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

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

Infrastructure
Well-equipped classrooms
Spacious seminar hall with state of the art equipment
LCD Projector, TV, Audio and Video Systems
Computers with Internet Facility for all Teachers
Computers for Research scholars

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

Medals and Prizes
With the munificence of philanthropists, the Department awards the following medals/prizes to its toppers every year:
Father Lawrence Sundaram Gold Medal for the best doctoral candidate
A. Lourdes Memorial Prize for the best outgoing students in MA & M.Phil
M.S. Nagarajan Memorial Prize for the best performer in IMA

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

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

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

Refresher Courses
The Department has been conducting UGC sponsored refresher courses at least once a year under the auspices of the Academic Staff College of the University for teachers from universities and colleges across India. The topics of the courses are chosen with a heightened awareness of the current trends in teaching English literature in various other Indian Universities.
Exchange Programme
The Department has exchanged some of its teachers and dozens of its students with Rennes II and Re Union Universities in France. Now it hopes to renew its ties with them as well as enter into new MOUs with some other Universities.

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

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

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

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

Dr. N. Natarajan – Professor and Head
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Email : natjans@yahoo.com
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Dr. Nikhila Haritsa – Senior Lecturer
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Ms. Lakkimai Milli – Lecturer
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Dr. Binu Zachariah – Lecturer
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PROGRAMMES, COURSES & SYLLABI

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

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

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

I. HARD CORE COURSES - 3 CREDITS:

A. I SEMESTER

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

B. II SEMESTER:

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

C. III SEMESTER:

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

D. IV SEMESTER:

16. ENGL 521: MODERN BRITISH FICTION------------------------NN
17. ENGL 522: AMERICAN FICTION--------------------------HK
18. ENGL 523: TRANSLATION: THEORY AND PRACTICE----------CSL
19. ENGL 524: POSTCOLONIAL LITERATURE----------------------NH
20. ENGL 525: LITERARY THEORY –II--------------------------SM
II. SOFTCORE COURSES/ ELECTIVES: [3 CREDITS]

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

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

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

B. Syllabus:

B.i. For Detailed Study:

3. Edmund Spenser, “Faerie Queen”*
5. Andrew Marvel, “The Definition of Love”; “To His Coy Mistress.”

B.ii. For Non-detailed study:

7. Robert Herrick, “Marie Magdalen’s Complaints at Christ’s Death”
ENGL 412: ELIZABETHAN DRAMA
Credits: 3
Course Instructor: Dr. Sujatha Vijayaraghavan

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

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

*Mode of Evaluation = Internal assessment 40% + End Semester 60% = 100.*
ENGL 413 : AUGUSTAN AND EIGHTEENTH CENTURY LITERATURE
Credits: 3
Course Instructor: Dr. Clement S. Lourdes

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

Poetry: Detailed

Pope: An Essay on Criticism
Dryden: Mac Flecknoe

Poetry: Non-detailed

From The Norton Anthology of Poetry (Third Edition)

Thomas Gray: “Elegy Written in a Country Churchyard”
& “Ode (on the Death of a Favourite Cat)”
William Collins: “Ode Written in the Beginning of the year 1746”
& “Ode to Evening”
William Blake: “The Garden of Love”
& “A Poison Tree”

Prose: - Detailed

Johnson: Preface to Shakespeare
Non-detailed
Addison and Steele: Cowerly Papers from the Spectator
Swift: Gulliver’s Travels, Part IV
Henry Fielding: Joseph Andrews

Drama:
Goldsmith: She Stoops to Conquer
Congreve: The Way of the World
ENGL 414: ROMANTIC AND VICTORIAN POETRY  
Credits: 3  
Course Instructor: Dr. H. Kalpana.

Objectives:
Exploration of the traits of Romanticism and Victorianism in English literature with emphasis on concepts of self, imagination, and the unconscious.  
Consideration of various developments, namely historical, social, philosophical, and political contexts which informed romanticism.  
Introduction of poetic forms, and the different movements  
Evaluation of the impact of Romanticism and Victorianism on the development of English literature, with emphasis on development of literary form and literary modes of expression.  
An understanding of concepts of gender and women during these periods.

Syllabus:
Detailed:

William Blake: Lamb and Tyger
William Wordsworth: Resolution and Independence/ Tintern Abbey
Coleridge: The Rime of the Ancient Mariner
Shelley: Ode to the West Wind
Keats: Ode to the Nightingale & Ode on a Grecian Urn
Tennyson: Ulysses & Tithonus
Robert Browning: Andrea Del Sarto
Mathew Arnold: Dover Beach/Scholar Gypsy/Memorial Verses
D.G. Rossetti: The Blessed Damozel
William Morris: The Haystack in the Flood
G.M. Hopkins: The Windhover

Non-detailed:
Elizabeth Barret Browning: select poetry
Christina Rossetti: select poetry
Letitia Landon: select poetry
Amy Levy: select poetry
Felicia Heman: select poetry
ENGL 415: THEORY OF COMPARATIVE LITERATURE
Credits: 3
Course Instructor: Dr. N. Natarajan.

