



Tumkur University

ENGLISH

Master of Arts in English

Choice Based Credit System

Syllabus

JK

Department of Studies and Research in English

2021-22

EDITION

ASIGNMENT

ASIGNMENT

TUMKUR UNIVERSITY
Faculty of Arts
Department of Studies and Research in English
Course Structure (CBCS) 2021-22 New

Paper	Title	Instructi on Hrs. per Week	No Of Credit s	Duration of the Semester- end Exam	Marks		
					IA	Sem. End Exam	Total Marks
I Semester							
CPT-1.1	Invitation to Humanities and English Studies	4	4	3hrs	20	80	100
CPT-1.2	British Literature –I	4	4	3hrs	20	80	100
CPT-1.3	British Literature –II	4	4	3hrs	20	80	100
CPT-1.4	Literary Criticism	4	4	3hrs	20	80	100
CPT-1.5	Indian Literatures in English Translation	4	4	3hrs	20	80	100
SPT-1.6. A	Introduction to Academic Writing	4	4	3hrs	20	80	100
SPT-1.6. B	Marginality, Resistance and Representation	4	4	3hrs	20	80	100
II Semester							
CPT-2.1	British Literature III	4	4	3hrs	20	80	100
CPT-2.2	British Literature IV	4	4	3hrs	20	80	100
CPT-2.3	Critical Theories	4	4	3hrs	20	80	100
CPT-2.4	Early Indian Writing in English	4	4	3hrs	20	80	100
SPT-2.5. A	Translating the Word and the World	4	4	3hrs	20	80	100
SPT-2.5. B	Eco-Literature	4	4	3hrs	20	80	100
OEPT-2.6	To be offered by other Departments	4	4	3hrs	20	80	100
III Semester							
CPT-3.1	Intellectual Traditions in History I	4	4	3hrs	20	80	100
CPT-3.2	World Literature- I	4	4	3hrs	20	80	100
CPT-3.3	General Linguistics	4	4	3hrs	20	80	100
CPT-3.4	Modern Indian Writing in English	4	4	3hrs	20	80	100
SPT-3.5. A	Writing Culture I	4	4	3hrs	20	80	100
SPT-3.5. B	American Literature I	4	4	3hrs	20	80	100

OEPT-3.6	To be offered by other Departments	4	4	3hrs	20	80	100
IV Semester							
CPT-4.1	Intellectual Traditions in History- II	4	4	3hrs	20	80	100
CPT-4.2	World Literature- II	4	4	3hrs	20	80	100
CPT-4.3	Introduction to Urban Cultural Studies	4	4	3hrs	20	80	100
CPT-4.4	English Language Teaching	4	4	3hrs	20	80	100
SPT-4.5.A	Writing Culture II	4	4	3hrs	20	80	100
SPT-4.5.B	American Literature II	4	4	3hrs	20	80	100
CPD-4.6	Dissertation	4	4	-	20 (Vi va Vo ce)	80 (Report)	100
Total		24	24				600

Open Elective Papers Offered by the Department

Paper	Title	Instructi on Hrs per Week	Credits	Duration of Exam.	Marks		
					IA	Sem. End Exam	Total Marks
OEPT. 2.6	Spoken and Written English	4	4	3hrs	20	80	100
OEPT. 3.6	Learning English through Stories	4	4	3hrs	20	80	100

Note:

CPT: Core Paper Theory

SPT: Special Paper Theory

OEPT: Open Elective Paper Theory

COD: Core Paper Dissertation

Contents

SEMESTER I	1
CPT-1.1. Invitation to Humanities and English Studies	2
CPT- 1.2. British Literature – I	8
CPT. 1. 3. British Literature – II.....	10
CPT. 1.4. Literary Criticism	12
CPT-1.5. Indian Literatures in English Translation.....	14
SPT-1.6. A. Introduction to Academic Writing	15
SPT-1.6. B. Marginality, Resistance and Representation.....	17
SEMESTER II	19
CPT- 2.1. British Literature- III.....	20
CPT- 2. 2. British Literature – IV	22
CPT- 2. 3. Critical Theories	24
CPT-2.4. Early Indian Writing in English	26
SPT-2.5.A. Translating the Word and the World	28
SPT-2.5.B. Eco-Literature	29
SEMESTER III	30
CPT-3.1. Intellectual Traditions in History I.....	31
CPT-3.2. World Literature I	32
CPT-3.3. General Linguistics.....	34
CPT-3.4. Modern Indian Writing in English	37
SPT-3.5.A. Writing Culture I	39
SPT-3.5.B. American Literature I	40
SEMESTER IV	42
CPT-4.1. Intellectual Traditions in History II	43
CPT-4.2. World Literature II	44
CPT-4.3. Introduction to Urban Cultural Studies.....	46
CPT-4.4. English Language Teaching	47
SPT-4.5.A. Writing Culture II	49
SPT-4.5.B. American Literature II	50
CPD 4.6: Dissertation	53
Open Elective Papers	54
OEPT. 2.6. Spoken and Written English.....	55
OEPT. 3.6. Learning English through Stories	57

SEMESTER I

CPT-1.1. Invitation to Humanities and English Studies

Objectives:

The central question this course tries to answer is what does it mean for students to come to a university and study in the Post-Graduate Department of English Studies?

The main concern of the course is to create a self-understanding among students. The Course will make them ask certain pertinent questions such as Who are we? What is the purpose of our being here? What are we going to become? What all are we supposed to know and learn?

Thus, this paper is an invitation to newcomers to be active participants in the domain of the Humanities and learn the art of conducting inquiries in the discipline of English Studies.

Learning Outcome:

Upon completion of the course, students are expected to have developed an understanding of the idea of university education, and the ability to think and learn independently.

Unit I

Knowables: This unit deals with what is that the university student needs to know about university education and liberal education.

On being a student in the Department of English Studies: Care of the Self and the ways of cultivating it. How to approach MA in English and lifelong learning?

The idea of a University, Higher Education and Liberal Education: Conceptual history

Epistemology: Knowing and Making

Wissenschaft (Academic) System: The Natural Sciences and the Human Sciences

Two Cultures, Heideggerian World and Earth

Experience, Imagination, Understanding

Humanities: On Being Human—Martin Heidegger and Yuval Noah Harari

Actor Network Theory

Academic Disciplines: Discipline and the Object of Study, Inquiry and Research, Paradigm, Methods and Methodology, Theory, Concept, Critique, Analysis, Practice and Ritual etc.

Who are we? Inquirers in the domain of the Humanities

Unit II

Knowables: This unit introduces students to the nature and scope of the discipline of English Studies and the need for re-conceptualizing it as Philology, Cultural Studies and Liberal Arts Education.

The Genealogy of English Studies: from English literature to literatures in English and from literary studies to cultural studies

Who are we? Inquirers into the domain of English Studies: Language, Literature and Culture Literature as verbal art and culture as learnable

What kind of knowledge is literature? Reading culture in/through language and literature

Unit III

Learnables: This unit aims at developing intellectual skills and abilities the university student needs to learn and cultivate.

Critical Thinking: The power of observation, Reflective and Analytical Skills

Argumentation: Different forms of reasoning and inferences

Academic Reading and Writing: Learning the ways of reading and writing

Unit IV

Learables: This unit aims at training students in reading and writing through exercises. Students will be made to engage themselves in intense reading, writing and translation activities.

