

## CCT 01 - English Literature up to 1660

### Objectives:

- i) To introduce historically the European Renaissance and the Renaissance in England.
- ii) To make students familiar with the various literary forms of this period and specially the form of Drama.
- iii) To study some of the major English Renaissance plays.

### Background / Context:

- i) Socio-cultural background.
- ii) Literary and intellectual background.
- iii) Development of British drama and theatre.

Texts are indicative and should be supplemented with Background ( Movements, Periods, ie Elizabethan, Jacobean, Caroline

Unit 1: Thomas More: Utopia

Unit 2: Marlowe: Edward II

Unit 3: Shakespeare: Hamlet

Unit 4: Metaphysical Poetry (Donne, Herbert, Marvell – list of poems below)

John Donne

1. The Flea
2. The Sun Rising
3. A Valediction: Forbidding Mourning
4. Death, Be Not Proud (Holy Sonnet - X)
5. A Hymn to God, the Father

George Herbert

1. Easter-Wings
2. The Collar
3. The Pulley
4. Death
5. Love

Andrew Marvell

1. On a Drop of Dew
2. A Dialogue between the Soul and Body
3. To His Coy Mistress
4. The Definition of Love
5. The Garden

#### Suggested Reading:

1. Bowers, Fredson. Elizabethan Revenge Tragedy: Magnolia, M.A, Peter Smith, 1958.
2. Craig, Hardin The Enchanted Glass: The Elizabethan Mind in Literature Oxford, Basil Blackwell. 1966
3. Crutiwell, Patrick. The Shakespearean Moment and Its Place in the Poetry of Seventeenth Century. New York, Columbia University Press, 1954
4. Ellis-Fermor, Una .The Jacobean Drama. London, Methuen (University Paperbacks). 1935
5. Ford, Boris (ed) The Pelican Guide to English Literature Vols 1,2 And 3 Harmondsworth, Middlesex, Penguin, 1954.
6. Kaufman, Ralph (ed) Elizabethan Drama, New York, OUP, 1961
7. Knights, L. C. Drama and Society in the Age of Jonson, London.
8. Lucas, F.L Seneca and the Elizabethan Tragedy, Folcroft, PA, Folcroft Library Editions, 1923.
9. Pinto, Vivian de SolaThe English Renaissance: Fifteen Ten to Sixteen Eighty-Eight. 3-ed. London.The Cresset Press, 1966.
10. Tillyard, E M WThe Elizabethan World Picture. London, Chatto&Windus, 1967.
11. Singh, Brijraj (ed.). Five Seventeenth Century Poets. New Delhi: OUP, 1992.

### CCT 02 - English Literature up to 1800 Century

#### Objectives:

1. To give the students a first hand knowledge of major literary works of the period.
2. To provide them with knowledge of the political, economic, social and intellectual background so as to enable them to study the works as representative of the period.
3. To acquaint them with the literary movements, favoured genres and the evolution and development of literary forms and also to encourage them for further reading so as to obtain a comprehensive view of the period.

#### Related Issues

1. Satire in Verse - Mock Heroic
2. Satire in Prose
3. Literary Criticism during the period

4. The Rise of the English novel
5. The Sentimental and Gothic novel.
  
6. The major forms of poetry

Course Content:

Unit 1: Milton Paradise Lost Book I

Unit 2: Pope: Rape of the Lock

Unit 3: Addison, Steele: Essays (Hugh Walker: Essays & Essayists)

Unit 4: Lawrence Sterne: Tristram Shandy

Recommended Reading:

1. Allen, Walter, *The English Novel: A Short Critical History*. Harmondsworth, Middlesex, Penguin Books, 1958.
2. Bateson, F. W., *English Comic Drama 1700-1750*. Oxford: OUP, 1929.
3. Clifford, J. L. (ed) *Eighteenth Century English Literature: Modern Essays in Criticism*. London: OUP, 1967.
4. Dobree, Bonamy. *Restoration Comedy*. Oxford: Clarendon Press, 1924.
5. \_\_\_\_\_ .*Restoration Tragedy*. Oxford: Clarendon Press, 1929.
6. Jack, Ian. *Augustan Satire : Intention and Idiom in English Poetry 1660-1750*. Oxford: Clarendon Press, 1966.
7. Nicoll, Allrdyce, *A History of English Drama*, 3 Vols. CUP, 1946.
8. Stephen, Leslie. *English Literature and Society in the Eighteenth Century*. London: Duckworth, 1966.
9. Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. London: Chatto&Windus, 1957.

## CCT – 03 - Linguistics and Phonetics

Objectives :

1. To give the students proper grounding in Phonetics and Linguistics.
2. To teach them basic concepts and theories of Phonetics and Linguistics.
3. To teach them the phonology of English.
4. To enable them to study and analyze languages in general.

Background / Context / Historical Perspectives:

1. Linguistic Studies in India
2. Linguistic Studies in the West during the Classical Periods.
3. Linguistic Studies in America

4. Linguistic Studies in Europe during the 19th century.
5. Linguistic Studies in the Contemporary Period.

Detailed Description of the course content:

- Unit 1. A) The Nature of Language  
 B) The Nature and Branches of General Linguistics.  
 C) Some fundamental Linguistic Concepts (Langue and Parole, Competence And Performance, Substance and Form, Syntagmatic and Paradigmatic, Diachronic and Synchronic).

Unit 2. A) The Levels of Linguistic Study (Morphology, Syntax, Phonetics, Semantics, Pragmatics).

B) Lexicology

Unit 3. A) The Nature of Phonetics.

B) Fundamental Phonetic Concepts ( Air Stream Mechanism, Organs of speech, Vowel, Consonant, Syllable, Manner and Place of articulation

Unit 4. A) English Phonology (Phoneme Theory, English Vowels and Consonants, Structure of English Syllable)

B) Supra-segmental features of English Speech (Word-accent, Stress & Rhythm in Connected Speech, Intonation).

C) General Indian English

Prescribed Texts and their Discussion : Each will carry Two credits.

1. PushpinderSyal& D.V. Jindal.An Introduction to Linguistics: Language, Grammar and Semantics.New Delhi: Prentice Hall of India, 1999.
2. T. Balasubramaniam. A Text Book of English Phonetics: For Indian Students.New Delhi: Macmillan, 2001.

Prescribed Reading:

1. Abercrombie, D., Elements of General Phonetics.Edinburgh: Edinburgh University Press. 1967.
2. Akmajian, H. et al., Linguistics: An Introduction to Language and Communication.New Delhi: Prentice Hall, 2004.
3. Leech, G.N., Semantics.Harmondsworth: Penguin, 1970.
4. Ogden, C.R. & Richards I.A., The Meaning of Meaning. London: Routledge&Kegan Paul, 1923.
5. Robins, R.H., General Linguistics: An Introductory Survey.London: Longman, 1985.
6. de Saussure, Ferdinand, Course in General Linguistics. 1916. Translated by Wade Baskin, New York: Philosophical Library, 1959.
7. Verma, S.K. &Krishnaswami N., Modern Linguistics: An Introduction. New Delhi: OUP, 1989.
8. Bansal, R.K. and J.B. Harrison, Spoken English for India.Madras: Orient Longman, 1972.

## ECT 01

### Indian Writing in English - Poetry

#### Objectives -

- i) To study the growth and development of Poetry form in IWE.
- ii) To introduce the major Indian English Poets.
- iii) To introduce the historical cultural and social context in Indian English Poetry.

#### Course Content:

- i) 19<sup>th</sup> Century: Henry Derozio, ToruDutt
- ii) 1900-1950: Sarojini Naidu, ShriAurobindo
- iii) Post independence: Nissim Ezekiel, Kamala Das, K.K. Daruwala, JayantMahapatra,
- iv) Post independence: R. Parthsarthy, A.K. Ramanujan, AgaSahid Ali

#### Select Poems:

**Henry Derozio:** 'The Harp of India', 'My Country in the Day of Past' and 'To the Pupils of Hindu College'

**Toru Dutt:** 'Sita', 'The Lotus' and 'Our Casuarina Tree'

**ShriAurobindo:** Canto I 'The Symbol of Dawn' form Book –I *Saviti*

**Sarojini Naidu:** 'Palanquin Bearers', 'Bangle Seller' and 'Ghanshyam'

**Nissim Ezekiel:** 'Enterpise', 'Poet, Lover, Birdwatcher' and 'Very Indian Poem in English'

**Kamala Das:** 'AnIntroduction', 'Grandmother's House' and 'Glass'

**Keki N. Daruwala:** 'Rumination', 'Routine' and 'The Mistress',

**JayantMahapatra:** 'Dawn at Puri', 'Hunger' and 'Events'

**R. Parthsarthy:** 'Exile' 1-2 and 'Homecoming'-1

**A.K. Ramanujan:** 'A River', 'Self Portrait' and 'Still Another View of Grace'

**Aga Sahid Ali:** 'Postcard from Kashmir', 'The Seasons of Plains' and 'AButcher'

#### Recommended Readings:

Das, S. K., *A history of Indian literature* Vol-3, New Delhi: Sahitya Academy, 2005.

Eunice de Souza. Ed. *Early Indian Poetry in English: An Anthology 1829-1947*. OUP, 2012

Gokak, VK., Ed. *The Golden Treasury of Indo-Anglican Poetry. 1828-1965*. New Delhi: SahityaAkademy, 1965.

Iyengar, K.R. Srinivasa. *Indian writing in English*. New Delhi: sterling publisher Pvt. ltd, 18<sup>th</sup>, 2007.

Mehrotra, Arvind Krishna. ed. *An Illustrated History of Indian Literature in English*. New Delhi: Permanent Black, 2003.

Naik M.K. *A History of Indian English Literature* Delhi: Sahitya Akademi, 2004.

Narasimhaiah C.D. Ed. *Makers of Indian English Literature*. Delhi: Pencraft International, 2003.

Panikar K. Ayyappa. *Modern Indian Poetry in English*. Delhi: Sahitya Akademi, 2004.

Parajape, Makarand. Ed. *Indian poetry in English* Delhi: Macmillan, 2009.

Rajan P.K. and Others Ed. *Commonwealth Literature: Themes and Techniques*. Ajanta Publishers.

Singh, A. K. Ed. *Contemporary Indian Fiction in English*, New Delhi; Creative books, 1993.

Singh, A. K. Ed. *Indian English Literature: Marginalize and Voices*, New Delhi; Creative books, 2003.

ECT 01  
Classical Criticism

Objectives:

1. To provide learners with grounding in ancient Greek and Roman literary criticism, that influenced the course of English and European criticism.
2. To examine the works of the key thinkers / philosophers in this discipline.
3. To examine the various critical terms and concepts in this discipline.

