

JSS MAHAVIDYAPEETHA

# **JSS COLLEGE OF ARTS, COMMERCE & SCIENCE**

(An Autonomous College of University of Mysore)  
B N ROAD, MYSURU-570 025 KARNATAKA



## **MA IN ENGLISH**

**REVISED**

**SYLLABUS**

**2017-18**

**DEPARTMENT OF STUDIES IN ENGLISH  
JSS COLLEGE, B N ROAD, MYSURU - 25**

**MA ENGLISH COURSE STRUCTURE**

**I SEMESTER**

<b>Paper –I – (Hard Core-I) English Literature from Chaucer to Milton</b>	<b>ENA 010</b>
<b>Paper –II – (Hard Core-II) Elizabethan Age</b>	<b>ENA 020</b>
<b>Paper –III – (Hard Core-III) 17<sup>th</sup> and 18<sup>th</sup> Century English Literature</b>	<b>ENA 030</b>
<b>Paper – IV – (Hard Core-IV) 19<sup>th</sup> Century English Literature</b>	<b>ENA 040</b>
<b>Paper – V – (Soft Core-I) Indian Diaspora Fiction</b>	<b>ENA 230</b>
<b>* (Soft Core-II) Contemporary Indian Novels in English</b>	<b>ENA 220</b>

**II SEMESTER**

<b>Paper-I (Hard Core – I) The Modern Age-I</b>	<b>ENB 040</b>
<b>Paper II (Hard Core-II) Literary Criticism-I</b>	<b>ENB 020</b>
<b>Paper III – (Hard Core-III) Indian Writing in English – I</b>	<b>ENB 030</b>
<b>Paper IV – (Hard Core-IV) 20<sup>th</sup> Century Women’s Writing: Theory &amp; Practice</b>	<b>ENB 050</b>
<b>Paper – V – (Soft Core-I) Indian Drama</b>	<b>ENB 230</b>
<b>* (Soft Core-II) English Essayists</b>	<b>ENB 220</b>

### **III SEMESTER**

<b>Paper- I – (Hard Core-I) The Modern Age-II</b>	<b>ENC 010</b>
<b>Paper- II – (Hard Core-II) Indian Writing in English-II</b>	<b>ENC 020</b>
<b>Paper- III – (Hard Core-III) New Literatures in English</b>	<b>ENC 030</b>
<b>Paper-IV (Open Electives) A Course in Written and Spoken English</b>	<b>OE</b>
<b>Paper – V – (Soft Core-I) Indian English Poetry After Independence</b>	<b>ENC 230</b>
<b>*(Soft Core-II) Feminism</b>	<b>ENC 220</b>

### **IV SEMESTER**

<b>Paper- I – (Hard Core-I) Literary Criticism-II</b>	<b>END 010</b>
<b>Paper- II – (Hard Core-II) American Literature</b>	<b>END 020</b>
<b>Paper – III – (Hard Core) Major Project Work leading to a Dissertation</b>	<b>END 030</b>
<b>Paper –IV – (Soft Core I) Dalit Literature</b>	<b>END 210</b>
<b>*(Soft Core II) Post-Colonial African Fiction</b>	<b>END 220</b>

**Paper –I – (HC-I) ENGLISH LITERATURE FROM CHAUCER TO MILTON  
ENA 010**

**Objectives**

- To provide the students with a historical perspective of the age
- To familiarize the students with representative texts of the period

**UNIT –I**

1. Background – 14<sup>th</sup> Century – 1658
2. Renaissance, Reformation, Puritan Upsurge
3. Jacobean, Metaphysical School

**UNIT – II**

1. Chaucer -- Prologue to the Canterbury Tales
2. John Milton – Paradise Lost: Book-I
3. Book of Job

**UNIT – III**

1. Sidney: Sonnets I, V &VI (Astrophel and Stella)
2. Spenser: Prothalamion, Epithalamion
3. Surrey: 1. Love that liveth and reigneth in my thought  
2. Set me whereas the sun doth parch the green
4. Wyatt: 1. Who so list to hunt 2. They flee from me

**UNIT – IV**

1. John Donne – The Goodmorrow, Song: Go and Catch a Falling Star, Death be Not Proud, At the Round Earth's Imagined Corner, Sunne Rising, Resurrection
2. George Herbert – The Pulley, The Collar, Virtue, Discipline
3. Andrew Marvell – To His Coy Mistress, Thoughts in a Garden
4. Robert Herrick- To the Virgins, To Find God.