Reading and Writing Lab: Reading and writing about literary genres and other forms of writing.

The art of Translation: Practice, Practice, Practice

Note:

There are no specific texts prescribed for study. Since the point is to master the units of knowing and learning, teachers and students may use any material (printed text, youtube videos, web resources etc.) suitable for achieving the goals of the course. This course is designed to give a hands-on experience to students by facilitating activity-based teaching and learning.

Suggested Readings

A Concise Introduction to Logic:

<http://www.oercommons.org/courses/a-concise-introduction-to-logic/view>

<https://milnepublishing.geneseo.edu/concise-introduction-to-logic/>

Arendt, Hannah and Mary McCarthy. *The Life of the Mind*. Mariner Books, 1981.

Aristotle. "Book II: Moral Virtue." *Nicomachean Ethics*, translated by David Ross, OUP, 2009.

Balagangadhar, S. N. "Rethinking a Humboldtian Vision for the Twenty-First Century." *International Journal of Social Sciences and Humanities*, Vol. 02, no. 01, June. 2013, pp.148-154.

Borradori, Giovanna. *The American Philosopher*. University of Chicago Press, 1994.

Butler Judith. "What is Critique: An Essay on Foucault's Virtue." <https://f.hypotheses.org/wp-content/blogs.dir/744/files/2012/03/butler-2002.pdf>

Canagarajah, A Suresh. *A Geopolitics of Academic Writing*. Orient Longman, 2002.

Chandra, Pankaj. *Building Universities that Matter*. Orient Blackswan, 2017.

Claassen, Alfred. *An Inquiry into the Philosophical Foundations of the Human Sciences*. Peter Lang, 2007.

Coursera: *How to Understand Arguments*. Duke University Course <https://www.coursera.org/learn/understanding-arguments?>

Dewey, John. *How We Think*. Dover, 1997.

Eco, Umberto. *How to Write Thesis*. MIT Press, 2015.

Foucault, Michel. "What is Critique?" *The Politics of Truth*. <http://anthropos-lab.net/wp/wp-content/uploads/2011/12/Foucault-Critique.pdf>

Gauri Viswanathan. "Introduction." *Masks of Conquest: Literary Study and British Rule in India*, Columbia University Press, 1989, pp. 01-22.

Gerald Graff and Michael Warner. *The Origins of Literary Studies in America*. Routledge, 1989.

Gilje, Nils and Gunnar Skirbekk. *A History of Western Thought: From Ancient Greece to the Twentieth Century*. Routledge, 2017.

Girish Karnad's documentary on practice: <https://www.youtube.com/watch?v=g-PNJHhf-ag>

Gramsci, Antonio. "On Education," *Selections from the Prison Notebooks of Antonio Gramsci*, edited and translated by Quentin Hoare and Geoffrey Nowell Smith. ElecBook, 1999, pp.162-190.

----- "The Intellectuals." *Selections from the Prison Notebooks of Antonio Gramsci* edited and translated by Quentin Hoare and Geoffrey Nowell Smith. ElecBook, 1999, pp. 131-161.

Gutting, Garry. *Michel Foucault's Archaeology of Scientific Reason: Science and the History of Reason*. Cambridge University Press, 1989.

<http://www.iep.utm.edu/th-th-co/>

https://www.washingtonpost.com/news/answer-sheet/wp/2016/02/03/why-kids-now-more-than-ever-need-to-learn-philosophy-yes-philosophy/?utm_term=.eb8c0bfc8887

<https://www.thehindu.com/opinion/columns/are-rituals-still-important/article22387375.ece>.

Hart, James Morgan. *German Universities: A Narrative of Personal Experience, Together with Recent Statistical Information, Practical Suggestions, and a Comparison of the German, English and American Systems of Higher Education*. J.P.Putnam's Sons, 1874.

Heidegger, Martin. *Basic Writings: From Being and Time (1927) to The Task of Thinking (1964)*. Edited by David Farrell Krell, Routledge Classics, 2011.

Ian Church, and Peter Samuelson. *Intellectual Humility: An Introduction to the Philosophy and Science*. Bloomsbury Academic, 2017.

Illich, Ivan. *Deschooling Society*. Marion Boyars Publishers Ltd, 2000.

Immanuel Kant's "What is Enlightenment"?

<https://www3.nd.edu/~afreddos/courses/439/what-is-enlightenment.htm>

Kundu, Abhijit, et al., *The Humanities: Methodology and Perspectives*. Pearson, 2009.

Kurtakoti K D. "Olanota." *Bhashe mattu Samskruti*. Kurtakoti Memorial Trust, 2008, pp.na.

Minogue, Kenneth. *The Concept of a University*. Weidenfeld and Nicolson, 1973.

Nussbaum, Martha C. "Socratic Self-Examination." *Cultivating Humanity : A Classical Defense of Reform in Liberal Education*, Harvard University Press, 1997, pp. 15-49.

Oakeshott, Michael. "Learning and Teaching." *The Concept of Education*, edited by R S Peters, Routledge, 2010, pp. 108-122.

Plato's Cave Allegory. <https://www.youtube.com/watch?v=1RWOpQXtlA>

<https://www.youtube.com/watch?v=1RWOpQXtlA>

Pollock, Sheldon. *The Language of Gods in the World of Men: Sanskrit, Culture, Power in Premodern India*. Permanent Black, 2009.

Polt, Richard. *Heidegger: An Introduction*. Routledge, 1999.

Pritchard, Duncan. *What is this Thing Called Knowledge?*. Routledge, 2006.

Rao, Narahari. "Culture as Learnables: An Outline for a Research on the Inherited Traditions", Memo30, Fachrichtung Philosophie, Lehrstuhl Prof. Dr. K. Lorenz, Universität des Saarlandes, Saarbücken, 1997, pp.na.

Readings, Bill. *The University in Ruins*. Harvard University Press, 1997.

Richard Rorty. *Philosophy and Social Hope*. Penguin, 1999.

Robert Pippin "Aims of Education".

<http://aims.uchicago.edu/page/2000-robert-pippin>

<https://college.uchicago.edu/student-life/aims-education>

Rodowick, D N. *Elegy for Theory*. Harvard University Press, 2014.

Ryle, Gilbert. "Can Virtue be Taught?" in *Education and The Development of Reason*.

Vol.08, Ed. R.F.Dearden et al, Routledge, 2010, pp. na.

Sennett, Richard. *Together: The Rituals, Pleasures and Politics of Cooperation*.

Penguin Books. 2012.

Statement on the Role of Philosophy Programs in Higher Education

<https://owl.english.purdue.edu/owl/resource/615/1/>

Srinivasan, Shashikala. *Liberal Education and Its Discontents*. Routledge. 2018.

Weller, Sarane. *Academic Practice*. Sage Publications, 2015.

Wilhelm Dilthey, The importance of hermeneutics

<https://www.youtube.com/watch?v=vWOt0ezdK4I>

CPT- 1.2.British Literature – I

Objectives:

- To acquaint learners with the socio-political history of Britain during the 16th and 17th Centuries.
- To familiarize learners with the diverse literary texts and genres of the period.
- To facilitate learners to comprehend critical concepts and to appreciate the prescribed texts.