Units / Texts:

1. Plato: Ion & The Republic, Book X (Theory of Art)
2. Aristotle: Poetics
3. Horace: ArsPoetica
4. Longinus: 'On the Sublime'

Recommended Reading:

1. The texts by Plato, Horace and Longinus are available in Penguin Classics edition. Aristotle's text is available in the Longman Study Edition.
2. Blamires, Harry. A History of Literary Criticism. Delhi: Macmillan India Ltd., 2004.
3. Daiches, David. Critical Approaches to Literature (2<sup>nd</sup> edition). Calcutta: Orient Longman Ltd., 1993.
4. Nagarajan, M.S. English Literary Criticism and Theory: An Introductory History. Hyderabad: Orient Longman Ltd., 2006.
5. Wimsatt, William K. & Cleanth Brooks. Literary Criticism: A Short History. New Delhi: Oxford & IBH, 1957.

## ECT 01 - African Literature

### Objectives:

1. To introduce the students to African writings.
2. To make them approach the prescribed texts for their literary value and cultural significance.
3. To enable them to approach these texts from a cross-cultural perspective.

### Background / Context / Historical Perspectives.

1. The historical background of the African writing in English.
2. The post-colonial consciousness in literature.
3. The cultural encounter of Africa with the colonizers.
4. The political and social background of the African writing.
5. The portrayal of the colonial experience and the response to the landscape and land memories.
6. The Search for identity in this writing.

### The Course Content:

Unit 1 Chinua Achebe, *The Arrow of God*(19).

Unit 2 Wole Soyinka, *The Lion & the Jewel*(19).

Unit 3 Doris Lessing, *The Grass is Singing* (19).

Unit 4 Nadim Gordimer, *The Conservationist* ((1974)

### Allied / potential Areas of Study:

1. The emergence of African literatures.
2. The cross-cultural study of the sensibility of these writers.
3. The experiments made by these writers.
4. The handling of history by these writers.
5. The study of these writers from the perspectives of the latest critical theories.

### Recommended Reading (Background) :

1. Nazareth, Peter, *An African View of Literature*. Illinois, North-Western University Press, 1974.
2. Mphahlele, Ezekiel (ed). *African Writing Today*. Harmondsworth, Middlesex, Penguin Books, 1967.
3. *The Journal of Commonwealth Literature*.
4. Wole Soyinka. "The Role of the writer in a Modern African State".
5. Innes, C.L., Chinua Achebe (1990).



## ICT-01 - Understanding Literature

### Objectives:

1. This Course is designed for both those learners who are in the discipline as well as those who do not belong to Literature Studies but have a curiosity and general interest to know what is literature and how can they better appreciate it.
2. The Course would expose learners to a conceptual understanding of the term 'literature', 'literary canon' and cultural importance of literature as well as familiarise them with all the major genres of literature.
3. Additionally, the Course incorporates practical sessions of close reading, understanding and critically appreciating various canonical and contemporary literary pieces.
4. The Course hopes not only to better equip learners to understand and enjoy literature, but through the process become more comfortable and competent in English language.

### Topics:

- Understanding Literature (Each of the following to have half a credit):
  - a) Understanding Poetry
  - b) How to read a poem
  - c) Understanding Drama
  - d) How to read / enact a play
  - e) Understanding Fiction
  - f) How to read a novel
  - g) New Genres: Autobiography, Biography, Memoir, Diary, Letters, Travel Writing, Science Fiction, Fantasy & Children's Literature
  - h) Literature as an aesthetic experience

### Recommended Reading:

1. Boulton, Marjorie. Anatomy of Poetry. Delhi: Kalyani Publishers, 1988.
2. Boulton, Marjorie. Anatomy of Prose. Delhi: Kalyani Publishers, 1988.
3. Boulton, Marjorie. Anatomy of Drama. Delhi: Kalyani Publishers, 1988.
4. Boulton, Marjorie. Anatomy of Novel. Delhi: Kalyani Publishers, 1988.
5. Walder, Dennis (ed.). Literature in the Modern World. New York: OUP, 2004.
6. Widdowson, Peter. Literature. London: Routledge, 1999.
7. Young, Robert (ed.). Untying the Text: A Post-Structuralist Reader. London: Routledge, 1981.

# General Semantics and Its Implications in Language and Communication Studies, Pedagogy, Psychology and Media

## Semester I

### ICT-01 : General Semantics and Language and Communication Studies

#### Objectives:

1. To teach the students the basic ideas, theories and applications of General Semantics
2. To introduce the students to the socio-cultural and epistemological contexts of General Semantics as a philosophical-scientific method propounded by Alfred J. Korzybski
3. To make the students understand the implications of General Semantics in the domains of thought, language, communication and action
4. To train the students in developing the mental habits recommended by Alfred Korzybski

#### Background / Context / Historical Perspectives:

1. The World War I and General Semantics
2. General Semantics as a non-Aristotelian, non-Newtonian and non- Euclidean Method
3. General Semantics in the History of Scientific/ Mathematical Thinking

#### Detailed Description of the Course Content

##### *Unit I. An Introduction to General Semantics*

A) A Brief History of General Semantics

B) Major concepts in General Semantics

1. Time-binding
2. Consciousness of Abstracting
3. Map is Not the Territory
4. Non-Elementalist Thinking
5. Extensional Devices
6. Structural Differential

#### Suggested Readings for Unit I:

##### For I. A

- a. From *Manhood of Humanity*, “A Memoir: Alfred Korzybski and His Work” and “What I Believe”
- b. “Alfred Korzybski” an Essay by Neil Postman from *Conscientious Objections*
- c. Chapter 9, “General Semantics” from *Dare to Inquire: Sanity and Survival in the 21<sup>st</sup> Century and Beyond*

##### For I.B

- d. Excerpts from *General Semantics Glossary: Pula’s Guide for the Perplexed*

- e. *General Semantics: An Outline Survey* by Kenneth Johnson
- f. Relevant Sections from *Drive Yourself Sane: Using the Uncommon Sense of General Semantics*

## **Unit II. General Semantics and the Perspectives about Human Beings**

Human beings as a time-binding class of life

Human beings as Organism-as a whole-in an Environment

### **Suggested Readings for Unit II:**

Chapters 3 &4 from *The Manhood Of Humanity*,

Preface to *Science and Sanity*, by Robert Pula

## **Unit III. General Semantics and the Science of Communication**

1. General Semantics and Neuro-Linguistics
2. Understanding the Non-Aristotelian, Non-Newtonian, Non-Euclidean Orientation
3. Intensional versus Extensional Logic
4. The 'Is' ness of Identity
5. E-Prime

### **Suggested Readings for Unit III:**

Relevant Excerpts from *Drive Yourself Sane: Using the Uncommon Sense of General Semantics*

Chapter 10-14 from *Dare to Inquire: Sanity and Survival in the 21<sup>st</sup> Century and Beyond*

## **Unit IV: General Semantics as a General Theory of Evaluation of Thought and Action**

Lectures 1-4 from *General Semantics Seminar 1937: Olivet College Lectures*

Chapter 4 from *Sensible Thinking for Turbulent Times* by Martin H. Levinson

### **Prescribed Texts and their Discussion:**

1. Korzybski, Alfred. *Manhood of Humanity: An Introduction to Non-Aristotelian Systems and General Semantics* (1921), 2<sup>nd</sup> Edition. New York: The Institute of General Semantics, 2001.
2. ----. *Science and Sanity: An Introduction to Non-Aristotelian Systems and General Semantics* (1932), 5<sup>th</sup> edition. New York: The Institute of General Semantics, 1995.
3. ----. *General Semantics Seminar 1937: Olivet College Lectures*, 3<sup>rd</sup> edition. New York: The Institute of General Semantics, 2002.
4. Pula, Robert. *A General Semantics Glossary: Pula's Guide for the Perplexed*. California: International Society of General Semantics, 2000.
5. Johnson, Kenneth. *General Semantics: An Outline Survey*. New York: The Institute of General Semantics, 2004.
6. Kodish, Bruce. *Dare to Inquire: Sanity and Survival for the 21<sup>st</sup> Century and Beyond*. Pasadena: Extensional Publishing, 2003.
7. -----. *Korzybski: A Biography*. Pasadena: Extensional Publishing, 2011.
8. ---- and Susan PresbyKodish. *Drive Yourself Sane: Using the Uncommon Sense of General Semantics*. Pasadena: Extensional Publishing, 2011.
9. Levinson, Martin. *Sensible Thinking for Turbulent Times*. New York: iUniverse, Inc., 2006
10. -----. *Practical Fairy Tales for Everyday Living*. New York: iUniverse, Inc., 2007
11. Lee, Irving J. *Language Habits in Human Affairs: An Introduction to General Semantics*, (1941), 2<sup>nd</sup> edition. California: International Society for General Semantics, 1994

12. Postman, Neil. *Conscientious Objections: Stirring Up Trouble about Language, Technology and Education*. New York: Vintage, 1992.

### CCT 04 19<sup>th</sup> Century British Poetry

#### Objectives:

1. To facilitate learners with an overall exposure to the English poetic genre in the 19<sup>th</sup> century.
2. To understand the central concerns of these poets vis-a-vis the age they were writing in, and thus understand the tradition of English poetry in this century.
3. To know about the different schools / movements having a direct bearing to poetry in this century.

