of plays will be taken into consideration as and when found relevant and necessary. The course also aims to make the students aware of the debates regarding canon-formation and the cultural representation of writers taking Shakespeare as the illustrative example. Students are advised to bring with them standard editions of the Complete Works of Shakespeare to every class. References will be suggested from time to time keeping the availability of books in mind.

### **Unit 1-Renaissance & Elizabethan drama**

- Shakespeare's Sonnets
- Shakespeare's sources, Variations from Greek classical drama.
- Terms associated with Shakespeare criticism.
- Debates concerning authorship

### **Unit 2- The Comedy**

- Early comedies & later comedies – What marks the difference?
- Feminist Readings-*Taming of the Shrew, Two Gentleman of Verona*
- Gender Bending, Androgyny & Transvestism in Comedies- *Twelfth Night, All's Well that Ends Well.*
- Play within the play in the Comedy – *Shrew, Merry Wives.*
- Mikhail Bakhtin's concept of the Carnival, *Henry IV, Part One*
- l- Shakespeare as a cultural critic
- Recent readings of the Comedies

### **Unit 3- The Tragedy**

- Early & later Tragedies, the Historical & Jacobean tragedy of Revenge
- Seneca, Kyd & Shakespeare
- *Hamlet* – The Oedipal question & Freudian readings, Post Freudian, Feminist objections to Shakespeare, *The Malcontent* in Comedies & Tragedies



- Lear*- Electra complex, Aeschyles' *Euminides* ,
- Othello* – Colonialist Discourse in Shakespeare, References to *The Tempest* & *The Merchant of Venice*, Postcolonial Readings of these plays
- The Chorus& other Greek elements in Shakespeare- *Richard II* & *Titus Andronicus*
- The Soliloquy – By male & female characters, some examples

#### **Unit 4- The Problem Play**

What is a Problem Play? *All's Well & Measure*.

Problem plays & the Morality Tradition

#### **Unit 5- The Roman Play**

A brief look at *Julius Caesar*

#### **Unit 6- General**

Intertextuality & Postmodern versions of Shakespeare-*King Lear*.

Anachronisms, Puns & other Shakespeare idiosyncracies.

Mode of Evaluation:

Internal assessment 40+ End Semester 60 =100.

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## **ENGL 454 : FEMINIST STUDIES**

**Credits -3**

**Course Instructor : Dr.Sujatha Vijayaraghavan**

Objective of the Course:

This course introduces the student to Feminist Studies. Feminist Studies is a growing interdisciplinary, critical exploration of salient categories of difference such as, gender, race, class, sexuality, religion and nation. It falls under the broad spectrum of the humanities and social sciences and the full range of feminist political and theoretical stances. The classification of the various areas and schools of feminism vary because the feminist writer may address multiple issues across disciplinary boundaries. Significant issues and the works of the major thinkers / contributions in the 11 units in this course will be highlighted in lectures, followed by the study and discussion of at least one extract from a seminal work in that area, as suggested in the syllabus given below. Wherever appropriate some literary texts will be relevantly incorporated into the units.

Plan of work and Syllabus:

- 1 General Introduction & History of Feminism
- 2 First wave Feminism: Virginia Woolf, A Room of One's Own
- 3 Liberal Feminism: Betty Friedan, The Feminine Mystique
- 4 Second wave Feminism: Kate Millett, Sexual Politics
- 5 Socialist/Marxist Feminism: Michele Barrett, 'Women's Oppression Today: Problems  
in Marxist Feminist Analysis'
- 6 Psychoanalytic Feminism: Juliet Mitchell, 'Psychoanalysis and  
Feminism'
- 7 French Feminism: Helene Cixous, 'The Laugh of the Medusa'
- 8 Radical Feminisms- Radicalesbianism: Mary Daly, 'Gyn/Ecology: The Metaethics  
of Radical Feminism'
- 9 Cross Cultural Feminist Studies: Michelle Rosaldo, 'The Use & Abuse of  
Anthropology'
- 10 Third Wave Feminism - Gender & Queer Theories: Judith Butler, 'Bodily  
Inscriptions, Performative Subversions'
- 11 Ecofeminism: Vandana Shiva, A brief extract from Staying Alive

All extracts will be made available by the course instructor, from which students may take photostat copies.

All students must bring the text to class. Except for units 10 & 11, the extracts are from the following texts.

Feminisms: an anthology of literary theory and criticism. 2 vols. Rbyn R Warhol & Diane Price Hardol (eds). Hampshire: Macmillian Press Ltd. 1997.

Feminisms: A Reader. Maggie Humm (Ed). New York: Harvester Wheatsheaf, 1992.

Women's Studies: A Reader. Stevi Jackson et al (Eds). New York: Harvester, 1993.

Periodic Internal Assessment will be as follows for 40 marks :

Mid semester test 10 -

Term assignment 10 -

Seminar 10 - Presentations by students as per schedule given in class

Model exam 10 End-Semester Exam 60 - Total 100

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## **ENGL 459: INDIAN LITERATURE IN TRANSLATION**

**Credits: 3**

**Course Teacher: Sujatha Vijayaraghavan**

### Objective

Since English is no longer a foreign language it is the best means of exchange via translations to link literatures in a methodical system of literary and discursive exchange within Indian literatures, apart from also linking Indian languages and their literature to the world. This course will place equal attention the issue of intervention of translation especially when we turn towards oral literatures that are not only coming into print in normative regional languages but also in translation in English. From the enormous possibilities in the source language, selections shall represent the genres of poetry, drama, the short story and fiction, texts shall be studied from the ancient to the contemporary times. This course will focus on ideas and the ways in which translations reflect cultural and aesthetic values, placing due emphasis upon their discursive potential in the contemporary times.

### **UNITS 1 & 2 – Poetry and drama**

Selections from the following works (ancient and medieval periods)

*An Anthology of Indian literature.* Alphonso-Karkala, John B., Ed.  
Harmondsworth: Penguin, 1971.

*The Interior Landscape: Love Poems from a Classical Tamil Anthology.*  
Trans. A.K Ramanujan. Oxford India Paperbacks, 1967.

*Women Writing In India.* 2 vols. Ed. Susie Tharu & K.Lalita,  
New Delhi: Oxford Univ.Press,,1997.

### **UNIT 3 - Short stories** (contemporary period)

*Our Favourite Indian Stories.* Khushwant Singh and Neelam Kumar (Eds).  
Delhi: Jaico, 2002.

Short Fiction from South India. Eds. Subashree Krishnaswamy, K. Srilata  
Oxford Paperbacks, 2007.