Learning Outcome:

After completion of the paper, students will acquire a deep understanding of British history and culture and will be able to appreciate the aesthetic dimensions of literary texts and their contexts.

Unit I

- **Literary History** - Mapping Europe: History, Politics, Literature and Culture, the making of English culture: Anglo-Saxons and Normans, Supremacy of Latin and French, Aristocracy, Arrival of Christianity, Pilgrimage, Rise of English, Influence of Greek and Latin, Dante, Petrarch, Boccaccio, Hundred Years War, War of Roses, Black Death, Peasants Revolt, Lollard Movement, and Establishment of Universities.

Unit II

- Geoffrey Chaucer: Prologue to *Canterbury Tales*
- Edmund Spenser: "One day I wrote her name"
- Shakespeare: "Let me not the marriage of true minds", Sonnets No.18 Shall I compare thee...,
- Sir Philip Sidney: Philomela

Unit III

- Sir Thomas More, *Utopia*, Book II: “Of the Religions of Utopians”, “Of their Magistrates”
- John Milton: *Paradise Lost*-Book I
- Metaphysical Poetry: Select poems to be studied

Unit IV

- Marlowe: *Dr. Faustus*
- Shakespeare: Hamlet/Tempest (film text may be used interchangeably)
- Sidney: *Apologie for Poetry*

Suggested Readings

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

Bloom, Harold. *Elizabethan Drama*. Infobase Publishing, 2004.

Carter, Ronald & John McRae. *The Routledge History of Literature in English: Britain and Ireland*. Routledge, 1997.

David Daiches. *A Critical History of English Literature*. Vol. I & II, Allied Publishers Ltd, 1990.

Paul, Poplawski. *English Literature in Context*. Cambridge UP, 2008.

The Norton Anthology of English Literature. W.W Norton and Company, 1962.

CPT. 1. 3. British Literature – II

Objectives:

- To acquaint learners to the socio-political history of Britain during the 18th Century.
- To familiarize the learners with the diverse literary texts and genres developed during the period.
- To facilitate the learners' comprehension of the critical concepts and to appreciate select texts.

Learning Outcomes: After completion of the paper, students will acquire a deep understanding of British history and culture and be able to appreciate the aesthetic dimensions of literary texts and their contexts.

Unit I

- Literary history- The Age of Enlightenment, Development of Print Culture and Education, Neoclassicism, Periodical essays, Development of English Prose and the Novel, Transitional Poetry, the Gothic tradition
- Emmanuel Kant, What is Enlightenment?

Unit II

- Alexander Pope: 'Epistle to Dr. Arbuthnot'/Rape of the Lock. Canto I
- Thomas Gray: Elegy Written in a Country Churchyard
- William Blake: The Tyger, The Lamb,
- Robert Burns: To a Mouse, My Love is Like a Red Red Rose.

Unit III

- Jonathan Swift: Gulliver's Travels Part I
- Daniel Defoe : Robinson Crusoe
- Henry Fielding: Joseph Andrews

Unit IV

- John Gay: *The Beggar's Opera*
- Samuel Johnson: "Preface to Shakespeare"

Suggested Readings

David Daiches. *A Critical History of English Literature*. Vol. III, Allied Publishers Ltd, 1990.

Damrosch, David, and Kevin J.H. Dettmar. *The Longman Anthology of British Literature*. 3rd ed, Pearson Education, Inc., 2006.

Damrosch, David, and Kevin J.H. Dettmar. "Essay on Criticism." *The Longman Anthology of British Literature*, 3rd ed, Pearson Education, Inc., 2006, pp. na.

Fielding, Henry. *Joseph Andrews*. 1st Edition, W.W. Norton & Company, Inc., 1987.

"Neoclassicism: An Introduction." *The Victorian Web*

[.http://www.victorianweb.org/previctorian/nc/ncintro.html](http://www.victorianweb.org/previctorian/nc/ncintro.html) 16 Mar. 2008.

"Restoration Drama". *Theatre History*. 2 Mar. 2008

<http://www.theatrehistory.com/british/restoration_drama_001.

CPT. 1.4. Literary Criticism

Objectives

- To introduce students to the western critical tradition
- To allow students to acquire professionalism in reading texts
- To familiarize students with different schools of literary thought
- To develop critical thinking skills in students

Learning Outcomes: After the completion of the course, students will be able to understand the origin and development of critical thought in the western literary tradition. He/she will have developed an ability to understand how the language has been employed in the prescribed texts.

Unit – I

Stephen Matterson: “New Criticism” from Patrician Waugh *Literary Criticism and Theory*

Unit – II

Excerpts from William Wordsworth’s “Preface to *Lyrical Ballads*”

Excerpts from Mathew Arnold’s “Study of Poetry”

Unit – III

T S Eliot: “Metaphysical Poets”

F R Leavis: “Line of Wit”

Unit – IV

Beardsley and Wimsatt: “Intentional Fallacy”

Cleanth Brooks: “Language of Paradox”

Suggested Readings

Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford University Press, 1953.

Adams, Hazard, *Critical Theory since Plato*. Harcourt Brace Jovanovich, 1971.

Barry, Peter. *Beginning Theory*. Viva Books, 2014

Brooks, Cleanth, and Robert Penn Warren. "The Reading of Modern Poetry." *In American Poetry and Prose*, edited by Norman Foerster, 4th Edition, Houghton Mifflin, 1957, pp. na.

Burke, Kenneth. *The Philosophy of Literary Form: Studies in Symbolic Action*. 3rd Edition, University of California Press, 1974.

Burke, Kenneth. *A Grammar of Motives*. Prentice-Hall, 1945.

Burke, Kenneth. *A Rhetoric of Motives*. Prentice-Hall, 1950.

Daiches, David. *Critical Approaches to Literature*. Orient Longman, 1977.

Eagleton, Terry. *Literary Theory: An Introduction*. University of Minnesota Press, 1983.

Empson, William. *Seven Types of Ambiguity*. 2nd edition, Chatto and Windus, 1947.

Empson, William. *Some Versions of Pastoral*. New Directions, 1974.

Fletcher, Angus. *Allegory: The Theory of a Symbolic Mode*. Cornell University Press, 1964.

CPT-1.5. Indian Literatures in English Translation

Objectives:

- To introduce the students to the various genres of the 20th Century Indian literatures in English Translation.
- To familiarize learners with the select socio-political movements in India that are reflected in Indian literatures in English Translation.
- To facilitate the understanding of cultural diversities and ideologies through the appreciation of select literary texts.

Learning Outcome: After the completion of the course, students will have an adequate understanding of cultural diversities and ideologies that have shaped Indian literatures in English Translation.

Unit I

Tagore's: *Gitanjali*

Shishunal Sharif: "Old Woman" trans. H S Shivaprakash *Indian Literature*
283,2014

Akkamahadevi Vachanas trans. Sushumna Kannan *Indian Literature* 283, 2014

Unit II

Arshia Sattar's: *Translations into English*

A K Ramanujan's: *Introduction to Speaking of Shiva*

Unit III

Bhisham Sahni's: *Tamas*

Amrita Pritam's: *The Skelton*

Unit IV

Girish Karnad: *Tughlaq*

Suggested Readings

Iyengar, Srinivasa. *Indian Writing in English*. Sterling Publishers, 2000.

Mehrotra, Arvind Krishna. *A Concise History of Indian Literature in English*.
Permanent Black, 2018.

Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 2006.

SPT-1.6. A. Introduction to Academic Writing

Objectives:

- To sensitize students about the importance of writing as liberal arts skill
- To develop the ability to read in English for academic purposes
- To develop the ability to write in English for academic purposes

Learning Outcomes: After the completion of the course, students will have developed an ability to read texts closely and comprehend the arguments. The learners improve their competencies in reading and writing skills for academic purposes.

Unit I - Mechanics of Writing

Parts of speech, Tenses, Word Formations-Prefixes and suffixes, synonyms and antonyms, punctuations

Unit II - Reading Skills

Skimming, scanning, Deep analysis and Cloze Reading, note-making and Note-taking, Intensive Reading and Extensive Reading

Unit III - Writing Skills-I

Developing an idea into a paragraph, Concept maps, writing a summary, writing an abstract,

Unit IV - Writing Skills-II

Writing an assignment, reviewing a chapter in a book, reviewing an article in a journal, Citing Sources and Bibliography

Suggested Readings

Martinet A.V. and A.J.Thomson. *A Practical English Grammar Paperback*. OUP, 2016.

Yadurajan, K.S. *Modern English Grammar: Structure, Meanings, and Usage*. OUP, 2014.

<https://www.cambridgeenglish.org/learning-english/free-resources/write-and-improve/>

<https://slc.berkeley.edu/writing-worksheets-and-other-writing-resources/nine-basic-ways-improve-your-style-academic-writing>.

<https://students.flinders.edu.au/content/dam/student/slc/reading-effectively.pdf>

<https://students.flinders.edu.au/support/slss/online-guides/writing-resources>

SPT-1.6. B. Marginality, Resistance and Representation

Objectives

- This course will familiarize students with the political and cultural context of the literatures by various marginalized sections in modern India.
- To expose the students to the issues related to the socially excluded and marginalised groups.
- To introduce the students to the notions of subalternity, gender, race, caste, etc.

Learning Outcomes: After the completion of the course, students will be in a position to locate and understand the notions of marginality, resistance and representation in literary representations.

Unit I

Backdrop: Marginality, Subaltern, Gender, Dalit, Aesthetics,

The emergence of Dalit consciousness, politics and literary expression:
Historical overview.

Ambedkar movements, Social stratification, Role of Colonialism, modernity, reformation and Postcolonial development

- Ambedkar, B.R. (1935): *Annihilation of Caste*. New Delhi: Bluemoon books, 2001.
- Sharankumar Limbale: *Towards an Aesthetics of Dalit Literature*

Unit II

- Perumal Murugan: *Seasons of the Palm*
- Omprakash Valmiki: *Joothan: A Dalit Life Story*.
- Bama: *Karukku*
- Meena Kandasamy: *When I Hit You: Or, The Portrait of The Writer As A Young Wife*

Unit III

- Ismat Chughtai: *The Veil (short story)*
- Namdeo Dhasal: *Leaving the House, Their Eternal Pity (poems)*

- Hira Bansole: "Bosom Friend", "Slave", "O Great Man" (From *An Anthology of Dalit Literature*. Ed. M. R. Anand and E. Zelliot. New Delhi: Gyan Publishing House)

Unit IV

Film: *Rudaali*
Jhund

Suggested Readings

- Ambedkar, B R. "Annihilation of Caste." *Dr Babasaheb Ambedkar Writings and Speeches*, Vol. 01, Government of Maharashtra, 1979, pp.na.
- Dangle, Arjun. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Orient Longman, 1992.
- Gopal, Guru. *Humiliation: Claims and Context*. Oxford University Press, 2009.
- Guha, Ranajit. 'On Some Aspects of the Historiography of Colonial India'. *Subaltern Studies*, Vol. 01, Oxford University Press, 1982, pp. 1–8.
- Gail Omvedt, *Buddhism in India: Challenging Brahmanism and Caste*. Sage Publication, 2003.
- Gail Omvedt, *Dalit Visions: The Anti-caste Movement and the Construction of an Indian Identity*. Orient Longman, 1995.
- Huggan, Graham. *The Post-Colonial Exotic: Marketing the Margins*. Routledge, 2001.
- Illaiah, Kancha. "Why I am not a Hindu: A Sudra Critique of Hindutva Philosophy." *Culture and Political Economy*, Samya, 2009, pp.na.
- Jaffrelot, Christophe. *Dr Ambedkar and Untouchability: Analysing and Fighting Caste*. C Hurst & Co Publishers Ltd, 2005.
- Krishnaswamy, Revathi. "Globalization and its Postcolonial (Dis) contents: Reading Dalit Writing." *Journal of Postcolonial Writing*, Vol. 41, Issue 01, 2005, pp. 69–82.
- Sharmila, Rege. *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies*. Zuban, 2015.

SEMESTER II

CPT- 2.1. British Literature- III

Objectives and Learning Outcomes

- This paper aims at introducing literary cultures of the Romantic and Victorian periods.
- The students will understand the socio-political backdrop of the ages, besides knowing the philosophical underpinnings of Romanticism.
- In the class, we will closely read the prescribed texts in order to make sense of the European context, particularly the English culture.

Learning Outcome: Upon completion of the course, students are expected to have developed an understanding of the idea of the literary and cultural trends of the Romantic and Victorian periods with an aesthetic sense to appreciate English literary texts.

Unit I

- Literary History: The Industrial Revolution, The French Revolution, The Sublime and Transcendence, Gothic novels,
- Bowra, C. M: The Romantic Imagination
- Victorian Era: The Pre-Raphaelites, Realism, The Woman Question, The Victorian Novel, The imperial/colonial writing, Marxism and Darwinian

Unit II

- William Wordsworth: Tintern Abbey
- P.B. Shelley: Ode to the West Wind
- John Keats: Ode on a Grecian Urn

Unit III

- Tennyson: Lotus Eaters
- Robert Browning: Last Duchess
- Mathew Arnold: Dover Beach
- G.M. Hopkins: God's Grandeur

Unit IV:

- Jane Austen: Sense and Sensibility [Film Text]
- Charles Dickens: Hard Times (Novel)

Suggested Readings

Armstrong, Isobel. *Victorian Poetry: Poetry, Politics, Poetics*. Routledge, 1993.

Armstrong, Nancy. *Desire and Domestic Fiction*. OUP, 1987.

Barth, J. Robert. *Romanticism and Transcendence*. University of Missouri Press, 2003.

Bowra, C. M. *The Romantic Imagination*. Oxford University Press, 1949.

Ford, Boris. *From Blake to Byron. Pelican History of Literature*. Vol. 5, Penguin Books, 1958.

- - - -. *From Dickens to Hardy, Pelican History of English Literature*, Vol. VI, Penguin Books, 1958.

J. Robert Barth. *The Symbolic Imagination: Coleridge and the Romantic Tradition*. Princeton Legacy Library, 1977.

M. H. Abrams. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. OUP, 1953.

M. Kirkham, Jane Austen, *Feminism and Fiction*. Harvester Press, 1983.

M Butler, *Romantics, Rebels and Reactionaries: English Literature and its Background*. Oxford, 1981.

CPT- 2. 2. British Literature – IV

Objectives and Learning Outcomes

- To introduce the students to the various genres of the 20th Century literature and acquaint the students with how the authors experimented with the literary forms.
- To help students read the prescribed texts closely against the backdrop of modernism and high modernism.
- To engage with the idea of modernism in relation to literary texts.