#### Units / Texts:

1. The First Generation Romantic Poets (Wordsworth and Coleridge)
2. The Second Generation Romantic Poets (Byron, Shelley and Keats)
3. The Victorian Poets (Tennyson, Browning and Arnold)

Other Important Poets (William Blake, Elizabeth Browning, D.G. Rossetti, Christina Rossetti, G.M. Hopkins, A.C. Swinburne)

#### Romantic Poetry - List

#### Canonical Poets

1. WILLIAM WORDSWORTH
  - a. Daffodils
  - b. Tintern Abbey
  - c. Immortality Ode
2. SAMUEL TAYLOR COLERIDGE
  - a. Kubla Khan
  - b. Frost at Midnight
  - c. Rime of the Ancient Mariner
3. PERCY BYSSHE SHELLEY
  - a. Ozymandias
  - b. Ode to the West Wind
  - c. Masque of Anarchy
4. JOHN KEATS
  - a. La Belle Dame sans Merci
  - b. Ode on a Grecian Urn
  - c. Ode to a Nightingale

#### Non – Canonical Poets

5. WILLIAM BALKE
  - a. London
  - b. The Tyger
  - c. The Chimney Sweeper
6. GEORGE GORDON, LORD BYRON
  - a. On This Day I Complete My Thirty-Sixth Year
  - b. Sections from Don Juan (The Isles of Greece)

- c. Sections from Childe Harold's Pilgrimage (The Eve of Waterloo)

## Victorian Poetry

### Canonical Poets

7. Alfred, Lord Tennyson
  - a. The Palace of Art
  - b. Ulysses
  - c. Crossing the Bar
8. Robert Browning
  - a. My Last Duchess
  - b. Fra Lippo Lippi
9. Matthew Arnold
  - a. Dover Beach

### Non – Canonical Poets

10. Elizabeth Barrett Browning
  - a. A Musical Instrument
11. Dante Gabriel Rossetti
  - a. The Blessed Damozel
  - b. The Woodspurge
12. Christina Rossetti
  - a. Remember
  - b. Passing Away
13. Gerard Manley Hopkins
  - a. Pied Beauty
  - b. Thou Art Indeed Just, Lord
14. Algernon Charles Swinburne
  - a. A Forsaken Garden

### Anthologies:

There are many anthologies where many important poems of the above poets are featured. At least the following four important ones can be mentioned:

1. The Norton Anthology of Poetry (Shorter Revised Edition; edited by Alexander W. Allison et al). New York: W.W. Norton & Company, 1975.
2. The Penguin Book of English Verse (edited by John Hayward). London: Penguin Books, 1988.
3. A Treasury of Poems (compiled by Sarah Anne Stuart). New York: Galahad Books, 1999.
4. Discovering Poetry (edited by Hans P. Guth & Gabriele L. Rico). New Jersey: Prentice Hall, 1993.

## CCT-05 –19<sup>th</sup> Century British Novel

### Objectives :

- i) To study the growth and development of Novel form during 19<sup>th</sup> century.
- ii) To introduce the major writers in the age.
- iii) To introduce the historical and social background of the age.

### Course Content:

Unit 1	Jane Austen	Northanger Abbey
Unit 2	Charles Dickens	Oliver Twist
Unit 3	George Eliot	Middlemarch
Unit 4	Thomas Hardy	Tess of the d'Urbervilles

### Recommended Readings:

- 1) BRONTE Charlotte Jane Eyre
- 2) BRONTE Emily Wuthering Heights
- 3) DISRAELI Benjamin Sybil or The Two Nations
- 4) GILBERT, Sandra M. and Gubar, Susan (eds) The Madwomen in the Attic: The Woman Writer and the Nineteenth Century Imagination. New Haven: Yale University Press, 1979.
- 5) HAZLITT, William The Spirit of the Age
- 6) JAMES, Henry The Portrait of a Lady
- 7) JONES Edmund D. ed. English Critical Essays London, OUP, 1963
- 8) LAMB, Charles Essays of Elia (First six essays)
- 9) MILL, John Stuart on Liberty
- 10) NEWMAN, J H Apologia Pro Vita Sua
- 11) PATER, Walter The Renaissance (Preface and conclusion)
- 12) ROSENBERG, John D Carlyle and the Burden of History, Oxford, OUP, 1985.
- 13) ROUSSEAU, Jean-Jacques. The Social Contract and Discourses Te. By. G. D. H Cole. London, Dent. 1913.
- 14) RUSKIN, John The Crown of Wild Olives
- 15) SUSSMAN, H L Victorians and the Machine,, Cambridge. MA, Harvard University Press, 1968
- 16) THAKERAY, Willam Makepeace Vanity Fair
- 17) TILLOTSON, Kathleen Novels of Eighteen-Forties. Oxford OUP, 1954
- 18) WILLEY, Basil Nineteenth Century Studies: Coleridge to Matthew Arnold New York, Columbia University Press, 1949
- 19) WILLIAMS, Raymond Culture and Society 1780-1950. Harmondsworth, Penguin Books, 1961

20) YOUNG. G M Portrait of an Age: Victorian England 2 ed. Oxford OUP, 1960.

## CCT 06 -English Grammar

### Objectives:

1. To provide learners with the theoretical understanding of what is Grammar .
2. To make learners see the shift in approach to teaching from Structural to Communicative Grammar.
3. To strengthen the usage (both spoken and written) of English among learners.

### Background:

1. Brief history of the development of English Language.
2. An overview of the varieties of English including Indian English.
3. Structural Grammar.
4. Communicative Grammar.

Course Content (Principal Topics)Each of the following to have half a credit:

- a) Word Classes: Open Classes (Nouns, Verbs, Adjectives, Adverbs) and Closed Systems (Articles, Demonstratives, Prepositions, Conjunctions, Interjections...)
- b) Phrases: Noun Phrase, Verb Phrase, Prepositional Phrase, Adverbial Phrase, Adjectival Phrase
- c) Clauses: Structure & Types
- d) Adverbials
- e) Sentences: Types & Functions (including Negative, Interrogative... Sentences)
- f) Passives
- g) Other Clausal Aspects: (Coordination/Subordination, Information Structure in a Clause: Focus, Theme, Emphasis...)
- h) Other Aspects of the Sentence: Cohesion & Cohesive Devices (Lexical, Semantic, Grammatical)

### Allied Areas: Focus on skills

1. Reference Skills
2. Reading and Comprehension Skills
3. Writing Skills
4. English in the Technological World
5. The Future of Englishes

Principal Texts: Learners to refer mainly two texts for earning their credits:

1. Quirk, Randolph and Sidney Greenbaum. A University Grammar of English. New Delhi: Pearson, 2004.

2. Yadugiri, M.A. Making Sense of English: A Textbook of Sounds, Words and Grammar. New Delhi: Viva Books, 2006.

Select Bibliography:

1. Baugh, Albert, C. A History of English Language. New Delhi: Allied Publishers, 1970.
2. Bolton, Kingsley and BrajKachru. World Englishes: Critical Concepts in Linguistics. New York: Taylor & Francis, 2006.
3. Brumfit, C.J. and K. Johnson (eds.). The Communicative Approach to Language Teaching. Oxford: OUP, 1979.
4. CIEFL. Enrich Your English: Communication Skills Book. Hyderabad: OUP, 1999.
5. Close, R.A. A University Grammar of English: A Workbook. London: Longman, 1974.
6. Close, R.A. English as a Foreign Language. London: Longman, 1962.
7. Chomsky, Naom. Aspects of the Theory of Syntax. Cambridge, Massachusetts: Fontana, 1965.
8. Christopherson, P. And A.O. Sandved. An Advanced English Grammar. London: Macmillan, 1969.
9. Cook, John L., AmoreyGethin and Barry Unsworth. The Student's Book of English. London: Blackwell, 1981.
10. Crystal, David. The Language Revolution. Cambridge: Polity, 2004.
11. Crystal, David. The Cambridge Encyclopedia of The English Language. Cambridge: CUP, 2000.
12. Kachru, Braj. The Alchemy of English: The Spread, Functions, and Models of Non-native Englishes. Illinois: University of Illinois Press, 2008.
13. Kachru, Braj. The Other Tongue: English Across Cultures. 1992.
14. Kachru, Braj. Language in South Asia. 2008.



## **ECT 02 - Indian Writing in English-Fiction**

### **Objectives :**

- i) To study the growth and development of Fiction in IWE.
- ii) To introduce the major Indian English Novelist and short story Writers.
- iii) To introduce the historical cultural and social context in Indian English fiction.

### **The Course Content:**

**Unit 1 R.K.Narayan: 'An Astrologer's Day', 'The Blind Dog', 'Tiger's Claw', 'Such Perfection' 'Wife's Holiday'and 'Engine Trouble' (Narayan,R.K.*Malgudi Days*. New Delhi: Penguin.1984.)**

**Unit 2 Mulk Raj Anand: *Untouchable***

**Unit 3 Raja Rao: *Serpent and the Rope***

**Unit 4 G. V. Desani: *All About H Hatter***

## ECT 02 - English Criticism up to the 20<sup>th</sup> Century

### Objectives:

1. To further the link with the classical critics and study the main critics in the English critical tradition.
2. To examine the works of the key critics in this discipline.
3. To examine the various critical terms and concepts in this discipline.

### Units / Texts (Each of the following topics to have half a credit):

- a. Philip Sidney: The Defence of Poesie (or, An Apology for Poetrie)
- b. John Dryden: An Essay of Dramatic Poesy
- c. Samuel Johnson: Preface to Shakespeare
- d. William Wordsworth: Preface to Lyrical Ballads
- e. S.T. Coleridge: Biographia Literaria (Ch. XIV, XVII, and part of XVIII)
- f. Matthew Arnold: The Function of Criticism at the Present Time
- g. Walter Pater: Preface to Studies in the History of the Renaissance
- h. Arthur Symons: The Decadent Movement in Literature

### Recommended Reading:

1. The first five essays are available in English Critical Texts – 16<sup>th</sup> Century to 20<sup>th</sup> Century by D.J. Enright and Ernst De Chickera (Delhi: OUP, 1981).
2. Arnold's essay can be accessed from his collection Essays Literary and Critical, ed. G.K. Chesterton; Pater's essay can be taken from his Studies in the History of the Renaissance; and Symons essay from Rene Wellek's A History of Modern Critics 1750 – 1950.
3. Blamires, Harry. A History of Literary Criticism. Delhi: Macmillan India Ltd., 2004.
4. Daiches, David. Critical Approaches to Literature (2<sup>nd</sup> edition). Calcutta: Orient Longman Ltd., 1993.
5. Jones, Edmund D. English Critical Essays – Nineteenth Century. London: OUP, 1963.
6. Nagarajan, M.S. English Literary Criticism and Theory: An Introductory History. Hyderabad: Orient Longman Ltd., 2006.
7. Wimsatt, William K. & Cleanth Brooks. Literary Criticism: A Short History. New Delhi: Oxford & IBH, 1957.

## ECT 02 - Non-British Literature: Caribbean Literature.

- Objectives :
1. To introduce the students to Caribbean writings.
  2. To make them approach the prescribed texts for their literary value and cultural significance.
  3. To enable them to approach these texts from a cross-cultural perspective.

### Background / Context / Historical Perspectives.

- The historical background of the Caribbean writing in English.
- The post colonial consciousness in Caribbean literature.
- The cultural encounter of the Caribbean with the colonizers.
- The political and social background of the Caribbean literature
- The portrayal of the colonial experience and the response to the landscape and land memories.
- The Search for identity in the Caribbean literature.

### Background Study:

1. The emergence of Caribbean literatures.
2. The cross-cultural study of the sensibility of these writers.
3. The experiments made by these writers.
4. The handling of history by these writers.
5. The study of these writers from the perspectives of the latest critical theories.