*Five Plays: Kamala; Silence! The Court Is in Session; Sakharam Binder; The Vultures; Encounter in Umbugland.* Vijay Tendulkar. Oxford Univ.Press,1992.  
[One text will be considered in class].

#### **UNIT 4 - Oral literatures**

*Folk Tales From India.* A.K.Ramanujam. NewDelhi:Penguin Books India,1994.  
[A selection will be considered in class].

One short Irula oral epic (translated into English by the course instructor).

#### **UNIT 5 - Fiction**

Selections from Dalit fiction.

Suggested texts: Bama, *Sangati*; Sharan Kumar Limbale, *Akkarmashi*; C.K.Janu, *Mother Forest*. This suggested selection does not rule out other inclusions.

Periodic Internal Assessment will be for 40 marks as follows:

Test 1 & 2	20
Term assignment	10
Seminar	10
End-Semester Exam	60
Total	100

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## **ENGL 467: LITERATURE AND PSYCHOLOGY**

**Credits -3**

**Course Instructor: N.Natarajan**

Objectives: The course will introduce the participants to the inter- disciplinary 'interface' between Literature and Psychology in their concern with the underlying mental aspects of human behaviour. Part I of the course will deal with the discovery of the Unconscious and its cognates and their deterministic nature and function as explained by Freud, Jung, Adler, Rank, Fromm, Lacan and others and examine the classical applications of these in the interpretation of art in general and literature in particular. Part II will encourage the participants to employ them in their understanding of literary texts of their choice.

I-Topics to be covered:

1. A brief history of Demonology, Psychology, Psychiatry and Psychoanalysis
2. Freudian depth psychology and its model of the human psyche, infantile and adult sexuality, the Unconscious and its libidinal, somatic drives/ complexes/phobias, Repression, Oedipal complex, art/literature/dream/ neurosis/psychois as wish-fulfillments, dream work/ defence mechanisms, eros and thanatos, psychotherapy etc
3. Jungian analytical psychology, introverted and extraverted types, the Collective unconscious and its holistic archetypal contents and their manifestation in dream/religion/myth/literature : mother, father, god, anima, animus, persona, shadow, trickster, wiseman, individuation etc
4. Adler's individual/power psychology –Inferiority complex and aggressive drives
5. Basic modifications of Freud by Rank, Fromm, Reich, Lacan and Feminists
6. Classical applications by Jones, Lesser, Bonaparte, Geoffrey Gorer, Leslie Fielder, Maud Bodkin etc.

II. Practical Sessions: Application by the Participants -Texts to be chosen in consultation with them.

III. Scheme of Evaluation: (in addition to attendance requirements)

1. Internal Assessment: 40 Marks [Seminar 10, Assignments 10 & Tests 20]
  2. End Semester Examination : 60 Marks
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## **ENGL 468: GREEN VOICES: LITERATURE AND ENVIRONMENT**

*Credits- 3*

*Course Instructor : Dr S Murali*

The prime objective of this course is to introduce the students with an overall view of literature and ecological thinking.

The Green Movement was one of the most significant developments in the social, historical, economic and political spheres of the twentieth century. The interrelationship of nature and the human has now come to be widely recognized. Ecology is the scientific study of this relationship; however, the philosophical and aesthetic understanding of this relationship goes back centuries. The environmental Movements of the last century have brought this into our focus.

This course aims to introduce the students to some basic texts and concepts in this direction, recognizing the fundamental nature of the issues. It is intended to be multidisciplinary. Seminars and class-room discussions are expected to aid in the evaluation of student performance.

Introductory lectures will include the objectives of the course, the primary requirements from the students, and an overview of course topics

Relationship of literature to nature

Ideas of nature

Nature and history

Philosophy of nature

Poetry and painting

The idea of landscape

Environmental aesthetics

Gender and nature—ecofeminism

Environmental ethics

Key texts to be discussed in class

1. Literature—Scott Slovic from *A Companion to Environmental Philosophy*, ed. Dale Jamieson. Malden, Massachusetts: Blackwell, 2001.

2. *Environmental Aesthetics*, Allen Carlson

3. *Environmental Aesthetics*, S Murali

4. *Towards an Understanding of Environmental Aesthetics*, Preeti Ranjan Ghosh,

5. *Romantic Ecology*, Tony Pinkney, *A Companion to Romanticism*, ed Duncan Wu. Blackwell, 1999.

6. *Colonizing Nature* David Arnold,

7. *How Natural is Nature?* Sehdev Kumar,

8. *Water, Wood and Wisdom* Vasudha Narayanan,

9. *Gandhi and the Ecological vision of Life* Vinay Lal

10 *Women in Nature--* Vandana Shiva

## **ENGL.471. FUNCTIONAL-COMMUNICATIVE WRITING**

**Credits-3**

**Course Instructor: Dr. Bhaskaran Nair**

### Introduction

In the Indian academic situations, a mastery of English has become more than a necessity and the traditional dominance of written language still continues. Taking into consideration the needs of the students in higher education, a course has been designed to meet the basic needs of the postgraduate students.

### Learner Profile

The learner who is expected to take this course is a postgraduate of any discipline-arts, science, commerce, management or language(other than English)-who had had the school edition through regional language medium or whose proficiency is not adequate enough to meet the academic requirement demanded by the present PG curriculum.

### Aims and Objectives

The broad aim of this course is to enable the learner to function through the written mode of English language in all situations including classroom, library, laboratory etc.

Specific objectives:

1. to enable the learner to communicate effectively through writing in formal situations.
2. to enable the learner to fulfil the basic needs of academic writing programmes.

### Course contents

writing messages

writing formal letters (official, semi-official)

writing business letters

writing letters to larger audience (eg., to the editor)

writing informal letters

writing telegrams

writing descriptions (objects, people, places, situations etc.)

writing narrations (events, stories etc)

filling in forms of day-to-day use

writing short reports for newspaper

writing personal resume

functional grammar (incorporated in writing)

### Mode of evaluation

Class assignments, take-home assignments, test papers and end-semester examination

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## **ENGL 472 STUDY SKILLS AND REFERENCE SKILLS**

**Credits-3**

**Course Instructor: Dr.Bhaskaran Nair**

### Introduction

English as a second language has been occupying a major role in the academic field, especially in higher education. English still is a library language in the sense that the most important means of gathering information in any branch of knowledge is English. Within the language, reading and writing skills occupy a central position, as far as the Indian tradition is concerned.

### Aims and objectives

The general aim of the course is to develop the learner's communicative competence in English. The specific objectives are as follows:

- (i) to enable the learner to pursue studies more independently through self study habits,
- (ii) to enable the learner to reach various sources of information related to their fields of studies through developing in them reference skills,
- (iii) to help the learner identify his / her own potentials as well as limitations in terms of self- psychological analysis, and
- (iv) thereby enable them to overcome their weaknesses in the realm of studies through suitable remedial measures.