Learning outcome: After completion of the paper, students will have developed the competence to identify different features of modernism and appreciate experiments in literary texts.

Unit I

Background to 20th Century British Literature – Introduction, Socio-political background – literature and society, the Meanings of Modern /Modernity/ Modernism' – literary techniques and styles like Surrealism, Symbolism, Epic Theatre, Decadent Movement, Absurd Theatre

Unit II

Wilfred Owen:	“Anthem for Doomed Youth” (1917) /“Dulce et Decorum Est” (1920)
W B Yeats:	‘The Second Coming’/ ‘Leda and the Swan’
Dylan Thomas:	Do not go gentle into that good night/ Fern Hills
T S Eliot:	‘Love Song of Alfred Prufrock’
W H Auden:	“In Memory of W. B. Yeats”
Philip Larkin:	“Church Going”

Unit III

Conrad, Joseph: *Heart of Darkness*

John Fowles: *The French Lieutenant's Woman* [Film Text]

Virginia Woolf: *Mrs. Dalloway*

John Osborne: *Look Back in Anger*

Unit IV

T S Eliot: 'Tradition and Individual Talent'

Michael Bell: *The Metaphysics of Modernism*

Raymond Williams. "Metropolitan Perceptions and the Emergence of Modernism." *In The Politics of Modernism: Against the New Conformists*. London: Verso, 1989. 37-48

Suggested Readings

Ford, Boris. *Pelican Guide to English Literature*. Volume 07 & 8, Penguin, 2000.

Bradbury, Malcolm, and James McFarlane. *Modernism: A Guide to European Literature, 1890-1930*. Penguin, 1978.

Bell, Michael. *Literature, Modernism and Myth*. Cambridge University Press, 1997

Hamilton, Ian. *The Oxford Companion to Twentieth-Century Poetry in English*. OUP, 1996.

Theodor Adorno and Max Horkheimer. "The Culture Industry: Enlightenment as Mass Deception." *The Dialectic of Enlightenment*. Trans. John Cumming. Seabury, 1972.

Williams, Raymond. *Culture and Society 1780-1950*. Parts II and III, Vintage Classics, 2017.

CPT- 2. 3. Critical Theories

Objectives and Learning Outcomes

- This course introduces students to the tradition of critical theory and acquire a comprehensive understanding of the social life in the west.
- Students will be introduced to the pedagogic and philosophic responses to the cultural, political and social issues of the real world.
- To facilitate the reading of the philosophical assumptions of different schools of thought represented by the prescribed texts.

Learning Outcome: Upon completion of the paper, students are expected to have developed an ability to understand abstract concepts and use them in the study of human phenomena.

Unit I

Chris Baldick. "Literature and the Academy". Patricia Waugh Ed. *Literary Theory and Criticism*. OUP, p 70 – 80

Unit II

Structuralism:

Claude Levi-Strauss: "Structural Study of a Myth"

Post-structuralism:

Roland Barthes: "Death of the Author"

Unit III

Marxist Criticism:

Terry Eagleton: "Marxist Criticism"

Psychoanalytical Criticism:

Sigmund Freud: "Theme of Three Caskets"

Unit IV

Feminist & Queer Theory/Criticism:

Elaine Showalter:	“Towards a Feminist Poetics”
Eva Sedgwick:	“Epistemology of the Closet” or Homosocial Desires”

Suggested Readings

Buchanan, Ian. *Oxford Dictionary of Critical Theory*. OUP, 2018.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. 2011.

Eagleton, Terry. *Literary Theory: An Introduction*, Willey Blackwell, 2011.

Habib, M A R. *A History of Literary Theory and Criticism*. 2007.

Homer, William Innes. *The Language of Contemporary Criticism Clarified*. Sound View Press, 1999.

Lodge, David & Nigel Wood. *Modern Criticism and Theory*. Pearson, 2015.

Waugh, Patricia. *Literary Theory and Criticism*. OUP, 2014.

CPT-2.4. Early Indian Writing in English

Objectives:

- To familiarise the learners with the socio-cultural factors that have led to the emergence of Indian Writing in English
- To introduce the learners to some of the pioneers in Indian Writing in English
- To inform the learners about the thematic preoccupation of the some of the early Indian writers in English

Learning Outcomes: After the completion of the course, students will have an idea of what it means to study Indian literature in terms of the early Indian Writings in English.

Unit I

Historical Formations of IWE: Socio-Political Background and Literary Culture

Vinay Dharwadkar : “Historical Formations of Indian English Literature”

Unit II

Henry Derozio's: “To India My Native Land”

Torudutt: “Our Casuarina Tree”

Sarojini Naidu: “Indian Weavers”

Unit III

Meenakshi Mukherjee's: *The Beginnings of the Indian Novel*

Raja Rao: *Kanthapura*

Unit IV

Sri Aurobindo: *The Cycle of Society and The Age of Individualism and Reason*

M K Gandhi: *Hind Swaraj*

Suggested Readings:

Iyengar, Srinivasa. *Indian Writing in English*. Sterling Publishers. 2000.

Naik, M.K. *A History of Indian English Literature*. Sahitya Akademi, 2006.

Mehrotra, Arvind Krishna. *A Concise History of Indian Literature in English*.
Permanent Black, 2018.

SPT-2.5.A. Translating the Word and the World

Objectives

- To produce translators through hands-on experience and exercises.
- To make students read theoretical pieces on translation and learn from models of translation practice.
- To focus on developing the competence of students to translate, especially non-fictional scholarly works from the English language to Kannada.

Learning Outcome: After completion of the paper, students are expected to have developed a knack for translation and be competent enough to translate discursive prose pieces.

Unit I

Introduction to Translation Theory and Practice: A Historical Reconstruction

In this unit, students will understand the global history of translation and how it has shaped the world throughout.

Unit II

The Theory of Translation: In this unit, students will read theoretical pieces of thinkers like Kirtinath Kurtakoti, Sundar Sarukkai, Walter Benjamin, Jacques Derrida and others

Unit III

The Models of Translation: In this unit, students will learn the art of translation by observing and studying great models of translation.

Unit IV

The Practice of Translation: Students will learn translation by doing it.

SPT-2.5.B. Eco-Literature

Objectives

- To enable the learners to understand and interpret the relationship between literature and the physical environment
- To introduce students to prominent ecological issues and familiarize them with ways the human beings have related to their environment and its literary articulations
- To create an understanding of the unfolding environmental crisis in terms of literature.

Learning Outcome: After the completion of the paper, students will be able to understand the literary perspective of environmental crisis, and respond to the ecological problems as responsible citizens.

Unit I

Cheryl Glotfelty's "Literary Studies in an Age of Environment Crisis" from *Introduction to The Ecocriticism Reader* Eds. C Glotfelty & H Fromme. 1996.

Unit II

Amitav Ghosh's *The Great Derangement: Climate Change and the Unthinkable*

Unit III

Mahesh Rangarajan's *Five Nature Writers: Jim Corbet, Kenneth Anderson, Salim Ali, Kailash Sankhala and M.Krishnan*

William Rueckert's *Literature and Ecology: An Experiment in Ecocriticism*

Ruskin Bond's *No room for a Leopard*

Unit IV

The Life of Pi directed and produced by Ang Lee. (A Film based on Yann Martel's *Life of Pi*).