### Texts and their Discussion: (Each Text/Unit will carry One Credit)

- Unit 1. V.S. Naipaul, *In a Free State* (1971).  
Unit 2. George Lamming, *The Pleasures of Exile* (1960).  
Unit 3. Wilson Harris, *The Ghost of Memory* (2006).  
Unit 4. Derek Walcott, *Omeros*(1990).

### Related Issues :

1. Post-colonial Caribbean poetry, novel, autobiography and discourses.
2. The racial crises.
3. The question of history.
4. Post-modernist experiments in literature.
5. The search for identities in various forms.
6. The national context revealed in the respective texts.

7. The handling of the genres of literature by the authors.

#### Recommended Reading (Background)

1. Dathorne, O.R., Caribbean Narrative. London: Heinemann Educational, 1966.
2. Ramchand, Kenneth, The West Indian Novel and its Background. London: Faber & Faber, 1971.
3. The Journal of Commonwealth Literature.
4. Baugh, Edward, (ed). Critics on Caribbean Literature. London: George Allen & Unwin, 1978.
5. Coulthard, G.R., Race and Colour in Caribbean Literature. London: OUP, 1962.
6. Wilson, Harris, Tradition, the Writer and Society. London: New Beacon, 1967.
7. King, Bruce, (ed). West Indian Literature. London: Macmillan, 1979.
8. Sakaana A.S., The Colonial Legacy in Caribbean Literature. London: Karnak House, 1987.
10. The Caribbean Quarterly.

### ICT-02 -Creative Writing

#### Objectives:

1. This Course is designed for learners in the discipline of literature and those who think they have a desire or a flair for creative writing.
2. The Course would help learners to understand the process of creative writing: how thoughts become manifest in words, phrases and sentences, and then how these are structured.
3. The Course would help learners to gain an understanding of the conventional forms of writing, as well as the newer areas like the media where creative writing comes into play.

#### Topics:

1. Literary Writing I (Writing poems and plays)
2. Literary Writing I (Writing novels and non-fiction)
3. Writing for the Media (Advertisement and Screenplay)
4. Journalistic Writing (Print & Electronic Media. Writing for the Web)

#### Recommended Reading:

1. Bishop, Wendy. Working Words: The Process of Creative Writing. California: Mayfield Publishing Company, 1992.
2. Bishop, Wendy. Released into Language. Urbana, IL: National Council of Teachers of English, 1990.
3. Britton, James et al. The Development of Writing Abilities. London: Macmillan Education, 1975.
4. Bunge, Nancy. Finding the Words: Conversations with Writers Who Teach. Athens: Ohio UP, 1985.
5. Minot, Stephen. Three Genres: The Writing of Poetry, Fiction, and Drama. New Jersey: Prentice-Hall, 1982.
6. Murray, Donald. Shoptalk: Learning to Write with Writers. Portsmouth: Boynton/Cook Heinemann, 1990.
7. Shapiro, Nancy L. & Ron Padgett. The Point Where Teaching and Writing Intersect. New York: Teachers & Writers, 1983.

General Semantics and Its Implications in Language and Communication Studies,  
Pedagogy, Psychology and Media

**Semester II English**

**ICT-02: General Semantics and Its Applications**

**Objectives:**

1. To expand the basic ideas, theories and applications of General Semantics to the possibilities of practice
2. To introduce the students to the methods of General Semantics for communication, Teaching/Learning and critically understanding media
3. To explore the implications of General Semantics in the training in life-skills
4. To train the students in internalizing the mental habits recommended by Alfred Korzybski and to evaluate the role of GS in psychology and psychotherapy

**Background / Context / Historical Perspectives:**

1. General Semantics view on language use and its implications in Teaching/ Learning and Media
2. General Semantics and Life Skills
3. New Ways of Understanding ‘Sanity’

**Detailed Description of the Course Content**

***Unit I. General Semantics and Other Areas: An Overview***

**Suggested Readings for Unit I:**

1. Martin Levinson, “General Semantics And...” in *Anekaant: A Journal of Polysemic Thought*, No. 1 (2013), pp 51-61.
2. Chapters 4, 5, and 6 from Kodish, Bruce. *Dare to Inquire: Sanity and Survival for the 21<sup>st</sup> Century and Beyond*.

*General Reading:*

Korzybski’s Introductions to *Science and Sanity* and *Manhood of Humanity*

“On Alfred Korzybski” and “What did Alfred Want” from *Drive Yourself Sane: Using the Uncommon Sense of General Semantics* by Bruce Kodish and Susan PresbyKodish, pp 202-211.

## ***Unit II. General Semantics, Language and Teaching/Learning***

- A. Limitations of Language as a medium of knowledge and communication
- B. Developing the consciousness of abstracting
- C. Suggested remedies: Extensional Devices (revising the relevant sections from Part I of the course)

### **Suggested Readings for Unit II:**

1. Chapters 3, 4, 5, and 6 from *Levels of Knowing and Existence* by Harry L. Weinberg
2. Chapters 11 & 12 from *Language Habits in Human Affairs* by Irving J. Lee
3. Revise Chapter 12 and 13 from *Drive Yourself Sane: Using the Uncommon Sense of General Semantics* by Bruce Kodish and Susan PresbyKodish

## ***Unit III: General Semantics and Life-Skills***

- A. General Semantics and Communication
- B. Job Skills through General Semantics

### **Suggested Readings for Unit III**

*For Intensive Study:*

Part III, Chapters 8, 9 & 10 from *Sensible Thinking for Turbulent Times* by Martin Levinson

*For General Reading:*

1. *Understanding Each Other: Improving Communication through Effective Dialogue* by CathrinaBauby
2. *Practical Fairy Tales for Everyday Living* by Martin Levinson

## ***Unit IV: General Semantics and Psychology***

*For Intensive Study:*

1. "General Semantics, Psychiatry, Psychotherapy and Prevention" by Alfred Korzybski in *General Semantics in Psychotherapy: Selected Writings on Methods Aiding Therapy*, Isabel Caro and Charlotte Read (Ed.), pp19-39.
2. Chapters 8 & 10 from *Levels of Knowing and Existence* by Harry L. Weinberg

*For General Reading*

1. *Drive Yourself Sane* by Kodish and Kodish
2. *Sensible Thinking for Turbulent Times* by Martin Levinson
3. *General Semantics in Psychotherapy: Selected Writings on Methods Aiding Therapy*, Isabel Caro and Charlotte Read (Ed.)

### **Prescribed Texts and their Discussion:**

Bauby, Cathrina. *Understanding Each Other: Improving Communication through Effective Dialogue*. California: International Society of General Semantics, 1997.

Caro, Isabel and Charlotte Read (Ed.). *General Semantics in Psychotherapy: Selected Writings on Methods Aiding Therapy*. New York: The Institute of General Semantics, 2003.

Korzybski, Alfred. *Manhood of Humanity: An Introduction to Non-Aristotelian Systems and General Semantics* (1921), 2<sup>nd</sup> Edition. New York: The Institute of General Semantics, 2001.

----. *Science and Sanity: An Introduction to Non-Aristotelian Systems and General Semantics* (1932), 5<sup>th</sup> edition. New York: The Institute of General Semantics, 1995.

- Pula, Robert. *A General Semantics Glossary: Pula's Guide for the Perplexed*. California: International Society of General Semantics, 2000.
- Kodish, Bruce. *Dare to Inquire: Sanity and Survival for the 21<sup>st</sup> Century and Beyond*. Pasadena: Extensional Publishing, 2003.
- . *Korzybski: A Biography*. Pasadena: Extensional Publishing, 2011.
- and Susan PresbyKodish. *Drive Yourself Sane: Using the Uncommon Sense of General Semantics*. Pasadena: Extensional Publishing, 2011.
- Levinson, Martin. *Sensible Thinking for Turbulent Times*. New York: iUniverse, Inc., 2006
- . *Practical Fairy Tales for Everyday Living*. New York: iUniverse, Inc., 2007
- Lee, Irving J. *Language Habits in Human Affairs: An Introduction to General Semantics*, (1941), 2<sup>nd</sup> edition. California: International Society for General Semantics, 1994
- Weinberg, Harry, L. *Sensible Thinking for Turbulent Times*, 3<sup>rd</sup> ed. New York: The Institute of General Semantics, 1997

## CCT 07 - 20<sup>th</sup> Century British Poetry

### Objectives:

4. To facilitate learners with an overall exposure to the English poetic genre in the 20<sup>th</sup> century, maintaining a link with the course they did on 19<sup>th</sup> century English poets in the previous semester.
5. To understand the central concerns of these poets vis-a-vis the age they were writing in, and thus understand the tradition of English poetry in this century.
6. To know about the different schools / movements having a direct bearing to poetry in this century.

### Units / Texts:

4. The Early Moderns (Thomas Hardy, Wilfred Owen, W.B. Yeats, and Robert Graves)
5. The High Moderns (Ezra Pound, T.S. Eliot, and W.H. Auden)
6. After the Moderns (Dylan Thomas, Philip Larkin, Ted Hughes, and Seamus Heaney)
7. Other Important Poets (D.H. Lawrence, Stephen Spender, John Betjeman, Donald Davie, Thom Gunn)

### Poems in the Syllabus:

#### The Early Moderns

1. Thomas Hardy: The Darkling Thrush; The Convergence of the Twain
2. Wilfred Owen: Strange Meeting; Disabled
3. Robert Graves: Lost Acres; Ulysses
4. W.B. Yeats: The Lake Isle of Innisfree; A Coat; Easter 1916; The Second Coming; Leda and the Swan

#### The High Moderns

5. Ezra Pound: A Pact; In A Station of the Metro
6. T.S. Eliot: The Love Song of J. Alfred Prufrock; Journey of the Magi; To the Indians who Died in Africa
7. W.H. Auden: Musée des Beaux Arts; In Memory of W.B. Yeats; The Unknown Citizen

#### After the Moderns (Postmoderns)

8. Dylan Thomas: Fern Hill; Do Not Gentle into that Good Night
9. Philip Larkin: Church Going; The Whitsun Weddings
10. Ted Hughes: The Thought-Fox; Hawk Roosting
11. Seamus Heaney: Digging; Sunlight; Bogland

#### Other Important Poets

12. D.H. Lawrence: Snake
13. Stephen Spender: The Pylons
14. John Betjeman: A Subaltern's Love Song
15. Donald Davie: Remembering the Thirties
16. Thom Gunn: Considering the Snail

#### Anthologies:

There are many anthologies where many important poems of the above poets are featured. At least the following four important ones can be mentioned:

5. *The Norton Anthology of Poetry (Shorter Revised Edition)*; edited by Alexander W. Allison et al). New York: W.W. Norton & Company, 1975.
6. *Twentieth Century Verse: An Anglo-American Anthology* (edited by C.T. Thomas). Madras: Macmillan, 1979.
7. *Twentieth Century Poetry and Poetics* (edited by Gary Geddes). Toronto: OUP, 1985.
8. *Reading Modern Poetry: A Critical Anthology* (edited by Paul Engle & Warren Carrier). Illinois: Scott, Foresman and Company, 1968.