### Course contents

The contents of the course can broadly be divided into two parts; study skills and reference skills.

#### (a) Study skills

##### (i) Listening and note taking

Learners will be given training in listening to English (spoken as well as recorded) and taking notes which can be rewritten later.

##### (ii) Reading and note making

Types of reading: Intensive reading, Extensive reading, Skimming and Scanning

Levels of comprehension: Local, Global, Factual, and Inferential

#### (b) Reference skills

Using reference materials such as dictionaries, directories, encyclopedias, professional journals and e-sources effectively

Scientific methods of gathering, documenting, storing and retrieving information

Course materials: Extracts from literary and non- literary texts drawn from various sources such as sports, popular science, environmental studies, politics, current affairs, art and culture.

### Mode of evaluation

(a) Internal: Marks: 40

Classroom tasks and take-home assignments: about 20

Class tests:2

(a) End-semester examination: marks:60

Course books

Sarah Freeman: Study Strategies in English, Macmillan.

Michael Wallace: Study Skills ,CUP.

Robert Jordan :Study Skills, CUP.

Reference books

CIEFL: Focus (Teacher Training Package Materials)

CIEFL:English 400 (Proficiency Course Materials)

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## **ENGL 475: ADVANCED ACADEMIC WRITING**

**Credits: 3**

**Course Instructor: Dr.P. Bhaskaran Nair**

Introduction: This course is one among the language courses which have been designed to meet the needs of postgraduate students whose proficiency in English is comparatively low.

Aims and objectives: The overall aim of this course is to develop the proficiency of the learners in writing English for academic purposes. As these students have already had the basics of English structure and pronunciation with them, this course intends to integrate the various skills and subskills into meaningful writing activities.

Course contents:

Paragraphs with explicit unity

Descriptions: Objects, people, places, scenes, situations and processes

Narrations: Events, stories etc.

Letters: Formal and informal: Personal, official business etc.

Projects: Proposals and reports

Study skills: Listening and note-taking, Reading and note-making

Reference skills: Use of dictionaries, directories, encyclopedias etc.

Information transfer: Transfer from non-verbal to verbal and vice versa.

Mode of instruction: Working in pairs and small groups, the learners will be doing worksheets which have prepared to meet the specific needs underlying the tasks listed above. Models, both good and bad will be provided and their features discussed. Classroom activities will have follow up activities in the form of take-home assignments.

Instructional materials: Extracts form well-written course books and workbooks will be supplemented by worksheets.

Mode of evaluation: The 40% weightage for internal evaluation will be based on 4 tests and 8 assignments. The remaining 60% is for a three-hour written test to be conducted at the end of the semester.

Books prescribed:

Raymond Murphy: Murphy's English Grammar (CUP)

Tickoo & Sasikumar: Writing with a Purpose (OUP)

Narayanaswami: Strengthen Your Writing (Longman)

Pillai, Rajeevan & Nair: Written English for You (Emerald)

Coe, Rycroft & Ernest: Writing Skills (CUP)

Tricia Hedge: Writing (CUP)

David Jolly: Writing Tasks (CUP)

Michael Swan: Practical English Usage (CUP)

## **ENGL: 476 PROFESSIONAL COMMUNICATION**

**Credits: 3**

**Course Instructor: Dr. Binu Zachariah**

Objective: We live in an age where fluency in English has become an important feature in the job market for any profession. 'Excellent communication skills' is a criterion that employers stress upon for all positions. Keeping these factors in mind, this course attempts to impart the basics of communication in English through written exercises and spoken activities not only to improve the general communication abilities of students but also to enhance their 'employability'.

### Syllabus

Unit I—Basics of Communication: Forms of Communication; Elements of Communication; Communication Process; Models of Communication; Frames of Reference; Barriers to Communication; Listening Skills

UNIT II—Reading and Writing: General and Technical Comprehension; Essential Grammar; Vocabulary; Basic Phonetics

UNIT III—Written Communication: Business Letters; Job Applications; Resumes

UNIT IV—Speaking: Public Speaking; Seminars and Presentations; Group Discussions; Interviews

UNIT V—Personality Development: Self-assessment; SWOT Analysis; Emotional Quotient; Body Language; Leadership Qualities; Time and Stress Management; Professional Ethics

### Internal Assessment:

Test—20 Marks (Best 2 out of 3)

Seminar—10 Marks

Group Discussion—10 Marks

### End Semester Examination:

60 Marks (Objective Questions, Short Answers and Essays)

### Suggested Reading:

*Effective Communication for Science and Technology* by Joan van Emden

*Developing Communication Skills* by Krishna Mohan

*Objective English* by Edgar Thorpe

*Mastering Public Speaking* by Anne Nicholls

*Cambridge English Pronouncing Dictionary* by Daniel Jones

*How to Prepare for Group Discussion and Interview* by H.M. Prasad

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**ENGL-478 :CURRENT ENGLISH USAGE**  
**CRDITS -3**  
**Course Instructor: Dr.P.Bhaskaran Nair**

SYLLABUS

Teaching 3hrs+Tutorials 2hrs+Assignment 10hrs per week

1. Introduction: This Course has been designed as a Remedial course in English language. The students are expected to have basic grammatical knowledge, since they are graduates.
  2. Aims and Objectives: The overall aim of this course is to help the students improve their proficiency in English. By the end of this course they are expected to attain basic proficiency in all the four language skills, namely listening, speaking, reading and writing (LSRW). The mastery of these skills is expected to enhance their performance in their respective fields of study.
  3. Contents of the course: All the four language skills are taken care of by way of integrating them in language activities. Accuracy as well as fluency in speaking and writing forms the core of the course. Communicative activities both in oral and written forms will form the content of the course.
  4. Methodology: There will be virtually no lecture sessions: only interaction sessions. Practical communicative ability being the ultimate goal, all classroom activities will be learner-chosen and learner-decided. The grammatical rules, which the students have learnt earlier, will be put to practical use in the classroom.
  5. Teaching-learning materials: The core component of the teaching-learning materials comprises newspapers, magazines, posters, brochures, ads, and publicity materials. Electronic materials such as audiocassettes and CDs also form part of the classroom learning, apart from extracts from course books and workbooks.
  6. Testing and evaluation: There will be 10 tests in total (one test every fortnight) in which all the four language skills (LSRW) will be tested. There will be about 20 take-home assignments (one every week) too. The average score of the ten tests and twenty assignments together forms the basis of internal assessment.
  7. Requirement: Only those students who can spare two or three hours for attending tutorial sessions, and 10 to 12 hours for doing take-home assignments, apart from attending the course for 3hours need seek admission to the course.
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## **ENGL 480—CANADIAN FICTION**

**Credits-3**

**Course Instructor: Dr. H Kalpana**

Course Description: Study of Major Canadian Fiction Writers.