**Suggested Reading:**

1. David Daiches –*A Critical History of English Literature*- Four volumes
2. Boris Ford (Ed) - *Pelican Guide to English Literature*- Eight volumes
3. Herbert Grierson - *Metaphysical Poets*
4. Abrams M H et al. *The Norton Anthology of English Literature*. New York: W.W. Norton,2006
5. Al Poplaski: *English Literature in Context*

## Paper –II – (HARD CORE-II) ELIZABETHAN AGE ENA-020

### Objectives

- To provide the students with an overview of the Elizabethan Age
- To introduce the students to the works of Shakespeare

### UNIT –I

Background – Elizabethan Age

Elizabethan theatre and audience Shakespeare- Tragedy and Comedy

### UNIT – II

Marlowe: *Dr. Faustus* Ben Jonson: *Volpone*

Thomas Kyd: *Spanish Tragedy*

### UNIT – III

William Shakespeare: 1) *Macbeth*, 2) *Julius Caesar*, 3) *As you Like It*

### UNIT – IV

Shakespeare's Sonnets: **18, 29, 30, 33, 60, 71, 73, 114, 116.**

On Love: 29, 114, and 116, On Death: 18, 19, and 55 On Time: 33, 60, and 73

On Dark Lady: 130, 131, and 133

### Suggested Reading:

1. A.C. Bradley – *Shakespearean Tragedy*
2. F R Leavis – *The Common Pursuit*
3. Wilson Knight – *The Wheel of Fire*
4. Stewart Justman – *Shakespeare: The Drama of Generations*
5. S. Vishwanathan - *Exploring Shakespeare*
6. Cleanth Brooks - *Understanding Drama*
7. Toropov - *Shakespeare for Beginners*

**Paper –III – (HARD CORE-III) 17<sup>th</sup> and 18<sup>th</sup> CENTURY ENGLISH LITERATURE  
ENA 030**

Objectives

- To provide the students with an overview of Restoration Age
- To introduce the students to the texts of the period

**UNIT –I**

Background – Restoration, Neo-Classical, Augustan Satire, Comedy of Manners Spectator Essays

**UNIT – II**

Dryden – *Absalom and Achitophel*

Alexander Pope – *The Rape of the Lock*

Bunyan – *Pilgrim's Progress Book-I*

**UNIT – III**

William Congreve - *The Way of the World*

Sheridan – *The School for Scandal*

Aphra Behn- *Ooroonoko (Royal Author)*

**UNIT – IV**

Daniel Defoe: *Robinson Crusoe*

Jonathan Swift – *Gulliver's Travels – Book IV (Voyage to the Land of Houyhnhnms)*

Addison & Steele: Spectator Essays

Addison: (1) Sir Roger at Church, (2) Sir Roger at Assizes

Steele: (1) The Gentleman 2) The Spectator Club

**Suggested Reading:**

1. M.H. Abrams (Ed) *The Norton Anthology of English Literature (Vol.1 & 2)*
2. David Daiches – *A Critical History of English Literature –Four volumes*
3. Arnold Kettle- *The English Novel-* Two volumes
4. Ian Jack – *The Augustan Satire: Intention and Idiom in English poetry 1660-1750*
5. Pramod Nayyar (ed) – *English Poetry 1660-1780: An Anthology*

**Objectives:**

1. To familiarize students with artistic and moral imagination and aesthetics of 19<sup>th</sup> Century poetry and prose, and
2. To inspire them to nurture and develop spiritual affinities with Nature and instill in them a sense of compassionate aesthetics that promotes social conscience

**Unit I: Background:**

1. French Revolution;
2. The Romantic Movement in Literature with special reference to leading Romantic poets; Influence of German Philosophy on Romanticism (Schiller and Kant)
3. Introduction to 19<sup>th</sup> Century Prose and Victorian Poetry
4. Women Question with reference to J S Mill and Mary Wollstonecraft

**Unit II: Poetry**

1. William Blake: 1) Tyger; 2) London 3) The Chimney Sweeper
2. William Wordsworth: Tintern Abbey, Ode to Immortality, Lucy Poems: A Slumber Did My Spirit Seal, She Dwelt Among Untrodden Ways.
3. S T Coleridge: The Rime of the Ancient Mariner
4. P B Shelley: Ode to the West Wind; To A Skylark
5. John Keats: Ode on the Grecian Urn, Ode to Autumn
6. Robert Browning: My Last Duchess
- 4 Tennyson: Ulysses, Lotus Eaters

**Unit III: Fiction**

1. Jane Austen: Emma
2. Emily Bronte: Wuthering Heights
3. Charles Dickens: Hard Times
4. Thomas Hardy: Jude the Obscure

**Unit IV: Prose**

1. J. Ruskin: *Unto the Last* (Chs.1 and 2)
2. J.S. Mill: "On Liberty"
3. Mathew Arnold: Culture and Anarchy (chapter 1: Sweetness & Light chapter 2: Hellenism & Hebraism)

**Books for Further Reading:**

1. Russell Noyes (Ed.): *English Romantic Poetry and Prose*
2. Harold Bloom and Lionel Trilling: *Romantic Poetry and Prose*
3. M. Bowra: *The Romantic Imagination*
4. William D. Templeman and Charles F. Harrold: *English Prose of the Victorian Era*
5. Sandra M. Gilbert and Susan Gubar: *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*
6. Vijayshree Ed. *Victorian Poetry: An Anthology*