## CCT 08 - Discourses on Women's Empowerment

### Objectives:

1. To facilitate learners with an adequate exposure to this often neglected area of studies: discourses by women.
2. To study a cross-section of women's writing, mainly Western, and try to understand the development of women's concern about their self, identity and society.
3. To juxtapose these writings against the development of feminist theory.

### Units / Texts:

1. Mary Wollstonecraft: *A Vindication of the Rights of Woman*. (Edited by Carol H. Poston. New York: W.W. Norton & Company, 2<sup>nd</sup> edition)
2. Virginia Woolf: *A Room of One's Own*. (New Delhi: CUP, 1998)
3. Hooks, Bell. *Ain't I A Woman: Black Women and Feminism*. (Boston: South End, 1981)
4. Toril Moi: *Sexual/Textual Politics: Feminist Literary Theory*. (London: Routledge, 1985)

### Recommended Reading (merely suggestive, and by no means exhaustive):

1. Beauvoir, Simone De. *The Second Sex*. London: Penguin, or New York: Alfred A. Knopf, 1978.
2. Freedman, Estelle B (ed.). *The essential Feminist Reader*. New York: The Modern Library, 2007.
3. Gilbert, Sandra & Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. New Haven: Yale UP, 1979.
4. Gilbert, Sandra & Susan Gubar. *The Norton Anthology of Literature by Women: The Tradition in English*. New York: W.W. Norton & Company, 1985.
5. Hurston, Zora Neale. *Their Eyes Were Watching God*. Urbana: University of Illinois Press, 1978.

6. Kaplan, Cora. *Sea Changes: Culture and Feminism*. London: Verso, 1986.
7. Shiva, Vandana. *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women, 1988.
8. Showalter, Elaine. *A Literature of Their Own: British Women Novelists from Bronte to Lessing*. Princeton UP, 1977.
9. Spivak, Gayatri. In *Other Worlds: Essays in Cultural Politics*. London: Methuen, 1987.
10. Tharu, Susie & K. Lalitha. *Women Writing in India 600 BC to the Early Twentieth Century*. New York: Harper Collins, 1991.

## 09 - Comparative Literature

### Objectives :

The objectives of Course in Comparative Literature would include:

- i) To introduce the students to the discipline of comparative literature.
- ii) To familiarize them to the concepts, issues and methodology.
- iii) To establish the rationale of comparative literature in a multi-national study

### Background :

- i) History of comparative literature
- ii) Comparative literature and other related concepts e.g. world literature, general literature, national literature etc.
- iii) French, American & Indian Schools of Comparative Literature

Course description: Each Unit will carry One Credit.

Unit 1 History of Development of schools of Comparative literature (French, American, British & Indian)

- Unit 2
- a) Influence and Reception Study
  - b) Genology, Literary History (Period & Movement Study)

- Unit 3
- a) Thematology
  - b) Translation Study

- Unit 4
- a) Comparative literature and Intercultural studies
  - b) Comparative Literature and other disciplines e.g. media,
  - c) The future of Comparative Literature

## Bibliography :

JOST, Francois, Introduction to Comparative Literature

PRAWER, S.S. Comparative Literary Studies: An Introduction

BRANDT, Corstius J. Introduction to the Comparative Study of Literature

WELLEK, Rane & WARREN, Austin. Theory of Literature

WEISSTEIN, Ulrich (ed.) Comparative Literature and Literary Theory: Survey and Introduction

SUSAN BASSANETT. Comparative Literature: Introduction

NAGENDRA, Comparative Literature. Delhi, University of Delhi, 1977403

## ECT-03

### Indian Writing in English Drama and Non-fiction

#### 1. Objectives :

- i) To study the growth and development of prose and drama form in IWE.
- ii) To introduce the major Indian English writers.
- iii) To introduce the historical cultural and social context in Indian English prose and drama.

#### 2. Major Writers :

- i) Raja Rammohan Roy: Letter to Lord Amherst on Western Education and Congratulatory Letter to Lord William Bentinck on the Abolition of Suttee.  
Sri Aurobindo: *Renaissance in India* and 'BhavaniMandir',  
Vivekananda: 'My Plan of Campaign', 'The Work Before Us' and 'Future of India'  
M.K.Gandhi: Gandhi-Nehru Letters: October 5, 1945, October 9, 1945, November 13, 1945
- ii) NayantaraSahgal: CH-XX 'With Pride and Prejudice' [Abstract from *Prison and Chocolate Cake* (1954)]
- iii) Kamala Das: *My Story*
- iv) GirishKarnad: *Hayavadana*

### ECT 03 - Critical Approaches in the 20<sup>th</sup> Century up to Structuralism

#### Objectives:

4. To study the various critical approaches to literature emerging in the 20<sup>th</sup> century.
5. To examine the works of the key critics in this discipline.
6. To examine the various critical terms and concepts in this discipline.

#### Units / Texts (Each of the following topics to have half a credit):

- a. Precursors to New Criticism (T.S. Eliot, I.A. Richards, F.R. Leavis)
- b. American School of New Criticism (J.C. Ransom, Cleanth Brooks, Allen Tate)
- c. Chicago Neo-Aristotelians (R.S. Crane, Elder Olson)
- d. Russian Formalist School (V. Shklovsky, R. Jakobson, M. Bakhtin)
- e. The Psychological Approach (S. Freud)
- f. Mythological & Archetypal Approach (C.G. Jung, Northrop Frye)
- g. Sociological Criticism / Marxism (including the Frankfurt School)
- h. Structuralism (Saussure, Levi-Strauss, Gerard Genette, Roland Barthes)

These approaches / -isms / schools can be elucidated through a discussion of the basic tenets (e.g., what is New Criticism; what is Marxism etc.) and then through one or two representative essays by critics / thinkers in each of the above units.

## Representative Essays:

- a. T.S. Eliot: "Tradition and the Individual Talent"; I.A. Richards: "Four Kinds of Meaning"
- b. John Crowe Ransom: "Criticism Inc."; Allen Tate: "Tension in Poetry"
- c. R.S. Crane: "Interpretation of Texts and the History of Ideas"
- d. Viktor Shklovsky: "Art as Technique"
- e. Sigmund Freud: A General Introduction to Psycho-Analysis (Ch. 18: "Fixation upon Traumas: The Unconscious"; and Ch. 21: "Development of the Libido and Sexual Organizations")
- f. Northrop Frye: "The Archetypes of Literature"
- g. Edmund Wilson: "Marxism and Literature"; Tom Bottomore: The Frankfurt School and its Critics (Introduction and Ch. 1)
- h. Ferdinand de Saussure: "The Object of Study"; Gerard Genette: "Structuralism and Literary Criticism"

## Suggested Reading (Above Essays can be culled from):

1. Lodge, David. 20<sup>th</sup> Century Literary Criticism: A Reader. London: Longman, 1972.
2. Lodge, David. Modern Criticism and Theory: A Reader. Delhi: Pearson Education, 1988.
3. Sethuraman, V.S. Contemporary Criticism: An Anthology. Chennai: Macmillan, 1989.
4. The Norton Anthology of Theory and Criticism, 2<sup>nd</sup>edn., 2010.

## ECT 03 - Non British Literature: American Literature

### Objectives:

1. To facilitate learners with an adequate exposure to an important segment of non-British literature, i.e., American Literature.
2. This Course would supplement learners' exposure to other non-British literature written in English they would gain in the previous two semesters.
3. To study important / canonical American authors and their works.

### Units:

1. Henry David Thoreau: Walden
2. Ernest Hemmingway: Old Man and the Sea
3. Arthur Miller: The Death of a Salesman
4. Poems by Walt Whitman, Robert Frost, Wallace Stevens and Sylvia Plath

### Walt Whitman

1. Song of the Open Road
2. As I Ebb'd With the Ocean of Life

Robert Frost

1. After Apple-Picking
2. Stopping by Woods on a Snowy Evening
3. The Road Not Taken

Wallace Stevens

1. The Emperor of Ice-Cream
2. Sunday Morning

Sylvia Plath

1. Daddy
2. Lady Lazarus
3. Metaphors
5. Recommended Reading:
  1. Bercovich, Sacvan & Cyrus Patell (eds.). *The Cambridge History of American Literature*. Cambridge, Massachusetts: CUP, 1996.
  2. Elliott, Emory (ed.). *The Columbia History of the American Novel*. New York, 1991.
  3. Lane, Jack & Maurice O'Sullivan. *A Twentieth-Century American Reader*. Washington D.C.: United States Information Agency, 1999.
  4. Parini, Jay & Brett C. Millier (eds.). *The Columbia History of the American Poetry*. New York, 1994.
  5. Sampson, George. *The Concise Cambridge History of English Literature*. (Special section on American Literature.) Cambridge: CUP, 1975.
  6. Sturrock, John (ed.). *The Oxford Guide to Contemporary World Literature*. Oxford: OUP, 1997.
  7. VanSpanckeren, Kathryn. *Outline of American Literature*. U.S. Bureau of International Information Programs, 2001.
  8. VanSpanckeren, Kathryn. *USA Literature in Brief*. U.S. Bureau of International Information Programs, 2001.

ECT 04 - English Language Teaching -01

Objectives :

1. To equip the students to teach English as the Second Language at the undergraduate levels.
2. To introduce them to various aspects of language teaching.

3. To make them aware of various theories of language teaching and testing.

**Background Study:**

1. English in India: A Historical Perspective
2. English today and its significance
3. The objectives of teaching English in India.
4. The significance of the bridge and remedial courses.
5. Teaching of various skills.

The Course Content: Each unit will carry One Credit.

Unit 1. A) The Nature of Learning in General & Language Learning (First, Second & Foreign Language)

B) The Qualities of a Learner and the Kinds of Learners

Unit 2. A) The Nature of Teaching Language (Various Aspects of Teaching).