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

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

References:
Basnet, Susan 1993: *Comparative Literature*. Blackwell
Weisstein, Ulrich 1973: *Comparative Literature and Literary Theory*. Bloomington.

Assessment: In addition to attendance requirements, the following scheme of evaluation will be followed:
Internal Assessment - 40 Marks [Assignments 10, Seminar 10 and Tests 20 ]
End Semester Examination - 60 Marks

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SEMESTER II

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

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ENGL 421: 19TH CENTURY BRITISH FICTION
Credits: 3
Course Instructor: Dr H. Kalpana

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

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

Syllabus:
Detailed:
- Jane Austen- Pride and Prejudice
- Charles Dickens- Great Expectations
- Emily Bronte- Wuthering Heights
- Thomas Hardy- The Return of the Native

Non-Detailed: (Any two texts)
- Charlotte Bronte- Jane Eyre
- George Eliot- Mill on the Floss
- Walter Scott- Ivanhoe
- Wilkie Collins: Moonstone
ENGL 422: LITERARY THEORY-I
Credits: 3
Course Instructor: Dr. Sujatha Vijayaraghavan

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

I INTRODUCTION
   Plato, Aristotle & Horace on the Function of Literature
II John Dryden: An Essay on Dramatic Poesy
III Samuel Johnson: Preface to Shakespeare
IV Wordsworth: Preface to Second Edition of Lyrical Ballads
V S.T.Coleridge: Biographia Literaria,
VI Matthew Arnold: The Study of Poetry
VII T.S.Eliot: Tradition & Individual Talent
VIII Virginia Woolf: Modern Fiction
IX I.A. Richards: Four Kinds of Meaning

Text Recommended:

Periodic Internal Assessment for 40 marks as follows:
1. Class Test (3 as scheduled) 30
3. Seminar 10
4. End-Semester Examination 60
Total 100
ENGL 423: INTRODUCTION TO LINGUISTICS
Credits: 3
Course Instructor: Dr. Bhaskaran Nair

Defining linguistics: Changes in definitions and shifts in focuses—Objectives of linguistic studies in the present day context.
Language as the object of linguistic studies: Defining language—Language as a tool for communication Vs Language as communication.
Human language Vs animal communication systems: Points of convergence and divergence.
Language as a symbolic system: Defining symbols--Vocal symbols consisting of signifier and signified.
Areas of linguistic studies: Phonology—Phonetics—Morphology—Syntax—Semantics—Stylistics—Semiotics—Hermeneutics—Translation—Interpretation…
Phonology: Phoneme—Forms and functions—Allophones and their distribution—Correspondence between phonemes and letters in Indian languages in general as opposed to English.
Phonetics: Main branches: articulatory, acoustic, and auditory—English speech sounds and their articulation—Air stream mechanisms—Vocal organs—Active and passive articulators—Voiced and voiceless sounds--Classification of sounds according to place of articulation and manner of articulation—Phonemic transcription.
Morphology: Morphemes—Forms and functions—Word formation—Free and bound morphemes—Roots and stems—Affixes (Prefix, suffix and infix)—Derivations and inflections—Class-changing and class-maintaining morphemes.
Word accent: Syllables and syllabification—Stress: Primary and secondary—Stress-timed languages and syllable-timed languages.
Intonation: Patterns of intonation—Correspondence between intonation change and meaning change—Tone, tonality, Rhyme and rhythm.
Phrase Structure Grammar and Immediate Constituent Analysis.
Psycholinguistics: The relation between language and mind —Language and thought—Language and dreams.
Sociolinguistics: Language in society and society with language—Language and dialects—Bilingualism—Multilingualism—Code switching and code mixing—
Registers – Pidgin and creole — Language and ethnicity — Language and culture — Language education.
Language-related issues: Language and gender — Language and power — Globalization and the vernaculars — Language as /and identity.
Applied linguistics and language teaching.