**Any one of the soft cores to be chosen for earning 4 credits**

**SOFT CORE-I: INDIAN DIASPORA FICTION ENA-210**

**Unit I:**

1. Salman Rushdie: *Midnight Children*
2. Tanuja Desai Hidier: *Born Confused*

**Unit II:**

1. Jhumpa Lahiri: *The Namesake*
2. Chitra Banerjee Divakaruni: *The Mistress of Spices*

**Unit III:**

1. Kiran Desai: *Inheritance of Loss*
2. Rohinton Mistry: *A Fine Balance*

**Unit IV:**

1. Aravind Adiga: *White Tiger*
2. Hari Kunzru: *Gods without Men*

**\*Note: Two lectures to introduce India Diaspora**

**SOFT CORE II: Contemporary Indian Novels in English ENA-240**

**Unit I:**

1. Anurag Mathur: *The Inscrutable Americans* (1991)
2. Anita Desai: *Fasting and Feasting* (1999)

**Unit II:**

1. Vikram Seth: *A Suitable Boy* (1993)
2. Shashi Deshpande: *A Matter of Time* (2000)

**Unit III:**

1. Amit Chaudhuri: *A New World* (2000)
2. Anita Nair: *Ladies Coupe* (2001)

**Unit IV:**

1. Upamanyu Chatterjee: *Way to Go* (2010)
2. Manju Kapur: *Custody* (2011)

**\*Note: Two lecture to introduce new themes and techniques of Contemporary Indian writing**

**Books/Texts for Reference and Further Reading:**

1. K.R. Srinivasa Iyengar: *Indian Writing in English*, 1994.
2. Mukherjee, Meenakshi, C. Vijayshree and Vijay Kumar, eds. *The Nation Across the World: Postcolonial Literary Representations*. New York: OUP, 2008.
3. P K Dhawan and Veena Noble Das, ed. *Fiction of the Nineties*. 1990.
4. Shukla, Sheo Bhushan and Anu Shukla, ed. *The Novels of Amit Chaudhuri: An Exploration in the Alternative Tradition*, Sarup and Sons, 2012.

**II SEMESTER**  
**PAPER- I – (HARD CORE-I) THE MODERN AGE- Part I      ENB 040**

**Objectives**

- To introduce the students to the social, political and cultural milieu of the age
- To familiarize the students with the representative texts of the period.

Background:

**UNIT – I**

World Wars – I & II, Imagism, Surrealism, Symbolism, Free Verse, Existentialism, Phenomenology

**UNIT – II**

G.M. Hopkins: The Wreck of Deutschland, Windhover

W.B Yeats: Sailing to Byzantium, Byzantium, Second Coming, Easter 1916

Thomas Hardy: The Darkling Thrush, The Man He Killed

Wilfred Owen: Strange Meeting, Insensibility

**UNIT – III**

T.S. Eliot – The Wasteland, The Journey of the Magi

W H Auden – In Memory of W. B. Yeats, Muse des Beaux Arts

Sylvia Plath: The Arrival of the Bee Box: Lady Lazarus

**UNIT – IV**

Dylan Thomas: After the Funeral, Fern Hill

Seamus Heaney: Tollund Man, Digging, Casualty

Philip Larkin: Church Going, Next Please

Ted Hughes: Thought Fox, Hawk Roosting

**Suggested Reading:**

1. F. R. Leavis. *New Bearings in English Poetry*
2. Faber Book of Modern Verse
3. Norton Anthology of English Literature

## II SEMESTER

### Paper II (Hard Core-II) - LITERARY CRITICISM-I

ENB 020

#### Objectives:

1. To facilitate students with Aristotle's Poetics and basics of literary criticism and to read and understand the basics of literary/ critical theories;
2. To equip them to read relevant theories in depth in the III Sem. and prepare them for practical criticism.

#### Unit I:

Origin, growth, and development of Literary Criticism, Various Posits and Literary Contexts  
Principles of Literary and Practical Criticism

#### Unit II:

1. Aristotle: *Poetics*
2. Longinus: *On the Sublime*
3. Plato on Mimesis in *A Short History of English Literary Criticism* by Wimsatt & Brooks

#### Unit III:

1. Sidney: *Apology for Poetry*
2. Samuel Johnson: *Preface to Shakespeare*
3. Dryden: *On Dramatic Poesy*

#### Unit IV:

1. W. Wordsworth: *Preface to Lyrical Ballads*
2. Coleridge: *Biographia Literaria* Chapters 13, 14, 17
3. Arnold: *The Function of Criticism at the Present Time*

#### Books for Reference and Further Reading:

1. I.A. Richards. Principles of Literary Criticism
2. C.T. Indira et al. English Literary Criticism
3. M.S. Nagarajan. English Literary Criticism and Theory
4. Vernon Hall. A short history of literary criticism

**Objectives:**

1. To introduce the students to the social, political and cultural milieu of the age
2. To familiarize the students with the representative texts of the period

**Unit I**

Anglicists and Orientalists Debates, *Macaulay's Minute*, Rajaram Mohan Roy's *Letter to Lord Amherst*, The Rise of the Indian English Novel, Novel as a Social Act.