B) The Qualities of a Teacher and His Role in the class-room

Unit 3. The Four Skills of language and teaching of each of them

Unit 4. Various Approaches to the Teaching of English as the Second Language (structural, situational, functional, communicative approaches as well as Language through Literature etc.)

**Select Bibliography:**

1. Halliday, M.A. K., Strevence, P.D. and McIntosh, A. The Linguistic Sciences and Language Teaching. Longman, 1964.
2. O' Donnell, W.R., (eds). Applied Linguistics and the Teaching of English. Longman.
3. Lado, R., Language Testing: The Construction and Use of Foreign Language Tests. Longman, 1957.
4. S. Pit Corder, Introducing Applied Linguistics. London: Penguin Books, 1973.

## **ECT 04 - Translation Studies**

**Objectives:**

- i) To make the students familiar with the discipline and basic concepts

- ii) To enable them to understand the theories of translation of literary and technical texts.

**Background Study :**

- i) Translation and Literature
- ii) Translation and colonization
- iii) Translation and communication

**Course Description: Each Unit will carry One credit.**

**Unit 1. Translation: History & Theory**

**Unit 2. Practicing translation (Translation of poetry, prose, play)**

**Unit 3. Translation for Media**

**Unit 4. Translation of a literary or a non-literary text (Project work)**

**Related Issues :**

- \* Translation and related disciplines
- \* Translation, Transcreation, Machine Translation

**Select Bibliography:**

CATFORD, J CA *Linguistic Theory of Translation*

JAKOBSON, R "On Linguistic Aspects of Translation" in Brower R.A. (ed) *On Translation*

LEFEVERE, ANDRE. *Translating Poetry*

NIDA, E A. *Language Structure and Translation*

RAFFEL, B *The Forked Tongue*

STEINER, G *After Babel: Aspects of Language and Translation*

BASSNETT- McGuire, Susan *Translation Studies*

POPOVIC. A. *A Dictionary for the Analysis of Literary Translation*

BOLMES. J *The Nature of translation: Essays on the Theory and Practices of Literary Translation*

BROWER, R (ed.). *On Translation*, New York. OUP, 1966

NIDA, E A & TABER, C. *The Theory and practice of Translation* Leiden, Brill, 1974

SAVORY.T H. *The Art of Translation*, London: Jonathan Cape

**ECT 04 – Reception Studies (Comparative Literature)**

**Objectives:**



1. The course will focus on the nature of literary transactions across cultures.
2. It will also focus on the changes brought into the literary system as a result of contact with another culture.
3. It will focus on the transformation of elements received.
4. To acquaint the students with terms like influence, Reception, Impact, Emitter, Receiver, Intermediaries, Horizons of Expectation, Transformation.

The Course Content:

Unit 1. Narrative traditions in Mid/Late 19<sup>th</sup> Century in one Indian literary tradition.

Unit 2. History of translated texts during the period & Major social debates.

Unit 3. The emergence of a new narrative tradition: texts/statements.

Unit 4. Comparative study of a cluster of early novels in two or three Indian literary traditions.

Or

Reception of Shakespeare in two Indian literary traditions both in its textual dimensions and as a part of theatrical traditions.

Select Bibliography:

Mukherjee, Minakshi. Realism and Reality.

Das, S K. An Indian Ode to the West Wind.

Jauss, Hans Robert. Towards an Aesthetics of Reception.

Hollub, Robert C. Reception Studies: A Critical Introduction.

## CCT 10 – 20<sup>th</sup> Century British Novel & Drama

### Objectives:

7. To facilitate learners with an overall exposure to the British genres of the novel and drama in the 20<sup>th</sup> century.
8. This Course would complement the one on 20<sup>th</sup> century British poetry thereby providing learners with a composite idea of the status and development of the three major literary genres in the 20<sup>th</sup> century.
9. To understand the central concerns of these novelists and dramatists vis-a-vis the age they were writing in.
10. To know about the different schools / movements having a direct bearing to these two genres in this century.

### Units / Texts:

8. J.M. Synge: *The Playboy of the Western World*
9. James Joyce: *A Portrait of the Artist as a Young Man*
10. Samuel Beckett: *Waiting for Godot*
11. Iris Murdoch: *The Sea, The Sea*

### Recommended Reading:

9. All the above texts (except Synge's) are available in Indian edition by well known publishers like Longman and Penguin (India), Peacock classics etc. Synge's text is available by Oxford, UK edition.
10. Anderson, Chester G. *James Joyce and His World*. London: Thames and Hudson, 1967.
11. Attridge, Derek (ed.). *The Cambridge Companion to James Joyce*. Cambridge: CUP, 2004.
12. Cleary, Joe & Claire Connolly (eds.). *The Cambridge Companion to Modern Irish Culture*. Cambridge: CUP, 2004.
13. Conradi, Peter J. *Iris Murdoch: the Saint and the Artist*. London: Palgrave, 1988.
14. Esslin, Martin. *The Theatre of the Absurd*. London: Methuen, 2001.
15. Ford, Boris (ed.). *The Pelican Guide to English Literature, Vol VII*. Harmondsworth: Penguin Books, 1964.
16. Greene, D.H. & E.M. Stephens. *J.M. Synge 1871 – 1909*. London, 1959.
17. Mackean, Ian. *The Essentials of Literature in English Post 1914*. London: Hodder Arnold, 2005.
18. Pilling, John (ed.). *The Cambridge Companion to Beckett*. Cambridge: CUP, 2003.
19. Richards, Shaun (ed.). *The Cambridge Companion to Twentieth-Century Irish Drama*. Cambridge: CUP, 2005.

## CCT-11 - Indian Literature in Translation

### Objectives :

1. To introduce the students to Indian Literature through translation.
2. To make them approach the prescribed texts for their literary value and cultural significance.
3. To enable them to approach these texts from a cross-cultural perspective.

### Prescribed Texts and their Discussion:

**Unit1. VedVyas: 'AdiParva' Mahabharat.**

**Unit 2. RahiMasoomRaza: *AdhaGaon*. (A Village Divided Trans. Gillian Wright) Penguin Books**

**Unit 3. BhalchandraNimade: *Cacoon***

**Unit 4. Pannalal Patel, *ManaviniBhavai* (A Droll Saga Trans. Prof. Katak)**

### Recommended Reading:

1. Mohanty, J. M., Indian Literature in English Translation. Mysore: CIIL, 1984.
2. Indian Literature. SahityaAkademi, New Delhi.
3. Mukherjee, Meenakshi, Realism & Reality. Delhi: OUP, 1985.
4. Dasgupta, S.N., Fundamentals of Indian Literature. Bombay: BharatiyaVidyaBhavan, 1971.
5. Raghavan V. & Nagendra, An Introduction to Indian Poetics. Bombay: Macmillan, 1970.

## CCT 12 - Indian Poetics

### Objectives :

- i) To introduce and bring out salient features of schools of Indian Poetics
- ii) To introduce various schools of Literature
- iii) To examine its suitability for understanding various issues like Literature, Literary experience, Meaning and Interpretation among others.
- iv) To propose areas of comparison between Indian and western poetics.

### Background Study:

1. Indian Knowledge Systems
2. Indian Intellectual traditions

### Course Content (Each Unit will carry ONE credit)

**Unit 1. Historical Developments of Indian Poetical traditions and the concepts of *Kavi*, *Kavya* and *Vangmaya***

**Unit 2. *Rasa*, *Alamkara* and *Riti* Theories**

**Unit 3. *Dhvani*, *Vakrokti* and *Auchitya* Theories**

**Unit 4. *Guna* and *Dosha* and Rajasekhara's Composite Model**

### Major Related Issues in Indian Poetics:

The Purpose of Literary Composition.

Literary Theory: Its Status and Enrichment

Types of Literary Compositions

Literature as Knowledge

Literary Experience

Meaning in Literature.

Indian Poetics and Western Poetics :

### Select Bibliography :

1. Bharata. *The Natyashastra*. Trans. by A Board of Scholars. New Delhi: Sri Satguru Publications.
2. Bhamaha. *Kavyalamkara*. Trans & ed by P U Nagnath Shastri. Delhi: Motilal Banarsidass, 1970.
3. Vamana. *Kavyalamkara-Sutra-Vritti*. Trans. By Ganganath Jha. 2nd edn. Poona: Oriental Book Agency, 1928
4. Anandavardhana. *Dhvnyaloka of Anandavardhana* 1974. Trans & ed by K. Krishnamoorthy. Delhi: Motilal Banarasidass, 1981.
5. Kuntaka *Vakrokti - Jivita of Kuntaka*. Trans & ed by K. Krishnamoorthy Dharwad: Karnataka University, 1977
6. Ksemendra. *Auchityavicaracarca*
7. Rajasekhara. *Kavyamimamsa of Rajasekhara*. Trans by Sadhana Parashar New Delhi: DK Printworld, 2000
8. *Agnipurana* (for Guna and Dosa)
9. Kautilya. *Arthashastra*

## ECT-05

### Post 1980s Indian Writing in English

#### 1. Objectives :

- i) To study the growth and development of IWE after 1980s.
- ii) To introduce the major contemporary Indian English writers.
- iii) To introduce the historical cultural and social context in Indian English Writing and the emerging trends.

#### 2. Major Writers :

- i) Salman Rushdie: *Midnight's Children*
- ii) Amitabh Ghosh: *Shadow Lines*
- iii) Vikram Seth: (10 poems)
  1. 'Round and Round' 2. 'A style of loving' 3. 'Across' 4. 'Equals' 5. 'A Room and the Street' 6. 'Walk' 7. 'The Stray Cat' 8. Heart' 9. 'All You Who Sleep Tonight', (From: *All You Who Sleep Tonight* Viking (1990) Penguin (2012))
  10. 'The Crocodile and the Monkey' (From: *Beastly Tales from Here and There* (1991) collection of (UK ISBN 978-0-7538-1034-7)
- iv) Urvashi Bhutalia: *The Other Side of Silence* Delhi: Penguin 1998.

### ECT 05 - Literary Theory (Post Structuralism onwards)

#### Objectives:

7. To enable learners conceptually understand 'theory'.
8. To study the various critical approaches emerging Post-structuralism onwards.
9. To examine the works of the key critics in this discipline.
10. To examine the various critical terms and concepts in this discipline.