Textbooks recommended
Gleason, H.A. An Introduction to Descriptive Linguistics
Balasubramaniam. An Introduction to English Phonetics
Verma, S.K; and Krishnaswami, N. Modern Linguistics

Basic References
Crystal, David. (ed.) Encyclopaedia of Language
Asher, R.E. (ed.) Encyclopaedia of Language and Linguistics
Brown, Keith. (ed.) Encyclopaedia of Language and Linguistics
McArthur. Concise Companion to English Language
Swan, Michael. Modern English Usage
Peters, Palm. Guide to English Usage

Suggested reading
Crystal, David. Linguistics
Crystal, David. English as a Global Language
Jones, Daniel. The Pronunciation of English
Gimson, A.C. An Introduction to the Pronunciation of English
Lyons, John. Language and Linguistics
Aitchison, Jean. Linguistics
Beugrande et al. Introduction to linguistics
Langacker, R.W. Language and its Structure
Swan, Michael. Modern English Usage
Palmer, H.E. Grammar

Materials for Practice
a) Phonetics
Bansal, R.K. Exercises in Spoken English (+audio cassettes)
O’Conner, J.D. Better English Pronunciation (+audio cassettes)

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

c) Grammar
Murphy, Raymond. Intermediate English Grammar
Thomson and Martinet. A Practical English Grammar

Writing
Coe, Norman et al. Writing Skills
Jolly, David. Writing
Hedge, Tricia. Writing
Tickoo & Sasikumar. Writing with a Purpose
Narayanaswami. Strengthen Your Writing
ENGL 403: 20th Century British Poetry  
Credits: 3  
Course Instructor: Dr. Clement S Lourdes

Aims and Objectives:

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

Syllabus

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

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

Learning Outcomes:

On completion of this module, students will be able:

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

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

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

References:
Corcoran, Neil. English poetry since1940. London Longman1993
Bridgend:Seren ,1996
ENGL 425: MODERN RHETORIC AND RESEARCH METHODOLOGY
Credits: 3
Course Instructor: Dr. Nikhila Haritsa

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

Syllabus:
I. Contextualizing Research – The broader context of knowledge production
   Characteristics of the knowledge-based informational society of the present.

II What is ”knowledge”? –Context-based or rhetorical nature of knowledge
   What is “knowledge”? “Epistemology, an Introduction” Principia cybernetic web
   Rhetoricity of knowledge “Rhetoric”, Stanley Fish

III Process/es involved in literary research
   Data collection – A Handbook of literary research
   Organization, Methods of Analysis and Interpretation – Rhetoric of Fiction

IV Modes of presentation of literary research
   Methods of Exposition, Persuasion, Argument, Description and Narration
   Modern Rhetoric – Cleanth Brooks and Robert Penn Warren
   Preparing the research for academic purposes
   (a) Academic conventions of presentation – citation, referencing, etc. MLA Handbook
   Proofreading/editing – St. Martin’s Guide to Writing.

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SEMMESTER III

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

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ENGL 511: AMERICAN POETRY
Credits: 3
Course Instructor: Dr. S. Murali
The main objective of this indispensable hardcore course is to familiarize the students with the variant voices of American poetry from the beginnings to postmodernism. However, for the sake of pedagogical convenience certain texts and authors are chosen as per the availability and readability as well as for the foremost reason of teaching and learning poetry—enjoyment. The syllabus is a selected cross section of late nineteenth and twentieth century poetry. Of course class lectures and seminars would be supplementing other texts and authors incidentally.

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

1. Walt Whitman (1819-1892) – Extract from the Preface to the First Edition of Leaves of Grass
   1. One’s Self I Sing
   2. Song of Myself --Selections
   3. When Lilacs Last in the Dooryard Bloom’d *(For Detailed Study)

2. Emily Dickinson (1830-1886) (*All for Detailed Study)
   4. Success Is Counted Sweetest
   5. I Taste a Liquor Never Brewed
   6. The Soul Selects Her Own Society
   7. Much Madness is Divinest Sense
   8. Because I could not Stop for Death

3. Robert Frost (1874-1963)
   (Students are directed to read The Figure a Poem Makes)
   9. Mending Wall*
   10. The Road Not Taken
   11. Birches*
   12. Provide, Provide

4. Edwin Arlington Robinson
   13. Richard Cory

5. Wallace Stevens
   14. Anecdote of the Jar*

6. Sylvia Plath
   15. Lady Lazarus*

7. Ezra Pound
   16. A Pact
   17. Hugh Selwyn Mauberley

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

Students are advised to refer: American Literature of the Nineteenth Century: An Anthology. Ed William J Fisher et al.
American Literature 1890-1965: An Anthology. Ed Egbert S Oliver
ENGL 512—MODERN DRAMA
Credits-3
Course Instructor: Dr. Binu Zachariah

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

Syllabus

Introduction to Modern British, American and European Drama.
Introduction to Epic Theatre, Theatre of the Absurd, etc.