Course Rationale: Canadian Fiction is an introductory course which provides an inter-related overview of the careers of individual writers. The presentation of the course will emphasize not only the literary developments but will also include other aspects such as geographical, historical, social, biographical, economic, etc.

Course Objective: It is to develop an inter-related study of major and minor fiction writers of the Canadian nation and initiate students into the nuances of Canadianess in various forms.

Course Outcome: By the time one completes the course one would have a basic ability to

Identify the source of excerpts selected from the works and discuss the significance of the authors' words.

Analyze techniques used by writers to record and present human experiences, such as point of view, plot construction, and narrative voice.

Describe links between Canadian literature and Canadian society and, in particular, themes that affect Canadian writers: Canadians' relation to the land, regionalism, mythology and identity, and multiculturalism.

Discuss the way writers use fiction to criticize or reinforce prevailing values and concerns by, for example, their treatment and depiction of women, marriage, and religion.

Evaluate selected pieces of literary criticism whose authors are sometimes in disagreement with one another.

Recognize the meaning of literary terms such as voice and persona.

Discuss the special topics that are dealt with in the works.

Syllabus:

DETAIL:

Novels:

Sinclair Ross: As for Me and My House

Margaret Laurence: Stone Angel

Beatrice Culleton: April Raintree

Joy Kogawa: Obasan

NON-DETAIL:

Short Fiction by

Ethel Wilson

Mordecai Richler

Alice Munro

Rohinton Mistry

(List is tentative as it is dependent on library resources)

Internal Assessment:

Test-30 mks (3 tests)

Seminar, Classroom participation, Assignment -10 mks

End Semester Examination: 60 mks: Exam will consist of objective questions, short answers and essays.

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## **ENGL – 487: GENDER AND COMMUNICATION**

**Credits-3**

**Course Instructor: Dr.Nikhila Haritsa**

***Introductory note:*** Discourses are formed and circulated through various forms of inter-personal and mass communication contexts. In this course, we will be looking at a few discourses such as the discourse of love, friendship, family, work and nationalism through which gender and gender roles are defined in communication contexts such as home, classroom, workplace, media and society at large.

***Objective:*** The objectives of this Course are:

- a) To challenge our understandings of the “naturalness” of gender identities by seeing how gender identity is constructed in/through various discourses in a variety of communication contexts.
- b) To understand how communication intersects with culture and gender
- c) To learn to understand and appreciate alternative viewpoints and perspectives
- d) To become more competent and confident communicators by gaining behavioral flexibility

To help achieve these objectives, we will be using a set of texts (which will be brought to class by students and the facilitator), conceptual tools to work on the texts and essays that examine the construction of gender identity through discourses in various communication contexts. The mode of conducting classroom business in this Course is largely through Group Discussion and Class Discussion, since we often take on a gendered identity in discursive transactions and contexts of reciprocity.

***Highlights of the Course:***

- In this course, we will be looking at popular texts, those that we encounter in our everyday lives such as write-ups in popular magazines, ads, etc.
- The course-work is conducted in a participatory spirit where students too are encouraged to bring in texts, topics and experiences for discussion and analysis.
- Emphasis will be on learning through discussion.

***Class Program:***

1. Introduction to Key Concepts - Communication, Culture, Discourse, Gender (15 hours)
2. Structured Group Discussions (15 hours)
3. Unstructured Group Discussions on topical issues (10 hours)
4. Tests, review (5 hours)



***Texts for Key Concepts:***

1. Selections from *Media and Communication: Readings in Methodology, History and Culture*, Ed. Helge Ronning and Kunt Lundby, Oslo: Norwegian University Press, 1991
2. Selections from *Language and Gender: An Introduction*, by Mary M. Talbot, Cambridge: Polity Press, 1998
3. "Discourse" by Nikolas Coupland and Adam Jaworski in *The Routledge Companion to Semiotics and Linguistics*, Ed. by Paul Cobley, London: Routledge, 2001
4. Selections from the Chapter "Gender and Language Use" in *Introducing Sociolinguistics* by Rajend Mesthrie, Joan Swann, Andrea Deumert and William Leap, Edinburgh: Edinburgh University Press, 2000

***Discussion material for structured GD (tentative reading list):***

**Gender analysis of discourses of love, friendship, marriage, family, work and nationalism.**

1. "Growing up Male", by Krishna Kumar in *Seminar* 318, 1986 and "On Becoming Male: Reflections of a Sociologist on Childhood and Early Socialization" by James M. Henslin in *Down to Earth Sociology: Introductory Readings* Ed. by James M. Henslin, New York: The Free Press, 1988.
  2. "In the University" by Deepti Priya Mehrotra in *Seminar* 318, 1986
  3. "Love: Personal Inclinations and Designs" in *Marriage, Love and Caste: Perceptions on Telugu Women during the Colonial Period*, by Inukonda Thirumali, New Delhi: Promilla and Co. in association with Bibliophile South Asia, 2005
  4. "Rethinking the requirements: Of Marriage and Motherhood" in *Woman, Body and Desire in Postcolonial India: Narratives of Gender and Sexuality*, London: Routledge, 1999.
  5. "Work, Caste and Competing Masculinities: Notes from a Tamil Village:" S Anandhi, J Jeyaranjan, Rajan Krishnan, *Economic and Political Weekly*, October 26, 2002
  6. "In the Tracks of Women's Agency" in *Gender and Space: Femininity, Sexualization and the Female Body*. 2001. Seemanthini Niranjana. New Delhi: Sage Publications.
  7. "The Home and the Nation: Consuming Culture and Politics in *Roja*" by Nicholas B. Dirks in *Pleasure and the Nation: The History, Politics and Consumption of Public Culture in India* Ed. by Rachel Dwyer and Christopher Pinney, New Delhi: OUP, 2001
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**ENGL 493 - ENGLISH IN INDIA – 18<sup>TH</sup> CENTURY  
TO THE PRESENT**

**Credits: 3**

**Course Instructor: Dr.Nikhila Haritsa.**

Course Description

‘English’ has stood for many things in the course of its presence in India, such as:

- Becoming civilized and picking up the ropes of administration
- Quoting effortlessly from the ‘Masters’
- Reading classics, stories and poems
- Becoming modern
- Picking up an alien language and losing one’s own identity
- Being in with globalization
- Getting a good job and moving up in life
- Speaking confidently and presenting oneself effectively
- Passing exams easily and being called a good student, etc.