#### Units / Texts (Each of the following topics to have half a credit):

- a. Deconstruction (J. Derrida, Roland Barthes, Paul de Man)
- b. Feminism (the French, British and the American Schools)

- c. Post-Freudian Psychoanalysis (J. Lacan, J. Kristeva, Slavoj Zizek)
- d. Postcolonialism (Edward Said, Franz Fanon, Gayatri Spivak, Homi Bhabha)
- e. Phenomenological Criticism, Hermeneutics and Readers' Response Theory (Stanley Fish)
- f. Cultural Studies & New Historicism (Raymond Williams, Terry Eagleton, Stephen Greenblatt, Louis Montrose)
- g. Environmentalism & Ecocriticism
- h. The Marginal & the Minority Discourses (Discourses on race, ethnicity and sexuality)

Essays in the Syllabus:

A. Deconstruction

- 1. "Structure, Sign and Play in the Discourse of the Human Sciences" by Jacques Derrida
- 2. "The Resistance to Theory" by Paul De Man

B. Feminism

- 1. "Feminist Criticism in the Wilderness" by Elaine Showalter
- 2. "Feminism and Critical Theory" by Gayatri Chakravorty Spivak

C. Post-Freudian Psychoanalysis

- 1. "The Insistence of the Letter in the Unconscious" by Jacques Lacan
- 2. "Poetic Origins and Final Phases" by Harold Bloom

D. Postcolonialism

- 1. From Orientalism by Edward Said ("Introduction")
- 2. From The Location of Culture by Homi Bhabha ("Introduction")

E. Phenomenological Criticism, Hermeneutics and Readers' Response Theory

- 1. From Is There a Text in This Class? by Stanley Fish (Ch. 13: "Is There a Text in This Class?")
- 2. "The Reading Process: A Phenomenological Approach" by Wolfgang Iser

F. Cultural Studies and New Historicism

- 1. "Future of Cultural Studies" by Raymond Williams
- 2. "The Circulation of Social Energy" by Stephen Greenblatt

G. "Environmentalism and Ecocriticism" by Richard Kerridge

H. The Marginal and the Minority Discourses

- 1. From The History of Sexuality by Michel Foucault (Vol. 1, Ch. 1)
- 2. "Talking Black: Critical Signs of the Times" by Henry Louis Gates Jr.

Suggested Reading (Above Essays can be culled from):

1. Lodge, David. *Modern Criticism and Theory: A Reader*. Delhi: Pearson Education, 1988.
2. Sethuraman, V.S. *Contemporary Criticism: An Anthology*. Chennai: Macmillan, 1989.
3. *The Norton Anthology of Theory and Criticism*, 2<sup>nd</sup>edn., 2010.
4. Waugh, Patricia. *Literary Theory & Criticism – An Oxford Guide*. New Delhi: OUP, 2006.

Recommended Reading:

1. Abrams, M.H. & Geoffrey G. Harpham. *A Glossary of Literary Terms* (8<sup>th</sup> edition). New Delhi: Thomson Press, 2009.
2. Cuddon, J.A. & C.E. Preston. *Dictionary of Literary Terms & Literary Theory*. London: Penguin Books, 1999.
3. Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: OUP, 1997.
4. Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1996.
5. Lodge, David & Nigel Wood. *Modern Criticism & Theory: A Reader*. Delhi: Pearson Education, 2003.
6. Makaryk, Irena R. *Encyclopedia of Contemporary Literary Theory: Approaches, Scholars and Terms*. Toronto: University of Toronto Press, 1993.
7. Payne, Michael (ed.). *A Dictionary of Cultural and Critical Theory*. Massachusetts: Blackwell Publishing, 1996.
8. Selden, Raman. *Practicing Theory and Reading Literature: An Introduction*. Lexington: The University Press of Kentucky, 1989.
9. Selden, Raman, Peter Widdowson & Peter Brooker. *A Reader's Guide to Contemporary Literary Theory*. Delhi: Pearson Education, 2006.
10. Sim, Stuart & Borin Van Loon. *Introducing Critical Theory*. London: Icon Books, 2001.
11. Waugh, Patricia. *Literary Theory & Criticism – An Oxford Guide*. New Delhi: OUP, 2006.

ECT 05 - Non-British Literatures : Canadian Literature

Objectives:

4. To facilitate learners with an adequate exposure to an important segment of non-British literature, i.e., Canadian Literature.
5. This Course would supplement learners' exposure to other non-British literature written in English they would gain in the previous two semesters.
6. To study important / canonical Canadian authors and their works.

Texts:

1. Sinclair Ross: *As for Me and My House*
2. Robert Kroetsch: *The Studhorse Man*
3. Alice Munro: *Lives of Girls and Women*
4. Margaret Atwood (a selection of ten poems from her various anthologies)

## Margaret Atwood – Poems:

1. A Sad Child
2. Flying Inside Your Own Body
3. Helen of Troy does Countertop Dancing
4. Is / Not
5. Morning in the Burned House
6. Postcards
7. Habitation
8. In the Secular Night
9. More and More
10. Provisions

## Recommended Reading:

1. Frye, Northrop. *The Bush Garden: Essays on the Canadian Imagination*. Toronto, 1971.
2. Hutcheon, Linda. *The Canadian Postmodern: A Study of Contemporary English-Canadian Fiction*. Don Mills, 1988.
3. Keith, W.J. *An Independent Stance: Essays on English-Canadian Criticism and Fiction*. Erin, 1991.
4. Kudchedkar, Shirin&Jameela Begum A. *Canadian Voices*. Delhi: Pencraft International, 1996.
5. Lecker, Robert (ed.). *Canadian Canons: Essays in Literary Value*. Toronto, 1991.
6. Mackean, Ian. *The Essentials of Literature in English Post 1914*. London: Hodder Arnold, 2005.
7. Stouck, David. *Major Canadian Authors: A Critical Introduction to Canadian Literature in English*. Lincoln, Nebraska, 1988.
8. Sturrock, John (ed.). *The Oxford Guide to Contemporary World Literature*. Oxford: OUP, 1997.

## ECT 06 -English Language Teaching -02

### Objectives:

1. To equip the students to teach English as the Second Language at the undergraduate levels.
2. To introduce them to various aspects of language teaching.
3. To make them aware of various theories of language teaching and testing.

### Background:

- Remedial Teaching
- Teaching of various aspects of language
- Class-room performance of the teachers
- Preparing the teaching material and evaluation material

The Basic Content of the Course: (Each Unit carries ONE Credit)



Unit 1. Identifying the areas for Remedial teaching & the methods of teaching them.

Unit 2. Teaching Phonology, Morphology, Syntax and Semantics.

Unit 3. Using Technology for teaching English and Producing Materials for Teaching

Unit 4. Testing and Evaluating the various skills of the Learners

Select Bibliography:

1. Halliday, M.A. K., Strevence, P.D. and McIntosh, A. The Linguistic Sciences and Language Teaching. Longman, 1964.
2. O' Donnell, W.R., (eds). Applied Linguistics and the Teaching of English. Longman.
3. Lado, R., Language Testing: The Construction and Use of Foreign Language Tests. Longman, 1957.
4. S. Pit Corder, Introducing Applied Linguistics. London: Penguin Books, 1973.
5. Richards and Rogers, Approaches and Methods in Language Teaching, Cambridge Univ. Press.

## ECT 06 - Film Studies

Objectives:

1. To facilitate learners with an overall exposure to this genre – Cinema – often considered as the 'new text'.
2. To study the key terms and concepts of this medium.
3. To gain an exposure to the canonical film-makers, Western and Indian.
4. The emphasis of this course, at this stage, would be more on gaining a theoretical understanding of studying and critically appreciating films (as one would do a literary text), and not so much as 'making' them.

Units:

1. History of Cinema

2. Aspects of a film & a documentary (including key terms)
3. Studying Cinema: Master Craftsmen – first half of the 20<sup>th</sup> c
4. Studying Cinema: Master Craftsmen – second half of the 20<sup>th</sup> c

These aspects can be taught through a study of representative film-makers and their works. Teacher is free to choose the films. The recommended reading list below is merely suggestive, and by no means exhaustive.

#### Recommended Reading:

1. Kupsc, Jarek: *The History of Cinema for Beginners*. Chennai: Orient Longman, 2004.
2. Hayward, Susan. *Cinema Studies: The Key Concepts*. London: Routledge, 2000.
3. Brody, Leo & Marshall Cohen (eds.). *Film Theory and Criticism : Introductory Readings*: New York: OUP, 1999.
4. Sardar, Ziauddin & Borin Van Loon. *Introducing Media Studies*. Cambridge, UK: Icon Books, 2000.
5. Hunter, Allan. *Movie Classics*. Edinburgh: Chambers, 1993.
6. Garga, B.D. *So Many Cinemas: The Motion Picture in India*. Mumbai: Eminence Designs, 1996.
7. Dwyer, Rachel. *100 Bollywood Films*. New Delhi: Roli Books, 2005.
8. Somaaya, Bhavna. *Fragmented Frames: Reflections of a Critic*. Delhi: PustakMahal, 2008.
9. Mehrotra, Rajiv. *The Open Frame Reader: Unreeling the Documentary Film*. New Delhi: Rupa & Co., 2006.

### ECT 06 – Literary Historiography (Comparative Literature)

#### Objectives:

1. To familiarize the students with issues related to the conceptualizing of time and history in literary texts and movements.
2. To familiarize them with the issues related to the writing of histories of literature and periodization
3. To familiarize them with the interface of history and literary texts.
4. To acquaint them with the terms like history, literary history, history of literature, periodization, time, dominant, emergent, residual, movement, current, system, code, Synchrony, diachrony, chronotope, prophane, metaphane, duree, longue duree.

#### Course Content and Units:

Unit 1. Two essays related to concepts of time and issues in periodization

Unit 2 Study of different histories of literature related to a particular period in any Indian language to study how periods have been conceived and the resulting plurality of values.

Unit 3 Study of anthologies of a particular period to arrive at notions of literature in history.

Unit 4 Study of a corpus of texts dealing with a myth or legend to work out the relations between the dominant, the emergent and the residual in a particular text resulting from changes in history e.g. Romila Thapar's Sakuntala/Sakuntalopakhyana in the Mahabharata, Kalidasa's Abhijnanasakuntalam and Vaideshi's story on Sakuntala.

Or

Representation of a particular event through time in any two or three bhasa literatures. (e.g. representation of 1857 in Indian literary texts or a corpus of texts based on partition in Indian literature)

### Select Bibliography:

Chanda, Ipsita. ed. Literary Studies in India : Historiography.

Pollock, Shelton, ed. Literary Cultures I History; Reconstructions from South Asia.

\_\_\_\_\_, Languages of Gods in the World of Men.

Dalmia, Vasudha, Indian's Literary History: Essays on the Nineteenth Century.