**Unit II: Poetry**

1. Toru Dutt: Prahlad; Our Casuarina Tree;
2. R. Tagore: Gitanjali: First five and last five poems
3. Sarojini Naidu: Coromandel Fishers, Indian Weavers

**Unit III: Drama**

1. Girish Karnad: *Hayavadhana*
2. Vijay Tendulkar: *Silence! The Court is in Session*
3. Mahesh Dattani: *The Final Solution*
4. Aurobindo: *Savitri* Canto-I

**Unit IV: Fiction**

1. Mulk Raj Anand: *Untouchable*
2. Raja Rao: *Kanthapura*
3. R.K. Narayan: *The Man Eater of Malgudi*

**Unit IV: Criticism**

1. Hiriyanna: *Art Experience: Indian Aesthetics* (Chs. 1 and 2)
2. Ananda Coomaraswamy: "The Dance of Shiva"
3. Aurobindo: *The Poets of Dawn -1&2* (From *Future Poetry*)

**Books/Texts for Reference and Further Reading:**

- K.R. Srinivasa Iyengar: *Indian Writing in English*  
C.D. Narasimhaiah: "Towards an Understanding of the Species Called Indian Writing in English"  
Meenakshi Mukherjee: *The Perishable Empire* Chapter on: "The Anxiety of Indianness"

**PAPER- IV – (HC-IV) 20<sup>th</sup> CENTURY WOMEN’S WRITING: THEORY AND PRACTICE ENB-040**

**Objectives:**

- To introduce the students to the 20<sup>th</sup> Century women writers of various countries and to bring awareness about gender issues.
- To familiarize the students with the themes, concerns and challenges faced by the representative women poets, women prose writers and women novelists of the 20<sup>th</sup> century British, American, Nigerian, Afro-American, Canadian and Indian literatures.

**Unit I (Background Study)**

Feminism, History of Feminism, Feminist Movements, Sex and Gender, Society and Gender, Women’s rights

**Unit II (Novel)**

Buchi Emecheta: *The Joys of Motherhood*

Toni Morrison: *Sula*

Margaret Atwood: *Edible Woman*

**Unit III (Prose)**

Simone de Beauvoir: *Second Sex*

Virginia Woolf: *A Room of One’s Own*

Showalter Elaine: “*Feminist Criticism in Wilderness*”

**Unit IV (Poetry)**

Kamala Das: *An Introduction, My Grandmother’s House, Words, Suicide*

Maya Angelou: *Phenomenal Woman, Caged Bird, Human Family, Women Work*

**Books for Reference and Further Reading:**

1. The Female Imagination: Patricia Mayor Spack
2. Gender Trouble: Feminism and Subversion of Identity: Judith Butler
3. The Feminine Mystique: Betty Friedan
4. Feminism and Recent Fiction in English: Sushila Singh
5. The New Feminist Criticism: Essays on Women’s Literature and Theory: Elaine Showalter
6. Sexual / Textual Politics: Toril Moi

**Any one of the soft cores to be chosen for earning 4 credits**

**PAPER- V – (SOFT CORE-I) INDIAN DRAMA ENB-210**

1. Abhijnana Shakuntalam: Kalidasa
2. SvapnaVasavadattam: Bhasa
3. Mudrarakshasa: Vishakadatta
4. Mrucchakatika: Shudraka

**Books/Texts for Reference and Further Reading**

1. Translations made by Prof. M R Kale
2. Global Sanskrit Literature Series in English

**(SOFT CORE-II) ENGLISH ESSAYISTS ENB-220**

1. Francis Bacon: a) Of Studies  
b) Of Ambition
2. Joseph Addison: a) Ladies Hair dress  
b) Sunday in the Church
3. Hazlitt: a) On Going a Journey  
b) On the Ignorance of the Learned
4. Charles Lamb: a) Poor Relations  
b) Chimney Sweepers
5. Bertrand Russell: a) Behaviorism and Values  
b) Freedom versus Authority in Education
6. Mathew Arnold: a) Wordsworth  
b) John Keats

**Books/Texts for Reference and Further Reading:**

1. The English Critical Tradition: An Anthology of English Literary Criticism, Vol-2, Edited by S. Ramaswamy & V.S. Sethuraman
2. Wimsatt and Brook, Literary Criticism: A Short History
3. G. Tillostone, Criticism and the Nineteenth Century

## III SEMESTER

PAPER- I – (HARD CORE-I) THE MODERN AGE-II

ENC 010

### Objectives

- To introduce the students to the social, political and cultural milieu of the age
- To familiarize the students with the representative texts of the period.