The Seed: The Untold Story (2016) directed by Jon Betz and Taggart Siegel

SEMESTER III

CPT-3.1. Intellectual Traditions in History I

Objectives:

- To introduce students to diverse intellectual traditions in history.
- To develop the art of close reading in students by making them read dense theoretical and literary texts.
- To familiarize students with the historical and political backdrop of intellectual traditions in western and non-western cultures.

Learning Outcome:

After completion of the paper, students are expected to be familiar with intellectual movements and trends across the globe from ancient times to the contemporary period.

Course Content

All the four units will comprise reading materials chosen in advance and they will be communicated to students so that they can work on them and attend classes for discussion and deliberations. In each semester, unit-wise work material, in consultation with students, will be prepared in the first week of the commencement of the course. Here, students will participate as active agents in curriculum designing. Instead of the lecture method, students will engage with intellectual traditions in history by way of reading, writing, discussion and making presentations. The text for close reading and corresponding references will be announced at the beginning of the semester.

CPT-3.2. World Literature I

Objectives:

- The paper aims at familiarizing students with contemporary literary classics originally written in English and languages other than English.
- Besides covering the genres of drama, novels and poetry, the paper also introduces students to literary techniques, issues and themes that shaped the literary cultures and civilizations.

Learning Outcome: The students are eventually expected to arrive at an understanding of how World Literature in Translation has emerged as a viable category of literary studies.

UNIT I– Background Themes and Issues

David Damrosch: “What is World Literature?” (Introduction)
Epic Theatre, Surrealism, Symbolism, Realism, Decadent movement, Magical Realism, Post Colonialism and Imperialism in Literature (source of the movement, stressing masterpieces; define the term)

Unit II (Drama)

Bertolt Brecht: Galileo
Henrik Ibsen: A Doll’s House

Unit III (Fiction)

Gustave Flaubert: Madame Bovary
Albert Camus: The Stranger

Unit IV (Poetry & Short stories)

Pushkin: Bronze Statue (Excerpts)

Leo Tolstoy: How Much Land Does a Man Need?
Anton Chekov: Chameleon

Suggested Readings:

David Damrosch, *What is World Literature?* Princeton University Press, 2003

Puchner, Martin, gen. *The Norton Anthology of World Literature*, 3rd edition, Volumes D, E, and F. W. W. Norton & Co., Inc. 2002.

Bloom, Harold. *Modern Critical Views: Gabriel Garcia Marquez*. Chelsea House Publishers, 1989.

Metzger, Erika A. & Metzger, Michael M. *A Companion to the Works of Rainer Maria Rilke. Studies in German Literature Linguistics and Culture*. Camden House, 2004.

Raymond Williams. *Drama from Ibsen to Brecht*. Chatto and Windus, 1968.

CPT-3.3. General Linguistics

Objectives and Learning Outcomes

- As an introductory paper aims at making the students understand how human language is studied through its history
- To introduce students to the study of language and linguistics through the concepts which have developed over a period of time
- To make students understand the nuances of the language and analyze the language systems scientifically.

Learning outcome: Upon the completion of the paper, students are expected to have developed a thorough understanding of the structure of human language and use the linguistic concepts in the study of the humanities.

Unit I

- Linguistics and its Scope,
- Language and Communication, Language Variation and Language Change
- The Nature of Language – linguistics as the scientific study of language – the properties of natural human languages – human languages and systems of animal communication – langue and parole
- How to understand human language? Two dimensions of language: The Oral and the Written.
- Language endangerment, death and linguistic suicide
- Language documentation, conservation, revitalization

Unit II

- Levels of Linguistic Analysis: Phonology, Phonetics, Morphology, Syntax, Semantics and Pragmatics.
- The Birth of Modern Linguistics: Synchronic Study and Ferdinand de Saussure

Unit III

- Socio-linguistics: Language Varieties; social variables
- Language contact and language change, Language shift
- Bi/Multilingualism; Code-mixing and code-switching and diglossia
- Lingua franca, pidgin and creole
- Psycholinguistics – language acquisition, linguistic behaviour, motivation and aptitude.
- Discourse Analysis: Utterance, Text and Discourse; Coherence and Cohesiveness

Unit IV

- Introduction to various schools of Linguistics – Traditional, Structural, Transformational Generative & Functional Linguistics
 - TG Grammar – Noam Chomsky and his theories – Linguistic Competence
 - Functional Linguistics: Halliday

Suggested Readings:

Ashby, Michael & John Maidment. *Introducing Phonetic Science*. CUP, 2003.

Carstairs-McCarthy, Andrew. *An Introduction to English Morphology*. Edinburgh University Press, 2002.

Huddleston, Rodney and Geoffrey K. Pullum. *A Student's Introduction to English Grammar*. Cambridge University Press, 2005.

Radford, Andrew and Martin Atkinson, et al., *Linguistics: An Introduction*. Cambridge University Press, 1999.

Radford, Andrew. *Syntactic Theory and the Structure of English*. CUP, 1997.

Roach, Peter. *English Phonetics and Phonology*. Cambridge University Press, 1991.

Yule, George. *The Study of Language*. Cambridge University Press, 2010.

Balasubramaniam, T. *A Textbook of English Phonetics for Indian Students*, Macmillan.
1981.

Chomsky, Noam. *Aspects of the Theory of Syntax*. MIT Press, 1965.

Crystal, David. *Linguistics*, Penguin, 1971.

Hockett, C.F. *A Course on Modern Linguistics*. Macmillan, 1958.

CPT-3.4. Modern Indian Writing in English

Objectives:

- To appreciate the Indian Writers in English on the global literary scene.
- To sensitize the students to the modern socio-cultural issues through the select Indian literary texts.

Learning Outcomes: After the completion of the paper, students will be able to understand modern India and the prevailing modernities as represented in the literary texts.

Unit I

A K Ramanujan's:	<i>Is there an Indian Way of Thinking</i>
Rajeev S Patke's:	<i>Poetry since Independence</i>
Jon Mee's:	<i>After Midnight: The Novel in the 1980s and 1990s</i>

Unit II

Nissim Ezekiel's:	"Poet, Lover, Bird Watcher"
Jayanta Mahapatra's:	"A Monsoon Day Fable"
Kamala Das's:	"An Introduction"
Keki N Daruwalla's:	"Hawk"
Eunice D'Souza's:	"Catholic Mother" "For My Father, Dead Young"

Unit III

Shashi Tharoor:	<i>The Great Indian Novel</i>
Arundhati Roy's:	<i>The Ministry of Utmost Happiness</i>

Unit IV

Shantha Gokhale's:	<i>The Dramatists</i>
Manjula Padmanabhan's:	<i>Harvest</i>

Suggested Readings:

King, Bruce Alvin. *Modern Indian Poetry in English*. Oxford, 2001

Mehrotra, Arvind Krishna. *A Concise History of Indian Literature in English*, The Orient
Blackswan, 2017.

SPT-3.5.A. Writing Culture I

Objectives:

To develop a writing culture in students by cultivating the skills required for writing about cultures.

To train students in critical and reflective skills

Learning outcome

The students will eventually be able to undertake certain academic tasks like analyzing texts, from short pieces like Op-Eds on contemporary issues to highly theoretical writings.