## M. Phil. English

### CCT 01 - Research Methodology

#### Objectives :

1. To acquaint the students with the fundamentals and mechanics of literary research.
2. To make them aware of the operations of human thought and analysis, interpretation, generalizations and evaluation of these thoughts with reference to the texts.
3. To train them for research papers, research proposals and thesis.
4. To develop research skills in the students.

#### Issues to be studied :

1. The Nature & Aims of Literary Research
2. The Stages of Research
3. The Major Areas of Literary Research
4. The Thesis lay-out.
5. Preparing Research Proposal.
6. Writing Research Paper.
7. Documentation.
8. The Style of Research Writing
9. Analysis & Interpretation of various Genres
10. Generalization

#### Recommended Reading :

1. Altick Richard, The Art of Literary Research, New York: MacMillan
2. Watson George, The Literary Critics, London: OUP.

3. Bateson, F. W., *The Second Critic: An Introduction to Literary Research*, London: Routledge&Kegan Paul, 1972.
4. *MLA Handbook*, (Fifth Edition,2001)
5. *MLA Stylesheet*, Revised Edition compiled by William Riley Parker,1972.

## CCT 02 - Analysing Texts: Indian & Western Approaches

### Objectives:

1. This Course proposes to teach learners how to apply Indian and Western critical approaches to specific texts.
2. The Course thus endeavours to form a link between the learners' activities in their Masters programme to study texts and critical theories in isolation. Training learners how to apply a critical approach to a text is in a way preparing them to become better readers and researchers.
3. In the process, the Course aims at enhancing the enjoyment of both reading texts and knowing critical theories.

### Component I: Applying Indian Theories to Specific Texts

1. Applying Rasa
2. Applying Alamkara
3. Applying Dhvani
4. Applying Vakrokti

### Component II: Applying Western Theories to Specific Texts

1. Psychoanalytic Criticism applied to Eminem's lyric 'Cleanin' Out My Closet' and Sylvia Plath's poem 'Daddy'.
2. Ethical Criticism applied to the Harry Potter series of novels by J.K. Rowling (the first novel is to be considered).
3. Cultural Studies applied to a real event much covered by the media (Princess Diana's death).
4. Cyberphilosophy applied to the movie *The Matrix*.

### Recommended Reading:

1. All the above western approaches and their application to the afore-mentioned texts / discourses can be studied from texts: *CONTEMPORARY CULTURAL TEXTS AND CRITICAL APPROACHES* by Peter Childs (Edinburgh: Edinburgh University Press, 2006).

2. Makaryk, Irena R. *Encyclopedia of Contemporary Literary Theory: Approaches, Scholars and Terms*. Toronto: University of Toronto Press, 1993.
3. Payne, Michael (ed.). *A Dictionary of Cultural and Critical Theory*. Massachusetts: Blackwell Publishing, 1996.
4. Selden, Raman. *Practicing Theory and Reading Literature: An Introduction*. Lexington: The University Press of Kentucky, 1989.
5. Selden, Raman, Peter Widdowson & Peter Brooker. *A Reader's Guide to Contemporary Literary Theory*. Delhi: Pearson Education, 2006.
6. Sim, Stuart & Borin Van Loon. *Introducing Critical Theory*. London: Icon Books, 2001.
7. Waugh, Patricia. *Literary Theory & Criticism – An Oxford Guide*. New Delhi: OUP, 2006.

### ECT 01- Interdisciplinary Studies: Theory & Practice

1. Objectives: This course will introduce students to the emerging field of interdisciplinary studies, its theory and practice in the context of its recent theories, and their importance in knowledge production.
2. i) History and development of Interdisciplinary Studies, and its theories.  
 ii) Key Terms: Interdisciplinary Studies, Intra-disciplinary Studies, New Humanities, Human Sciences, Arts, Science, Comparative Studies, Anti-disciplinary, Border-disciplinarity, Bridge building, Conceptual Inter-disciplinarity, Critical Humanities, Disciplinary Reductionism, Epistemology, Interface of Disciplines, Knowledge Production, Mono-disciplinarity, Natural Sciences, Paradigm Shift, Skewed Understanding, Social Sciences, Multi-disciplinarity, Traditional Humanities, Trans-disciplinarity and Unifying Knowledge.  
 iii) a. Literature and Psychology  
       b. Literature and Philosophy  
       c. Literature and Social Sciences  
       d. Literature and Natural Sciences  
       e. Literature and Fine Arts  
       f. Literature and Management  
       g. Literature and Knowledge Systems

#### Select Bibliography:

- Alford, R.R. *The Craft of Inquiry: Theories, Methods, Evidence*. New York: OUP, 1998.
- Donald, J. *Learning to Think: Disciplinary Perspectives*. San Francisco: Jossey Ban, 2002.

- Easton, D. & C.S. Schelling. *Divided Knowledge: Across Disciplines, Across Cultures*. Newbury Park, CA: Sage, 1991.
- Haynes C. *Introduction: Laying a Foundation for Interdisciplinary Teaching*. Westport, CT: Oryx Press, 2002.
- Hirst, H.P. *Knowledge and the Curriculum: A Collection of Philosophical Papers*. London: Kegan& Paul, 1974.
- Klein, J.T. *Interdisciplinarity: History, Theory & Practice*. Detroit: Wayne State University, 1990.
- Newell, W.H. (ed.) *Interdisciplinarity: Essays from the Literature*. New York: College EE, 1998.
- Association of American Colleges. *Interdisciplinary Studies Vol. 2: Reports from the Field*. Washington.

## ECT 01 - Genre Studies (The Theatre of the Absurd)

### Objectives :

- (i) To introduce Drama historically and this particular genre of theatre
- (ii) To examine the principal authors and texts of this genre,
- (iii) To examine the important issues related to this genre.

### Background / Context :

- (i) Post-World War II European and American Drama,
- (ii) Albert Camus and his exploration into the 'absurd' nature of human condition,
- (iii) Samuel Beckett: 'Absurd' playwright par excellence.

### Principal Texts :

- (i) *Rhinoceros* (Eugene Ionesco; tr. Derek Prouse)
- (ii) *The Caretaker* (Harold Pinter)
- (iii) *The Zoo Story* (Edward Albee)
- (iv) *Rosencrantz and Guildenstern Are Dead* (Tom Stoppard)

### Related Issues :

- (i) Stylistic features of the Absurd Drama
- (ii) Existentialism
- (iii) Influences: Nietzsche, Kafka, Sartre
- (iv) Comedy of Menace
- (v) Surrealism and Dada

### Allied / Potential Areas of Study :

- (i) Theatre of Cruelty
- (ii) Other European 'Absurd' playwrights: Adamov, Genet, Mrozek, Arrabal, Grass

- (iii) Nonsense Plays
- (iv) Dream Plays and Allegories
- (v) Clowning, Commedia Dell'Arte and the Music Hall
- (vi) Beyond the 'Absurd'

Select Bibliography :

(i) Source Texts:

- Rhinoceros (Penguin, or Worldview publication)
- The Caretaker (Faber)
- The Zoo Story (Penguin)
- Rosencrantz and Guildenstern Are Dead (Faber)

(ii) Recommended Reading (by no means an exhaustive list and works may be added by students and the faculty depending on their availability and significance) :

- Boulton, Marjorie. *The Anatomy of Drama*. New Delhi: Kalyani Publishers, 1989(rpt.).
- Esslin, Martin. *The Theatre of the Absurd*. London: Methuen, 2004(rpt.).
- Hudson, W.H. *An Introduction to the Study of Literature*. New Delhi: Kalyani Publishers, 1989(rpt.).
- Sartre, Jean-Paul. *Basic Writings* (ed. By Stephen Priest). London: Routledge, 2001.
- Nietzsche, Friedrich. *Selected Writings*. New Delhi: Shristi Publishers, 1995(rpt.).
- Barnes, Hazel. *The Literature of Possibility*. Lincoln: Nebraska UP, 1959.
- Criukshank, John. *Albert Camus and the Literature of Revolt*. London: Oxford UP, 1959.
- Huxley, Aldous(ed.). *The Perennial Philosophy*. London: Chatto&Windus, 1946.
- Pound, Ezra. *Literary Essays* (ed. By T.S. Eliot). London: Faber & Faber, 1954.



## ECT 01 - Cultural Studies

### Objectives:

11. To provide learners with the theoretical understanding of the concept of 'culture' and its emergence as an independent academic discipline.
12. To examine the works of the key thinkers in this discipline.
13. To examine the various schools in this discipline.
14. To examine its links / overlap with literary studies.
15. To evaluate its salient features and anticipate the emerging areas in the twenty-first century.

### Units: Each of the following to have half a credit:

- a) Conceptual clarity: etymology of the word 'culture'
- b) History: Studies on Culture – 18<sup>th</sup>& 19<sup>th</sup> c. thinkers and works (French, German and English)
- c) 20<sup>th</sup> c rise of Cultural Studies as a Discipline: Frankfurt School
- d) 20<sup>th</sup> c rise of Cultural Studies as a Discipline: Birmingham Centre for Contemporary Cultural Studies
- e) 20<sup>th</sup> c rise of Cultural Studies as a Discipline: American School
- f) Critical Theories & Cultural Studies: Marxist & Poststructural thinking, Influences from discourses on race, ethnicity, gender, nationality...
- g) Popular & Mass Culture: Films, Television, Pop Songs, Advertisement...
- h) Literature & Cultural Studies: Comparative aspects of literary & cultural theories

### Recommended Reading:

1. Adorno, Theodore. Prisms: Cultural Criticism and Society. Cambridge, Massachusetts: The MIT Press, 1981.
2. Baker, Chris. Cultural Studies: Theory and Practice. London: Sage, 2000.
3. Bell, Clive. Civilization. New Delhi: Rupa & Co., 2002.
4. Berger, Arthur Asa. Cultural Criticism: A Primer of Key Concepts. London: Sage, 1995.
5. Dunning, Simon (ed.). The Cultural Studies Reader. London: Routledge, 1999.
6. Eagleton, Terry. The Idea of Culture. Oxford: Blackwell, 2000.
7. Frowe, John. Cultural Studies and Cultural Values. Oxford: Clarendon Press, 1995.
8. Lesley, Johnson. The Cultural Critics: From Matthew Arnold to Raymond Williams. London: Routledge & Kegan Paul, 1979.
9. McGuigan, Jim. Cultural Studies in Question. London: Sage, 1996.
10. Milner, Andrew. Literature, Culture and Society. London: UCL Press, 1996.
11. Mulhern, Francis. Culture / Metaculture. London: Routledge, 2000.
12. Storey, J. (ed.). What is Cultural Studies? A Reader. London: Edward Arnold, 1992.