### UNIT – I

Post World War Scenario, Twentieth Century Social Milieu, Twentieth Century Theatre, Twentieth Century Novel, Great Economic Depression, Stream of Consciousness, Postmodernism

### UNIT – II

DH Lawrence: *The Rainbow*

Virginia Woolf: *To the Lighthouse*

E.M. Forster: *A Passage to India*

Doris Lessing: *The Golden Notebook*

### UNIT – III

Samuel Beckett- *Waiting for Godot*

John Osborne: *Look Back in Anger*

### UNIT – IV

Virginia Woolf: “On Modern Fiction”

George Lukacs: “The Meaning of Contemporary Realism” (chapters on Kafka & Modernist Fiction)

Raymond Williams: “When was Modernity”

### Books for Reference and Further Reading:

1. Norton Anthology of English Literature
2. Vasudevan. *Perspectives: Selection from Modern English Prose and Fiction*

**Objectives**

- To introduce and provide to the students the scope and dimensions of Indian Writing in English
- To familiarize with representative texts of the period and background of the age

**UNIT –I**

Colonization and its aftermath, Culture Vs Modernity: The Indian Context, The Modern Indian Psyche vis a vis Indian Writing in English and in Translation,

**UNIT – II**

1. Arundhati Roy: *God of Small Things*
2. Amitav Ghosh: *Shadow Lines* (Partition)
3. Jahnvi Barua: *Next Door*

**UNIT – III**

1. M. K. Gandhi: *My Experiments with Truth*
2. Amrita Pritam: *Revenue Stamp*
3. Dom Moraes: *My Son's Father*

**UNIT – IV**

1. Gayathri Spivak: "Can the Subaltern Speak?"
2. Meenakshi Mukherjee: "The Anxiety of Indianness"
3. Aijaz Ahmed: *In Theory* (Chapter 8 on Indian Literature)

**SUGGESTED READING:**

1. K R Srinivasa Iyengar – *Indian Writing in English*
2. M. K Naik – *Critical Essays in Indian Writing in English*
3. Ramakrishnan E V- *Locating Indian Literature*
4. A K Mehrotra (ed): *A Concise History of Indian Literature in English,*
5. Saleem Peeradina (ed): *Contemporary Indian Poetry in English*
6. Makarand Paranjape (ed): *Indian Poetry in English*
7. Girish Karnad – *Fire and Rain*

**Objectives:**

1. To introduce the students to the social, political and cultural milieu of the age
2. To familiarize the students with the representative texts of the period

**UNIT 1**

Philosophy and Aesthetics of Commonwealth Literature, paradigm shifts from commonwealth to New Literatures

**UNIT II- African Literature**

Chinua Achebe: *A Man of the People*

Ngugi Wa Thiong'o: *Homecoming* Part-II (a) The Writer and His Past (b) The Writer in a Changing Society

Wole Soyinka: *The Lion and the Jewel*

Denis Brutus: If This Life is All That We Have, I am the tree...

*I must conjure from my Past*

2) David Diop: *Africa, Vultures*

3) Gabriel Okara: *Piano and Drums, Once Upon A Time*

**UNIT III- Canadian and Australian Literature**

Alice Munro: *Lives of Girls and Women*

Northrop Frye: "Conclusion" to *Literary History of Canada*

AJM Smith: *The Lonely Land* E.J. Pratt: *The Dying Eagle*

Patrick White: *Solid Mandala*

Judith Wright: *Preoccupations in Australian Poetry* (Chapter 13 on A.D. Hope)

Judith Wright: *Woman to Man, A.D. Hope: Australia*

**UNIT- IV- Caribbean Literature**

V S Naipaul: *Half a Life*

Wilson Harris: *Tradition and the West Indian Novel*

Derek Walcott: *Almond Trees, A Far Cry from Africa*

Braithwaite: *Starvation, Caliban*

**Books/Texts for Reference and Further Reading:**

1. Anna Rutherford. Commonwealth
2. Oxford Companion to Canadian Literature
3. Macaulay. *A Map of Australian Verse*
4. Arnold. *Companion to Postcolonial Literature*
5. Helen Tiffin et al. *The Empire Writes Back*

Any one of the soft cores to be chosen for earning 4 credits

**PAPER- IV – (SOFT CORE-I) INDIAN ENGLISH POETRY AFTER  
INDEPENDENCE**

**ENC 230**

**Unit-I**

- |                    |  |
|--------------------|--|
| 1. Nissim Ezekiel: | Night of the Scorpion<br>Enterprise<br>Urban<br>Philosophy       |
| 2. Sarojini Naidu  | Autumn Song<br>The Bangle Sellers<br>In The Forest<br>Transience |