How has English come to acquire so many connotations over time? How come it is the dream of some and the despair of others? Why does it cause so much anxiety? Why does it become the measure of self-worth?

This 3-credit course helps students explore answers to these questions. Going over various debates about and around English from 18<sup>th</sup> century onwards, it will reconstruct some aspects of the fascinating story of English in India.

Course Aims:

The aim of this course is two-fold:

- 1) To demystify English, both for those who ‘have’ it (i.e. knowledge of good English/access to English) as well as for those who don’t.
- 2) To familiarize students with the rhetorical aspects of discourse – how arguments are constructed, how positions are taken, as well as how to present others’ and one’s own point of view most effectively in class or in other public forums, what goes into the making of a ‘convincing’ argument, etc.

### Features of the Course:

- This is a seminar course which means that a set of reading material is offered and students are encouraged to dialogue with the texts they read and make presentations in class, which will be followed by discussions.
- Training in and feedback on how to make more effective presentations not only in the classroom, but also in other spheres is incorporated in the course.
- Students are expected to attend each class well prepared. Since there will be assigned texts for each class, they should have read the assigned text and be prepared to engage in a vigorous discussion about the assumptions, commitments, and claims advanced in the assigned text.

### I. Introductory Sessions: 2 weeks

1. How to read theoretical texts
2. How to make Class Presentations
3. Classroom/Group dynamics

### II. Examining our Englishness. 14 weeks

#### Reading, Presentation and Discussion on extracts from the following:

- 1) *Masks of Conquest: Literary Study and British Rule in India*, Gauri Viswanathan, London: faber and faber, 1989.
- 2) *In Another Country: Colonialism, Culture and the English Novel in India*, Priya Joshi, New Delhi: OUP, 2002.
- 3) “Vernacular futures: Colonial philology and the idea of history in nineteenth-century south India”, by Rama Sundari Mantena, *Indian Economic Social History Review* 2005; 42; 513
- 4) “Intellectuals and Society in 19<sup>th</sup> century India” by Shanti Tangri, *Comparative Studies in Society and History*, Vol. 3 (No. 4) 1961
- 5) “Body Language: The Somatics of Nationalism in Tamil India” by Sumathi Ramaswamy, *Gender and History*, Vol. 1 No. 1, April 1998
- 6) “The Third World Academic in Other Places, Or the Postcolonial Intellectual revisited”, *Critical Inquiry*, Vol. 33, No. 3
- 7) “Elite interests, popular passions, and social power in the language politics of India”, by Paul R. Brass *Ethnic and Racial Studies* Vol. 27 No. 3 May 2004
- 8) *Subject to Change: Literary Studies in the Nineties*, ed. Susie Tharu, Delhi: Orient Longmans, 1998.
- 9) “An Examination of Some Forces Affecting English Educational Policies in India: 1780-1850” Nancy L. Adams; Dennis M. Adams *History of Education Quarterly*, Vol. 11, No. 2. (Summer, 1971)

- 10) “Gendering English: Sexuality, Gender and the Language of Desire in Western India, 1850–1940” Shefali Chandra, Gender & History, Vol.19 No.2 August 2007
- 11) “Domain Analysis of Language”, Annika Hohenthal
- 12) “Colonial Dreaming: Textbooks in the Mythology of “Primitive Accumulation”” CLARE TALWALKER Dialectical Anthropology (2005) 29:1–34 \_ Springer 2005
- 13) “Recovered Histories: Poles of Recovery from Dutt to Chaudhuri”. By Amit Chaudhuri Interventions, 4:1
- 14) “Dalits and Modernity: A few notes on Dalit Literature, Dalits and English in Postcolonial Space”, Vishnudev P. and Tharakeshwar V. B., 1997.
- 15) The Politics of Indians’ English: Linguistic Colonialism and the Expanding English Empire, N. Krishnaswamy and Archana Burde, Delhi: OUP, 1998.
- 16) “Sanskrit, English and Dalits”, S. Anand, Economic and Political Weekly, July 24, 1999.
- 17) “The Changing Metaphor of English”, Shashikala Srinivasan, Sept. 2001
- 18) Language, Politics, Elite and the Public Sphere, Veena Naregal, New Delhi: Permanent Black, 2001

Internal assessment schedule and marks break-up:

Test – 20 (2 best of 3)  
Assignment – 5 marks  
Presentations (2) – 15 marks  
Total = 40 marks

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**2.M.PHIL IN ENGLISH  
FULL TIME-TWO SEMESTERS**

**ELIGIBILITY:**

**Post-Graduates in English with a minimum of 50 marks. For further details see the latest “Information Brochure” of the University.**

**Credit Requirements:**

**Students will have to earn 36 credits as shown below:**

**CORE COURSES**

**I.SEMESTER:**

**CORE COURSES- 4 Credits**

- 1.ENGL 655: LITERARY THEORY AND CRITICISM -----NN
- 2.ENGL 656: POSTMODERN FICTION-----CSL
- 3.ENGL 657: POST COLONIAL STUDIES-----SV
- 4.ENGL 658: CONTEMPORARY POETRY-----SM

**II SEMESTER:**

- 5.ENGL 616: AREA STUDY - 2 Credits -----GUIDE CONCERNED
- 6. ENGL 651: DISSERTATION – 15 Credits
- 7. ENGL 652: VIVA VOCE EXAMINATION – 3 Credits

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**FACULTY NAMES:**

- 1. NN- Dr. N. Natarajan -Professor and Head
- 2. SV– Dr. Sujatha Vijayaraghavan- Reader
- 3. SM –Dr.S. Murali -Reader
- 4. CSL- Dr.Clement Lourdes -Reader

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## **DETAILED SYLLABI**

### **ENGL 655 LITERARY THEORY AND CRITICISM**

**Credits-4**

**Course Teacher: N Natarajan**

0.1 The course will acquaint the MPhil scholars with the developments in literary theory and criticism from the classical through the modern to the postmodern times. The complex issues concerning the nature, form and function of literature in various schools of thought and their place in practical criticism will be dealt with in detail with a view to equipping the scholars for advanced literary research. All the sections will promote interaction among/between scholars and the teacher with assignments, seminars, discussions and lectures.