Course Content:

The texts chosen for close reading will be communicated to students in advance at the beginning of the semester. The focus of the paper is on hands-on experience; students will be doing intensive exercises in reading and writing. It invites them to reflect on contemporary issues and debates.

In the semester-end exam, the questions will be asked on contemporary issues with reference to the texts read in the classroom, with an aim of testing the ability of students in writing.

SPT-3.5.B. American Literature I

Objectives:

- To introduce students to certain classics of American Literature spanning almost 150 years
- To familiarize students with as many texts as possible, which are representative of the different ages and genres of American Literature.

Learning outcome

After the completion of the paper, students are expected to be familiar with American culture and literature, besides developing an ability to explore literary texts in the American context.

Unit I Puritan Age

William Bradford: *History of Plymouth Plantation*

Anne Bradstreet: The Prologue, The Flesh and the Spirit (poem)

Nathaniel Hawthorne: *The Scarlet Letter* (Fiction)

Unit II The Colonial and Early National period

Benjamin Franklin: *The Autobiography*

Thomas Jefferson: The Declaration of Independence

Douglass: *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself* (1845)

Unit III

Mark Twain: *The Adventures of Huckleberry Finn* (Fiction)

Washington Irving: The Legend of Sleepy Hollow (Short Story)

Hemingway: Cat in the Rain (Short Story)

Herman Melville: Bartleby, the Scrivener (Short Story)

Unit IV Transcendentalists

Ralph Waldo Emerson:	<i>Self-Reliance</i>
Henry David Thoreau:	<i>Civil Disobedience</i>
Walt Whitman:	When Lilacs Last in the dooryard bloom'd
Edgar Allen Poe:	The Raven

Suggested Readings

Alan Dower *Fifty Years of American Drama*. Chicago, 1951.

Briggs, Julia. *Night Visitors: The Rise and Fall of the English Ghost Story*. Faber, 1977.

Harding, Walter. *Critical Essays on Henry David Thoreau's Walden*. G. K. Hall, 1988.

Howard Mumford Jones Richard M. Ludwig, *Guide to American Literature and Its Backgrounds since 1890*, 4th rev. ed. Harvard 1972.

Lewis, R. W. B. *The American Adam: Innocence, Tragedy, and Tradition in the Nineteenth Century*. University Chicago Press, 1955.

Marshall, Walker. *The Literature of United States of America*. Macmillan education ltd, 1988.

Myerson, Joel. *The Transcendentalists: A Review of Research and Criticism*. Modern Language Association, 1984.

Sayre, Robert, *New Essays on Walden*. Cambridge, 1992.

W. Rod Horton and Herbert Edwards. *Backgrounds of American Literary Thought*. Prentice-hall, 1967.

William J.Fisher *American Literature of the Nineteenth Century: An Anthology*. Eurasia publishing house Pvt. Ltd, 1970.

SEMESTER IV

CPT-4.1. Intellectual Traditions in History II

Objectives

- To introduce students to diverse intellectual traditions in history.
- To develop the art of close reading in students by making them read dense theoretical and literary texts.
- To familiarize students with the historical and political backdrop of intellectual traditions in western and non-western cultures.

Learning Outcome:

After completion of the paper, students are expected to be familiar with intellectual movements and trends across the globe from ancient times to the contemporary period.

Course Content

This is the second part of the course offered in the previous semester. All the four units will comprise reading materials chosen in advance and they will be communicated to students so that they can work on them and attend classes for discussion and deliberations. In each semester, unit-wise work material, in consultation with students, will be prepared in the first week of the commencement of the course. Here, students will participate as active agents in curriculum designing. Instead of the lecture method, students will engage with intellectual traditions in history by way of reading, writing, discussion and making presentations. The text for close reading and corresponding references will be announced at the beginning of the semester.

CPT-4.2. World Literature II

Objectives:

- To acquaint students with literary classics originally written in English and languages other than English from across the world.
- Besides covering the genres of drama, novels and poetry, the paper also introduces students to literary techniques, issues and themes that shaped the literary cultures and civilizations.

Learning Outcome: The students are eventually expected to arrive at an understanding of how World Literature in Translation has emerged as a viable category of literary studies.

Unit 1 – Novel

Mohsin Hamid:	The Reluctant Fundamentalist
Murray Bail:	Eucalyptus

Unit II (Short Story)

Gabriel Garcia Marquez:	A Very Old Man with Enormous Wings
Katherine Mansfield:	Garden Party
Chinua Achebe:	Dead Man's Path

Unit III (Poetry)

Gabriel Okara:	Once Upon a Time
A D Hope:	The Death of the Bird
Derek Walcott:	A Far Cry from Africa
Margaret Atwood:	Helen of Troy

Unit IV (Drama)

Wole Soyinka:	Kongi's Harvest
Mahesh Dattani:	Dance Like a Man

Suggested Readings:

David Damrosch, *What is World Literature?* Princeton University Press, 2003

Puchner, Martin, Gen. *The Norton Anthology of World Literature*, 3rd ed, Volumes D, E, and F. W. W. Norton & Co., Inc. 2002.

Bloom, Harold. *Modern Critical Views: Gabriel Garcia Marquez*. Chelsea House Publishers, 1989.

Metzger, Erika A. & Metzger, Michael M. "A Companion to the Works of Rainer Maria Rilke." *Studies in German Literature Linguistics and Culture*). Camden House, 2004.

Raymond Williams. *Drama from Ibsen to Brecht*. Chatto and Windus, 1968.

CPT-4.3. Introduction to Urban Cultural Studies

Objectives:

- To introduce students to the field of Urban Cultural Studies
- To enable them to study the urban culture by reading literary and non-literary texts.

Learning Outcomes: After the completion of the paper, students will be familiar with the field of Urban Studies and demonstrate an ability to engage with the urban world intellectually.

Unit I

The City in Cultural Context: An Introduction -John Agnew, John Mercer,
David Sopher

Images themes and Urbanography- Lloyd Rodwin and Robert M Hollister

Anthropological Approaches To The City-Lisa Redfield Peattie, Edward
Robbins

Unit II

Philosophy And The City-Henri Lefebvre

The Right To The City –Henri Lefere

The Philosophical Notion Of The City –Heinz Paetzold

Unit III

Walking In The City- Michel de Certeau

Spatial Stories-Michel de Certeau

Walter Benjamin, Urban Studies And The Narratives Of City Life- Michael
Keith

Unit IV

Putting Cities First: Remapping the Origin Of Urbanism – Edward Soja

Towards An Anthology Of City Images – A K Ramanujan

City Imaginaries – Gary Bridge and Sophi Watson

CPT-4.4. English Language Teaching

Objective:

- To familiarize learners with the theory and practice of teaching English
- To impart necessary professional skills to learners towards shaping oneself as a teacher
- To acquaint the learners with skills for classroom management

Learning Outcomes:

After the completion of the paper, students are expected to teach English as a second language and demonstrate the competence to design and deliver a curriculum.