**Unit II**

- |                     |   |
|---------------------|---|
| 3. Keki N Daruwalla | The Death of a Bird<br>The Mistress<br>The Ghaghra in Spate       |
| 4. Eunice de Souza: | Bequest<br>Advice to Women<br>My Mother Feared Death<br>Landscape |

**Unit III**

- |                       |  |
|-----------------------|--|
| 5. Jayanta Mahapatra: | Hunger<br>Freedom<br>Ash<br>Exile                            |
| 6. R Parthasarathy:   | Rough Passage: Homecoming, Exile, Trial<br>Under another Sky |

**Unit IV**

- |                |   |
|----------------|---|
| 7. Anita Nair  | Happenings On the London Underground<br>The Last Rites<br>Hello Lust<br>How Men Eat |
| 8. Vikram Seth | How rarely all these few years<br>From California<br>The Wind                       |

**\*Note:** Two lectures to introduce new themes and techniques of recent Indian poetry in English

**Books/Texts for Reference and Further Reading:**

1. King Bruce (ed): *Modern Indian Poetry in English*
2. *The Oxford Anthology of Modern Indian Poetry*
3. Saleem Peeradina (ed): *Contemporary Indian Poetry*
4. Zenia Mitra (ed): *Indian Poetry in English: Critical Essays*
5. R. Parthasarathy (ed): *Ten Twentieth Century Indian Poets*

1. Shoshona Felman: "Women and Madness: The Critical Fallacy"
2. Elaine Showalter: "The Female Tradition"
3. Toril Moi: Feminist, Female, Feminine
4. Susie Tharu: Problems for a Contemporary Theory of Gender

Suggested readings:

The Female Imagination: Patricia Mayor Spack

Gender Trouble: Feminism and Subversion of Identity: Judith Butler

The Feminine Mystique: Betty Friedan

Feminism and Recent Fiction in English: Sushila Singh

The New Feminist Criticism: Essays on Women's Literature and Theory: Elaine Showalter  
Sexual / Textual Politics: Toril Moi

**OPEN ELECTIVES COURSE**  
**A COURSE IN WRITTEN AND SPOKEN ENGLISH**

**Dept. code 520**

**UNIT I**

**Basic Grammar**

1. Noun: Kinds of nouns, noun number, noun gender and correct usage.
2. Pronoun: Types of pronouns and their correct usage.
3. Adjective: Kinds of Adjectives, Degrees of comparison and correct usage.
4. Verb:
  1. Different kinds of verbs, Forms of Verbs: Present. Past and Past participle
  2. Tenses: Present, Past and Future and their correct usage.
  3. Subject Verb Agreement (Concord)
5. Adverb: Kinds of Adverbs and their correct usage
6. Conjunction
7. Preposition: Kinds of preposition and Correct usage
8. Articles
9. Active and Passive voice
10. Direct and Indirect Speech
11. Punctuation

**UNIT II**

**Oral communication** is the ability to explain and present one's ideas in clear English, to diverse audiences; Speaking effectively, Effective **Listening** and Reading skills to be taught.

- a. Listening skills and Speaking skills to be taught with audiotapes.
- b. Short and long conversation involving two or more people: Greeting, introducing, making an enquiry, casual/formal telephone conversation, Conversation at the bank, at the department store, at the post office, at the doctor's, at the travel agent, at the railway station/bus stop etc.  
Informal conversation between friends.
- c. Storytelling: the construction of fictional examples to illustrate a point, can be used to effectively in teaching listening and speaking skills.

**Unit-III**

**Written communication:** The ability to write effectively in a range of contexts and for different audiences and purposes, with a good command of the English language is taught.

1. Idioms and Phrases
2. Antonyms, Synonyms, Homonyms, Homophones
3. Figures of Speech

## **Unit - IV**

### **Writing skills to be taught through:**

A. Guided Composition

B. Expansion of an Idea/ Proverb

C. Letter Writing:

Personal letters

Leave note

Application for a job

Letter to the editor

Letters of complaints

Placing orders

D. Precise Writing

E. Short Essay writing

F. Comprehension

### **Books for Reference and Further Reading:**

1. Sidney Green Baum, The Oxford English Grammar, Oxford University Press,
2. Cowie, A.P. & R. Macklin, Oxford Dictionary of Phrasal verbs, Oxford University Press,
3. Cowie, A.P. & R. Macklin & I.R. Mc Caig, Oxford Dictionary of Phrasal English Idioms, Oxford University Press,
4. Stuart Redman, English Vocabulary in Use pre-intermediate and intermediate; low price editions, Oxford University Press,
5. Rosemary T., Fruehling & Joan M. Lacombe, Communication for Results, A.I.T.B.S. Publishers and Distributors,
6. How to write and speak better, Reader's Digest
7. Modern Grammar with Practical Exercises, Vikas Publishing House Pvt. Ltd.