#### **1.0 Introductory remarks:**

Various Critical Approaches to Literature

#### **2.0 .Classical and Modern Formalism:**

Aristotle –Poetics

Shklovsky – Art as Technique

Cleanth Brooks—The Language of Paradox

Elder Olson – Sailing to Byzantium: Prolegomena to a Poetics of the Lyric

#### **3.0 Psychoanalytical and Myth /Archetypal Approaches:**

Ernest Jones – Hamlet: the Psychoanalytical Solution

Neil Hertz --Dora's Secrets, Freud's Techniques

Jung – Archetypes of the Collective Unconscious

Gilbert Murray – Orestes and Hamlet

#### **4.0 Sociological, Marxist and New Historicist Approaches:**

Joseph Wood Krutch –The Tragic Fallacy

Christopher Caudwell – English Poets at the time of the Industrial Revolution

Raymond Williams –Alignment and Commitment

Stephen Greenblatt – Resonance and Wonder

#### **5.0 Feminist and Gender Studies :**

Elaine Showalter –Towards a Feminist Poetics

Simon de Beauvoir – Breton or Poetry

John Goode – Sue Bridehead and the New Woman

## **6.0 Structuralist Analysis :**

Jonathan Culler -- Structuralism and Literature

Levi Strauss – Incest and Myth

Todorov – The Structural Analysis of Literature: The Tales of Henry James

## **7.0 Deconstructive Analysis :**

Derrida – Structure, Sign, and Play in the Discourse of the Human Sciences

Paul de Man – Semiology and Rhetoric

## **8.0 Affective and Reader Response Theories:**

Georges Poulet – Phenomenology of Reading

Stanley Fish – Is there a text in this Class?

Iser – The Role of the Reader in Fielding's *Joseph Andrews* and *Tom Jones*

## **9.0 Concluding Remarks: (For Reference only)**

Gerald Graff – The Future of Theory in the Teaching of Literature

Christopher Butler – The Future of Theory: Saving the Reader

Susan Sontag – Against Interpretation

**10.0 Scheme of Evaluation:** In addition to attendance requirements, the following scheme will be followed – 1. Internal Assessment : 40 Marks [ Seminar -10  
Assignments -10  
Test-20 ]

2. End Semester Exam : 60 Marks

## **11.0 References:**

Atkins, JWH 1934: *Literary Criticism in Antiquity: A Sketch of its Developments*. 2 Vols. Cambridge 1952.

Auerbach, Eric 1953: *The Representation of Reality in Western Literature*. Trans. Willard Trask. Princeton Uni. Press.

Barry, Peter 1995: *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester Uni. Press.

Crane, Ronald S ed. 1952: *Critics and Criticism: Ancient and Modern*. Uni. Of Chicago Press.

Culler, Jonathan 1975: *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*. Cornell Univ. Press.

----- 1982: *On Deconstruction: Theory and Criticism after Structuralism*. Cornell Univ. Press.

Davis, Robert Con. ed. 1981: *Contemporary Literary Theory: Modernism through Postmodernism*. Longman.

De Beauvoir, Simone 1949: *The Second Sex*. Penguin. 1972.

De Man, Paul 1979: *Allegories of Reading: Figural Language in Rousseau, Nietzsche, Rilke, and Proust*. Yale Univ. Press.

-----1983: *Blindness and Insight: Essays in the Rhetoric of Contemporary Criticism*. Univ. of Minnesota Press.

Derrida, Jacques 1967: *OF Grammatology*. Trans. Gayathri Spivak. Johns Hopkins Univ. Press.

-----1978: *Writing and Difference*. Trans. Allan Bass. Univ. of Chicago Press.

Eagleton, Mary ed. 1986: *Feminist Literary Theory: A Reader*. Blackwell.

Eagleton, Terry 1983: *Literary Criticism : An Introduction*. Univ. of Minnesota Press.

Eco, Umberto 1990: *Limits of Interpretation*. Indiana Univ. Press.

Fish, Stanley 1980: *Is There a Text in Class? : The Authority of Interpretive Communities*. 1980.

Fordham, Frieda. 1985: *An Introduction to Jung's Psychology*. Penguin Books.

Foucault, Michel 1978: *The History of Sexuality*. Trans. Robert Hurley. Pantheon Books.

Freud, Sigmund 1957: *The Standard Edition of the Complete Psychological Works of Sigmund Freud*. Ed & trans. James Strachey. Hogarth Press and the Institute of Psychoanalysis.

Frye, Northrop 1957: *Anatomy of Criticism: Four Essays*. Atheneum.

Genette, Gerard 1980: *Narrative Discourse: An Essay in Method*. Cornell Univ. Press.

Gilbert, Sandra M and Susan Gubar 1979: *The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination*. Yale Univ. Press.

Greenblatt, Stephen J 1980: *Renaissance Self-Fashioning : From More to Shakespeare*. Univ. of Chicago Press.

Hirsch, ED 1967: *Validity in Interpretation*. Yale Univ. Press.

Holland, Norman 1968; *Dynamics of Literary Response*. Oxford Univ. Press.

Iser, Wolfgang 1974: *The Implied Reader*. The John Hopkins Univ. Press.

Jameson, Frederic 1972: *The Prison-House of Language: A critical Account of Structuralism and Russian Formalism*. Princeton Univ. Press.

Jones, Ernest 1954: *Hamlet and Oedipus: A Classic Study in the Psychoanalysis of Literature*. Anchor Books.

Julia, Kriesteva 1980: *Desire in Language: A Semiotic Approach to Literature and Art*. Columbia Univ., Press.

Jung, Carl : Jung, ed. Joseph Campbell. The Viking Portable Library.

Lacan, Jacques 1977: *Ecrits: A Selection*. Trans. Alan Sheridan. WW Norton.

Lentricchia, Frank 1980: *After the New Criticism*. Univ. of Chicago Press.

Levi-Strauss, Claude 1977: *Myth and Meaning*. Schocken.

Lodge, David ed., 1981: *Modern Criticism and Theory: A Reader*. Longman.

Lyotard, Jean-Francois 1994: *The Postmodern Condition: A Report on Knowledge*. Univ. of Minnesota Press.

Macherey, Pierre 1978: *A Theory of Literary Production*. trans. Geoffrey Wall. Routledge and Kegan Paul.

Miller, Hillis J. 1987: *The Ethics of Reading*. Columbia Univ. Press.