Unit I

Trends in Language Teaching,
First language acquisition and second language learning
LSRW, Multiple Intelligences and Mixed ability classes
Professional development of teachers of English

Unit II

Approaches and Methods:
The Lexical Approach and Competency-Based Language Teaching
Communicative Language Teaching and Task-based Language Teaching
Grammar Translation Method/ Bilingual Method

Unit III

The Air Stream Mechanism and The Organs of Speech
The Classification and Description of Speech Sounds
Phonetics and Phonology
Presenting vocabulary and structures

Unit IV

Writing lesson plans, and using visual aids and resources
Classroom Management, Lecture, group discussion, peer and pair work, role

play.

Evaluation, Importance, aims and objectives.

Characteristics of a good test: validity, reliability and practicability

Types of subjective and objective tests

Roles, Qualities and Self-evaluation

Practice Teaching: Students have to undertake informal practice teaching in neighbourhood schools and colleges.

Suggested Readings

Richards C, Jack, et. al., *Approaches and Methods in Language Teaching*. CUP, 2007.

Yule, George. *The Study of Language*. Cambridge University Press, 1985.

Doff. Adrian. *Trainer's Handbook: Teach English-A Training course for Teachers*. CUP, 2007.

SPT-4.5. A. Writing Culture II

Objectives:

To develop a writing culture in students by cultivating the skills required for writing about cultures.

To train students in critical and reflective skills

Learning outcome

The students will eventually be able to undertake certain academic tasks like analyzing texts, from short pieces like Op-Eds on contemporary issues to highly theoretical writings.

Course Content:

The texts chosen for close reading will be communicated to students in advance at the beginning of the semester. The focus of the paper is on hands-on experience; students will be doing intensive exercises in reading and writing. It invites them to reflect on contemporary issues and debates.

In the semester-end exam, the questions will be asked on contemporary issues with reference to the texts read in the classroom, with an aim of testing the ability of students in writing.

SPT-4.5.B. American Literature II

Objectives and Learning Outcomes

- To look at a historical continuum that covers issues of migration to the North, the period between the two World Wars, Civil Rights and Black Power, and Women's writing.
- To familiarize students with includes texts of the 20th century which explore the gradual disillusionment with the American Dream.
- To introduce students to the emergence of multicultural literature in twentieth-century America.

Learning Outcome

After the completion of the paper, students are expected to be familiar with American culture and literature, besides developing an ability to explore literary texts in the American context.

Unit I: Poetry

Robert Frost:	After Apple-picking, Mending Wall
Emily Dickinson:	Because I could not stop for Death, This is My Letter to the World
Wallace Stevens:	The Emperor of Ice-Cream, Thirteen Ways of looking at a Blackbird
Sylvia Plath:	Daddy, Tulips
Allan Ginsberg:	A Supermarket in California

Unit II: Fiction

William Faulkner:	<i>The Sound and the Fury</i>
Toni Morrison:	<i>Beloved</i> (Film)
Scott Fitzgerald:	<i>The Great Gatsby</i> (Film)

Harper Lee

To Kill a Mockingbird

Unit III: Black Culture and the Harlem Renaissance

Langston Hughes: *The Negro Speaks of Rivers, Harlem*

Paul Laurence Dunbar: *Dreams, We Wear the Mask*

Maya Angelou *I Know Why the Caged Bird Sings*

Ralph Ellison *Invisible Man*

Unit IV: Drama

Tennessee Williams: *A Streetcar Named Desire*

Lorraine Vivian Hansberry: *A Raisin in the Sun*

Edward Albee: *Who's Afraid of Virginia Woolf?* (Non Detail study)

Suggested Readings and References:

Abbotson, Susan C.W. *Student Companion to Arthur Miller*. Greenwood Press, 2000.

Ashton, Jennifer. *From Modernism to Postmodernism: American Poetry and Theory in the Twentieth Century*. Cambridge UP, 2005.

Baker, Houston A. Jr. *Modernism and the Harlem Renaissance*. University of Chicago Press, 1987.

Bigsby, Christopher. *The Cambridge Companion to Arthur Miller*. Cambridge UP, 1997.

Bond, Jean Caron. "Lorraine Hansberry: Art of Thunder, Vision of Light." *Freedomways Magazine*, 19.4, 1964.

Cheney, Anne. *Lorraine Hansberry*. Twayne Publishers, 1984.

Conner, Lynne. *Pittsburgh in Stages: Two Hundred Years of Theater*. University of Pittsburgh Press, 2007.

Gates, Henry Louis, Jr., et al., eds. "The Harlem Renaissance." *Norton Anthology of African-American Literature*. W.W. Norton, 1997.

Hughes, Langston. "The Negro Artist and the Racial Mountain." *Nation* 23, June 1926, pp.692-694

Julie Buckner Armstrong and Amy Schmidt. *The Civil Rights Reader: American Literature from Jim Crow to Reconciliation*. University of Georgia Press. 2009.

Kolin, Philip C., *Confronting Tennessee Williams's "A Streetcar Named Desire": Essays in Cultural Pluralism*, Greenwood, 1993.

Miller, R. Baxter. *The Art and Imagination of Langston Hughes*. University of Kentucky Press, 1988.

CPD 4.6: Dissertation

In the fourth semester, students will compulsorily undertake the project of dissertation writing under a supervisor in the Department. Students will choose a researchable topic, including the writing of annotated bibliographies and work on them. Towards the end of the semester, they will produce a bound copy of the dissertation and there will be a viva-voce examination.

Open Elective Papers

OEPT. 2.6. Spoken and Written English

Objectives

- To develop the communicative competence of students through the teaching of grammar and LSRW skills.
- To design exercises to achieve task-based teaching.
- To invite students to look at this paper as an opportunity for heuristic learning.

Learning outcome

Upon the completion of the paper, students will have developed grammatical competence and a basic sense of the English language.

Unit I

Orientation: Students will be exposed to the nature of the English language and taught pragmatic ways of acquiring English language skills.

Everyday work: Learning English Grammar, Learning English through Media-Newspaper and Cinema, etc.

A Short Introduction to LSRW Skills

Unit II

Grammar: Parts of Speech, Tenses,

Articles and Prepositions

Subject-Verb Agreement

Other grammatical items the teacher and the taught choose to do

Unit III

Oral Skills: Reading aloud the prose text, dialogues from plays and poetry recitation.

Exercises in Spoken English

Unit IV

Writing Skills: Sentence Formation, Paragraph Writing and Essay Writing, etc.

Suggested Readings:

N Krishnaswamy, Lalitha Krishnaswamy, et al., *Mastering Communication Skills and Soft Skills*. Bloomsbury, 2015.

Murphy, Raymond. *Intermediate English Grammar*. Cambridge University Press. 1999.

A.J. Thomson, and A.V. Martinet. *A Practical English Grammar*. Oxford University Press, 1997.

Hewings, Martin. *Advanced Grammar in Use*. Cambridge University Press, 1999.

OEPT. 3.6. Learning English through Stories

Objectives and Learning Outcomes

As the previous paper focused on teaching English grammar, this paper aims at teaching English through stories of different kinds. The idea is to contextualize the learning of English to develop the linguistic competence of students. The teacher will share selected stories and narratives with students before the beginning of classes, and activities will be designed to ensure learning language as discourse. Instead of the lecture method, English will be taught through hands-on experience. After completion of the paper, students are expected to have developed comprehension and composition skills.

A Framework for Question Paper Pattern

03 hrs.

80 Marks

This is a broad pattern, and there can also be sub-questions within it. The nature of framing questions will differ from one paper to another.

Answer any five of the following

5x16= 80

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