## IV SEMESTER

### PAPER- I – (HARD CORE-I) LITERARY CRITICISM-II

END 010

#### Objectives

1. To facilitate students who are already familiar with Aristotle's Poetics and basics of literary criticism (completed in the I Sem.) to read and understand the basics of the cross-disciplinary dimensions of modern/contemporary critical theories;
2. To equip them to read relevant theories in depth in the III Sem. and prepare them for practical criticism.

#### Unit I

Russian Formalism, Psychoanalysis, Structuralism, Deconstruction, Post colonialism, Phenomenology and certain other forms of Hermeneutics. The Archetypes of Literature" Marx, Nietzsche, Freud, Gramsci

#### Unit II:

1. T.S. Eliot: Tradition and Individual Talent
2. F.R. Leavis: Literature and Society, Tragedy and the Medium (From The Common Pursuit)
3. Carl Jung: "Psychology and Literature"

#### Unit III:

1. Northrop Frye: Architypes of Literature
2. G. Genette: "Structuralism and Literary Criticism
3. J. Derrida: "Structure, Sign and Play in the Discourse of Human Sciences"

#### Unit IV:

1. Elaine Showalter: Towards a Feminist Poetics
2. Helene Cixous: The Laugh of the Medusa
3. Gayatri Chakraborty Spivak: Feminism and critical theory

#### Books for Reference and Further Reading:

Eagleton, Terry: *Theory – An Introduction*

Selden, Raman: *A Reader's Guide to Contemporary Literary Theory* Belsey, Catherine.

*Critical Practice*: Culler, Jonathan.

*Structuralist Poetics: Structuralism, Linguistics and the Study of Literature* Newton,

K.M. *Twentieth Century Literary Theory: A Reader*

**Objectives**

- To introduce the students to American Social, Political and Cultural temper
- To familiarize the students with the representative Poets and Prose Pieces of the period.

**UNIT –I**

American Renaissance, Journey as Metaphor, Westward Movement, Transcendentalism

**UNIT – II**

Emerson: American Scholar, Nature

Thoreau: Walden (Chapters on Economy & Where I Lived and What I Lived For)

Emily Dickinson: Because I Could Not Stop for Death, The Soul Selects her Own Society,

Wallace Stevens: Emperor of Ice-Cream, Anecdote of The Jar

Walt Whitman: When Lilacs Last in the Dooryard Bloomed, A Noiseless Patient Spider,

Robert Frost: Mending Wall, The Road Not Taken

**UNIT III**

Mark Twain: *Huckleberry Finn*

Ernest Hemingway: *The Old Man and the Sea*

Ray Bradbury: *Fahrenheit 451*

**UNIT – IV**

Toni Morrison: *The Bluest Eye*

Jamaica Kincaid: *Lucy*

Fredrick Douglas: *Narrative of the Life of an American Slave*

**Suggested Reading:**

Norton Anthology of American Literature

Richard J Gray. *A History of American Literature*

The Cambridge History of American Literature. Vol. 1 to 4

## **Paper – III (Hard Core) - MAJOR PROJECT WORK LEADING TO A DISSERTATION**

Students will be encouraged to undertake a major project work in disciplines related to literature of contemporary interest.

Suggested Areas:

1. Folklore
2. Performing Arts
3. Popular Culture
4. Gender and Sexuality
5. Dalit and Subaltern Discourses
6. Media Studies
7. World Literature in English
8. Third World Literature

The distribution of marks for The Project Work will be as per the stipulations laid down by the university.

Any one of the soft cores to be chosen for earning 4 credits

**PAPER- IV – (SOFT CORE-II) DALIT LITERATURE      END-220**

**Objectives:**

To familiarize the student with the emergence of “Dalit Movement” in the context of post-independent India.

To interrogate the very concept of “Dalit” in its socio-political and cultural dynamics and how it manifests itself in literature.

To make the student to study Dalit autobiography as one of the distinctive genres.

**Unit I:**

Background, Dalit Movement in post independent India, Dalit Movement with respect to Social Political and Cultural dynamics. Dalit Movement in Karnataka and Bandaya Literature.