Millett, Kate 1970: *Sexual Politics*. Doubleday.  
Norris, Christopher 1982: *Deconstruction: Theory and Practice*. Routledge.  
Propp, Vladimir 1970: *Mythology of the Folktale* .trans. Laurence Scott. Univ. of Texas Press  
Rich, Adrienne 1976: *Of Woman Born: Motherhood as Experience and Institution*. Norton.  
Said, Edward 1978: *Orientalism*. Basic Books.  
Scholes, Robert 1974: *Structuralism in Literature: An Introduction*. Yale Univ. Press.  
Showalter, Elaine 1971: *Women's Liberation and Literature*. Harcourt.  
Spacks, PM 1975: *The Female Imagination*. Knopf.  
Tillyard, EMW 1944: *The Elizabethan World Picture*. Macmillan.  
Todorov, Tzvetan 1977. *The Poetics of Prose*. Cornell Univ. Press.  
Tompkins, Jane P. ed. *Reader-Response Criticism: From Formalism to Post-Structuralism*. The Johns Hopkins Univ. Press.  
Wellek, Rene and Austin Warren 1949: *Theory of Literature*. Harcourt.  
White, Hayden :*The Content of the Form : Narrative Discourse and Historical Representation*. The Johns Hopkins Univ.  
Williams, Raymond 1977: *Marxism and Literature*. Oxford Univ. Press.  
Wimsatt, Williams K 1954: *The Verbal Icon: Studies in the Meaning of Poetry*. Univ. of Kentucky Press.  
Young, Robert. Ed. 1981: *Untying the Text: A Poststructuralist Reader*. Routledge and Kegan Paul.

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## **ENGL656: POSTMODERN FICTION**

**Credits: 4**

**Course Teacher: Dr. Clement Lourdes**

### **Aims and Objectives:**

- \* To develop knowledge and understanding of some of the key concepts and theories of postmodernism.
- \* To introduce students to a range of postmodern literary forms
- \* To interrogate the relationship between fictional and theoretical texts
- \* To refine students' skills in the close reading and analysis of critical and literary texts.

### **Syllabus**

The module examines the concept of post modernity as a socio-economic, political and cultural condition and postmodernism as an aesthetic, intellectual and theoretical project. Students will be made aware of relationship between modernism and postmodernism and will encounter critical perspectives which both oppose and celebrate its form. Students will be introduced to key concepts and theories of postmodernism and their theories will be closely related to fictional texts in order to examine the interdependent nature of literature and theory in postmodern culture. Students will be introduced to central textual devices of postmodernism such as self-reflexivity, irony, parody and pastiche, intertextuality and hybridization of fictional forms.

The course focuses primarily on novels written by European, British, American, Latin American and Indian writers. The novels on this course are often technically difficult and challenging and students will be expected to engage with a range of complex texts. Consequently the course is designed to enable students to develop their own critical skills in application of key concepts and theories to fictional forms.

### **Learning Outcomes**

- To demonstrate knowledge and understanding of a range of postmodern fictional texts within the critical and historical context of postmodernism and post modernity.
- To engage with and apply concepts and theories of postmodernism to a number of postmodernist fictional texts.
- To use with understanding an appropriate scholarly discourse.
- To demonstrate their ability to analyze meanings and formal qualities of individual texts and group of texts.

### Required Texts:

1. Umberto Eco, *Foucault's Pendulum*
2. Thomas Pynchon, *The Gravity's Rainbow*
3. Borges, *The Book of Sand*
4. Marquez, *One Hundred Years of Solitude*
5. Ken Kesey, *One Flew over the Cuckoo's Nest*
6. Italo Calvino, *Cosmicomics*
7. Salman Rushdie, *The Moor's Last Sigh*

### References:

- Barker Francis, Peter Hume, and Margaret Iveson, eds. *Postmodernism and the Rereading of Modernity*. Manchester: Manchester UP, 1992
- Bertens, Hans. *The Idea of the Postmodern: A History*. London: Routledge, 1995
- Bradbury, Malcolm. *The Modern American Novel*. Oxford: Oxford UP, 1983.
- Callincois, Alex. *Against Postmodernism: A Marxist Critique*. Cambridge: Polity Press, 1990.
- Curry, Mark. *Postmodern Narrative Theory*. Basingstoke: Macmillan, 1998
- D'Haen, Theo, and Hans Bertens, eds. *British Postmodern Fiction*. Amsterdam: Rodopi, 1993.
- Docherty, Thomas, ed. *Postmodernism: A Reader*. Brighton: Harvester Wheatsheaf, 1993.
- Eagleton, Terry. *The Illusions of Postmodernism*. Oxford: Blackwell, 1989.
- Harvey, David. *The Condition of Postmodernism*. Oxford: Blackwell, 1990
- Hutcheon, Linda. *A Poetics of Postmodernism: History, Theory, Fiction*. London and New York: Routledge, 1987
- *The Politics of Postmodernism*. London and New York: Routledge, 1998.
- Mc Hale, Brian. *Postmodernist Fiction*. London: Methuen, 1987.
- Newman Charles. *The Postmodern Aura: The Art of Fiction in the Age of Inflation*. Evanston. IL North Western UP, 1985.
- Norris, Christopher. *What's Wrong with Postmodernism: Critical Theory and the Ends of Philosophy*. London: Harvester Wheatsheaf, 1990.
- Tester, Keith. *The Life and Times of Post modernity*. London: Routledge, 1993.
- Waugh, Patricia. *Postmodernism: A Reader*. London: Edward Arnold, 1992.
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## **ENGL 657: POSTCOLONIAL STUDIES**

**Credits: 4**

**Course Teacher : Sujatha Vijayaraghavan.**

This course introduces the student to the ideological, theoretical and literary issues in Postcolonial studies. The following comprise the components of the course:

1. The important theories and concepts in the field of Postcolonial studies with reference not only to post colonial writings in literature but also from related areas of Education, Subaltern Studies, Third World Feminism, Dalit Ideology, Political history and anticolonial discourse so as to justify the title of the course that it is not confined merely to Postcolonial literature and criticism but that it encompasses by means of selective examples the wide range of Postcolonial studies; 2. Some relevant textual examples of literary texts wherever appropriate are cited for discussion in class; 3. The study of sixteen essays in detail to locate the actual critical locus. These essays have been grouped under five sections to make the task convenient for the learner. Apart from the essays four literary texts have been selected for illustrative reference in class. Besides this, the student has to select one text in the field, approved by the teacher, not prescribed, of his or her own choice and present a seminar on it in class.

The completion of every section will be followed by a summing up by students.