<b>Kannada:</b>	Devanoora Mahadeva	Those Who Sold Themselves
	Arvinda Malagatti	Copper Coin and Well Water
<b>Poetry:</b>	Govindaiah	“In The Soil of Tears”
		“A Letter to Father Searching for Me”
	Laxmipathi Kolar	“The Bat”, Trans. M K Shankar

**Unit II**

<b>Punjabi:</b>	Bhura Singh Kaler	“Severed Leaves”
	Prem Gorkh	“Angel and Not Demon”
<b>Poetry:</b>	Gurudas Aalam	“For Freedom” (From <i>The Core of Untouchable’s Heart</i> )
	Manjit Quada.	“Treatment of Untouchables”
		“A Song”

**Unit III**

<b>Gujarathi:</b>	Dalpat Chauhan.	“Measure For Measure”
	PathikParmar.	“Naked Feet”
<b>Poetry:</b>	Bipin Gohel.	“To The Fading Man I Sing”
		“To A Poet At A Mushara
	Kisan Sosa.	“The Last Man On Golgotha”
		“Dousing The Fire In Heart

**Unit IV**

<b>Tamil:</b>	Raghavan Atoli:	The Poet with A Forest Fire Inside
	Sukirtharani:	Paraia God (The Exercise of Freedom)
<b>Telugu:</b>	Challapalli Swaroopa Rani:	Water
	M.M. Vinodini:	The Parable of Lost Daughter –Luke15

**Note: Two Lectures On Origin, Growth and Development of Dalit Literature.**

**Suggested Reading:**

D.R. Nagaraj: The Flaming Feet

Eleanor Zellot: From Untouchable to Dalit

Mulk Raj Anand: Apology for Heroism

Arjun Dangle: Poisoned Bread

**Objectives:**

1. To introduce the students to the social, political and cultural milieu of the African Fiction
2. To familiarize the students with the representative texts of the Post-Colonial period, to enthuse interest in them to read and understand the problems arising in contemporary African society.

**Unit I:** Chinua Achebe: “Anthills of the Savannah”

**Unit II:** Ngugi wa Thiong’o: “The River Between”

**Unit III:** Buchi Emecheta: “The Bride Price”

**Unit IV:** Ama Ata Aidoo: “Changes: A Love Story”

**Suggested Reading:**

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990.

Ogundipe-Leslie, Omolara. *Re-Creating Ourselves African Women and Critical Transformations*. Trenton, NJ: Africa World P, 1994.

Palmer, Eustace (ed.). *An Introduction to the African Novel. A Critical Study of Twelve Books*. London: Heinemann, 1979.

Ashcroft, Bill. *Post-Colonial Transformation*. London and New York: Routledge, 2001.

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. Eds. *The Post-Colonial Studies Reader*. London and New York: Routledge, 2002.

## **SOFTCORES OFFERED:**

1. Cross Cultural Women Writers
2. Caribbean Literature
3. Novels of Childhood
4. Indian Classics in Translation
5. Folklore and Literature-I
6. Folklore and Drama
7. Myth and Drama-I
8. Myth and Drama-II
9. Cultural Theory
10. Canada and the World
11. Feminist Theory-I
12. Australian Poetry
13. Folk Epics of Karnataka
14. Postcolonial Theory
15. Writers from African Diaspora
16. Canadian Science Fiction by Women
17. Theories on Culture: An Introduction
18. Postcolonial Criticism
19. Travel Literature
20. Popular Culture and Censorship
21. Adventure Novels
22. Novels and Metropolis
23. Short Fictions of Russia and USA
24. Contemporary Indian Novels in English
25. Translations
26. Dalit Literature-I
27. Recent Indian Poetry in English
28. Dalit Literature-II
29. Women Writings from the Margins
30. English Essayists
31. Post 1990 Indian Women Narratives
32. Indian Novels in English: 2000 and after
33. Twentieth Century Indian Poets in English
34. Contemporary Indian Regional Poetry in English Translation
35. Realism and Fiction
36. Indian Women Novelists
37. African Fiction in English
38. Jewish American Fiction
39. Introduction to Canadian Literature
40. South Asian Immigrant Literature in Canada
41. Introduction to Australian Literature.
42. Feminist Theory-II
43. Indian Classics in Translation
44. Shakespeare Criticism
45. Literature and Popular Culture
46. Postcolonial African Fiction
47. Arab Women Short Stories
48. Indian Diaspora Fiction



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## DEPARTMENT OF STUDIES IN ENGLISH

### Proceedings of the BOS Meeting

A BOS Meeting was convened to review the syllabus of Postgraduate Course, M A., in English on May 25, 2017 in the Department of Studies in English.

The Board unanimously resolved for the following changes:

- Approved to introduce a Soft Core Paper I in the Third Semester entitled *Indian English Poetry After Independence*, in place of the present Soft Core paper - *Cultural Theory*.
- Approved to change the Title of present Soft Core Paper of Second Semester - Indian Classics in Translation, but decided to retain the component part of it without any changes. The title chosen is *Indian Drama*.
- Also approved to replace two essays from the Soft Core, Feminism, in Third Semester.

The new syllabus approved is in accordance with the changes recommended by the University of Mysore, following CBCS- 70: 30 marks. This syllabus will come into effect from 2017-18 academic year and it was finalized at the Board of Studies Meeting convened on 25<sup>th</sup> of May, 2017, in the Department’s Chamber, Department of Studies in English.

(Dr. Syed Hajira Begum)

Chairperson, DOS in English