### **Syllabus**

#### **I General introduction:**

1. Gareth Griffiths, *The Postcolonial Project: Critical Approaches*
2. Stephen Selmon, *Postcolonial Critical Theories*

#### **II Colonial Discourses, Counter-discourses & Critique :**

1. Edward Said, *Orientalism* (extract)
2. Chinua Achebe, *An Image of Africa: Racism in Conrad's Heart of Darkness*
3. Homi Bhabha, *Mimicry and Ambivalence*

(Summing up and critique by students) First Internal assessment test -1hr for 10 marks

#### **III Language & Education :**

1. Ngugi wa Thiongo, *The Language of African Literature*
  2. E.K.Brathwaite, *Nation Language*
  3. Philip Altbach, *Education and Neocolonialism*
- Illustrative reference: Macaulay's Minute & Gabriel Okara's Voice  
(Summing up and critique by students)

IV Postcolonial Discourse and Feminism :

1. Gayatri Spivak, Three Women's Text & A Critique of Imperialism
2. Chandra Mohanty, Under Western Eyes
3. Barbara Christian, The Race for Theory

Illustrative reference: Jean Rhys' Wide Sargasso Sea, Mahasweta Devi's Breast Stories

(Summing up and critique by students) Second Int. test -1hr for 10 marks

V Nation-idea, Subaltern Studies & Dalit writings:

1. Frantz Fanon, On National Cultures
2. Partha Chatterjee, Nationalism as a Problem
3. A. Limbale, Dalit Aesthetics (extract)

(Illustrative reference: Bama's Karukku)

VI Diaspora Writing:

1. Salman Rushdie, Imaginary Homelands
2. Helen Tiffin, The Body in the Library

(Summing up and critique by students) Third Int. test -1hr for 10 marks

Mode of Evaluation = Internal assessment 40% + End-Semster Examination 60%  
Total = 100

Texts for study:

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, eds.

*The Postcolonial Studies Reader*. London: Routledge, 1995 .

(Available in Central Library)

Castle, Gregory. *Postcolonial Discourses*. Oxford: Blackwell, 2001.

References:

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *Postcolonial Studies: The Key Concepts*. London: Routledge, 2000.

King, Bruce. *New National and Postcolonial Literatures: An Introduction*. Oxford: Clarendon, 1995.

McLeod, John. *Beginning Postcolonialism*. Manchester: MUP, 2000.

(All these books are available in the Central library)

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## **ENGL 658 CONTEMPORARY POETRY**

**Credits: 4**

**Course Teacher: Dr S Murali**

Course Description: An overview of Poetry available in English-- Representative voices from Britain, United States, Australia, Africa ,India and major European languages-- Includes also writings in translation and the voices of the Diaspora.

Objectives: The major objective of this course is to familiarize the students with the significant voices and poetic movements in world poetry of recent times. My choice of poems/poets have been for the most decided by: 1.availability in the English language; 2..abiding significance and relevance to the present ; 3.being read widely.

The map of Contemporary poetry is complicated and quite difficult to define. The course intends to focus on poetry from the modernist to the postmodernist phase.

The students who appear for M Phil are expected to have read poetry up to TS Eliot and thus the emphasis would be on the post-Eliotian scene in Anglo American Poetry. I have made it a point to include as many representative poets from various languages, continents and cultures. This is because it is self evident to me that “in trying to understand what poetry does, can and cannot do, one must draw one’s exemplars from as wide a range of it as possible.” (Michael Hamburger, 1982)The course programme will include Seminars, class-room discussions, expert lectures and if time permits, workshops over and above routine lecture classes.

Detailed Syllabus: Instead of the usual practice of studying only isolated poetry samples, I intend to involve the students in getting exposed to a variety of poets drawn from various languages and cultures. --Post Eliotian voices—the Auden generation and the contribution of the Movement and New Lines poets. W H Auden ,Ted Hughes and Seamus Heaney, Philip Larkin, the American Modernists, Ezra Pound, William Carlos Williams, Wallace Stevens—the interrelationship of poetry and the other arts, especially painting.-- Roethke, Lowell and Sylvia Plath, Imagism, Vorticism, Expressionism, Surrealism and other significant aesthetic movements.

Poetry in our own times still exhibits many of the concerns, themes and inquiries of the modernists. Hence the following aspects of the recent poetic concerns will be reexamined critically in the class:

- The Rhetoric of Experiment
- The Poetry of Sylvia Plath
- The Poetry of Auden Generation—Post Eliotian
- The Poetry of Ted Hughes
- Larkin and his contemporaries

Seamus Heaney and Irish Poetry  
Modernism and America  
Theme of loneliness and Suffering  
Self Reflexivity in contemporary poetry  
Aboriginal-Oral Poetry  
Dalit poetry  
Love poetry  
Feminist and womens voices  
Regional poetry  
Poetry and Mysticism  
Poetry and Nature  
Diasporic writings- Immigrant voices  
Indian English Poetry

Recommended Reading

- Hamburger, Michael, *The Truth of Poetry: Tensions in Modern Poetry from Baudelaire to the Present*. London and New York: Methuen, 1982.
- Roberts, Michael . ed. *The Faber Book of Modern Verse*. London: Faber,
- Morrison, Blake and Andrew Motion.(ed). *The Penguin Book of Contemporary British Poetry*
- Perkins, David. *A History of Modern Poetry* 2 vols. Massachusetts: Cambridge, 1987
- Roberts, Neil ed. *A Companion to Twentieth Century Poetry*. Oxford: 2001
- Rosenthal M L and Sally M Gall. *The Modern Poetic Sequence: The Genius of Modern Poetry*. New York: McGraw Hill,1983.
- Perloff, Marjorie. *Radical Artifice: Writing Poetry in the Age of Media*. Chicago, 1991.
- Sleeping on the Wing: An Anthology of Modern Poetry*. Ed. Kenneth Koch and Kate Farrell. New York: Random House, 1982.
- Pinsky, Robert. *The Situation of Poetry: Contemporary Poetry and its Traditions*, Princeton, 1976.
- Parthasarathy, R. *Ten Twentieth Century Indian Poets* New Delhi:OUP,1976.
- Ramamurti, K S. Ed *Twenty Five Indian Poets in English*. Delhi: Macmillan, 1995.
- Aurobindo, Sri. *The Future Poetry*, 2<sup>nd</sup> ed.Pondicherry, Sri Aurobindo Ashram,1985.
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**3. Ph.D IN ENGLISH**  
**Full Time and Part Time (Internal & External)**

**ELIGIBILITY:**

Post-Graduate Degree in English with a minimum of 55% marks.

For more details about qualification and selection, see the latest “Information Brochure” of the University . Generally candidates will be selected on all India basis through an entrance test/interview. JRF scholars will be admitted directly and NET/SLET scholars will be selected through an interview. The selected candidates should register under eligible guides, work on their research topics for about 2 to 4 years as the case may be, and submit their thesis. After adjudication of the thesis, they will have to take a Viva-voce examination – after the successful completion of which, the degree will be awarded. For further details, see the latest “Ph.D Regulations” of the University

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**DEPARTMENT OF ENGLISH  
SCHOOL OF HUMANITIES  
PONDICHERRY UNIVERSITY  
PUDUCHERRY - 605 014**



**PROGRAMMES  
COURSES  
SYLLABUS**



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