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

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

Internal Assessment:
Test—20 Marks (Best 3 out of 4)
Seminar—20 Marks (Presentation based on a specific topic/drama performance)

End Semester Examination:
60 Marks (Objective Questions, Short Answers and Essays)
ENGL 513: TEACHING ENGLISH AS A SECOND LANGUAGE
Credits - 3
Course Instructor: Dr. Bhaskaran Nair

An Outline of the Syllabus

I. Language and its structure: Defining language – differences between language and other communication systems – characteristics of language. Oral and written modes –
III. Applied linguistics And language teaching – Language acquisition – Structure of language and nature of language acquisition – distinction between first language acquisition and second language learning – four language skills: LSRW – teaching the four skills in formal classroom – Integration of skills.
IV. Approaches, methods and techniques of teaching a second language – A historical survey of teaching English as a second Language (TESL)

Reading list

I. Textbooks
   Bright & Mc Gregor : Teaching English as Second Language
   Ghosh, R.N et al : Methods of Teaching English
   Wilkins, R.A : Second Language Learning and Teaching
II. References
   Any of the following or any other monolingual dictionary in English
   Oxford Advanced Learner’s Dictionary
   Longman Dictionary of Contemporary English
   Cambridge Advanced Learner’s Dictionary
   Macmillan English Dictionary for Advanced Learner
   Collin’s Cobuild English Dictionary
   B. Crystal, D (ed): Encyclopaedia of Language
   Crystal D (ed): A Dictionary of Linguistics land Phonetics
   C. Swan, M: Practical English Usage
Peter, S: Cambridge Guide to English Usage
Thomson and Martinet: A Practical English Grammar
Eastwood: Oxford Guide to English Grammar
Turton: ABC of Common Grammatical Errors
D. Hubbard P. et al: A Training Course of TEFL
Howatt, APR: A History of English Language Teaching
Hornby, A.S: The Teaching of Structural Words and Content Words
Hornby, A.S: A Guide to Patterns and Usage in English
Rivers, W: Communicating Naturally in a Second Language
Wilkins: Linguistics and Language Teaching
Crystal, D: English as a Global Language
Peren: Teachers of English as a Second Language
Jupp & Milne: English Sentence Structure
Close, R.A: English as a Second Language
Lado, R: Language Teaching
Brown & Yule: Teaching Spoken Language
Elbow, P: Writing without Teachers

III Practice Materials
Freeman, S: Study Strategies in English
Wallace, M: Study Skills in English
Narayanaswami: Strengths Your Writing
Hedge, T: Writing
Tickoo & Sasikumar: Writing with a Purpose
Brown et al: Writing Matters
Jolly, D: Writing
Mc Rae & Boardman: Reading Between Lines
Rubin: The Vital Arts: Reading and Writing
Sasikumar & Dhamija: Spoken English (with audio cassette)
Rajeevan & Pillai: Spoken English for You (with audio cassettes)
Bansal R.K: Exercises in Spoken English (with audio cassettes)
ENGL 514 – MEDIA STUDIES
Credits: 3
Course Instructor: Dr. Nikhila Haritsa

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

Objectives: At the end of the Course, the students should be able to:
- Analyze any given Media text
- Discuss issues related to Media consumption and ‘mediated’ society

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

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

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

II. Studies of the Media in the Indian context:

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

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

3. **Media in Globalizing Times**
   i) “Gender, Nation and Globalization in *Monsoon Wedding* and *DDLJ*” – Jenny Sharpe (a look at the genre of Wedding films)
   ii) Nationalizing ‘the global’: Media images, cultural politics and the middle class in India – Leela Fernandes
      (a study of the middle class and their media consumption)

4. **Media, Economy, Society, Polity**
   i) “Inside the Home theatre: The Hyper real world and television in India” – Shanti Kumar (a study of print ads of television brands in India)
   ii) “Melodramatic polities” – Madhav Prasad (politics and cinema in south India)

**Internal assessment – 40 marks**

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

**End Semester exam – 60 marks**

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SEMESTER IV

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

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ENGL 521: MODERN BRITISH FICTION
Credits: 3
Course Instructor: Dr. N. Natarajan

Objectives:

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

Syllabus:

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

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

Texts for extensive study:
- Graham Greene - The Heart of the Matter (1948)
- William Golding - Lord of the Flies (1954)

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

Internal Assessment - 40 Marks [Assignments 10, Seminar 10 and Tests 20 ]
End Semester Examination - 60 Marks
ENGL 522: AMERICAN FICTION
Credits: 3
Course Instructor: Dr. H. Kalpana

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

Exploring the meaning of religion, democracy and romanticism through a study of Hawthorne’s *The Scarlet Letter.*
Conceptualizing the spirit of adventure through picaresque fiction such as Twain’s *The Adventures of Huckleberry Finn.*
Evaluating violence and effects of war through a study of Hemingway’s *For Whom The Bell Tolls.*
Understanding issues of race, ethnicity and gender through a study of Ralph Ellison’s *The Invisible Man* and Alice Walker’s *Color Purple.*
Contextualizing contemporaries by reading Harper Lee’s *To Kill A Mocking Bird.*

Syllabus:
Nathaniel Hawthorne: *The Scarlet Letter*
Mark Twain: *The Adventures of Huckleberry Finn*
Earnest Hemingway: *For Whom The Bell Tolls*
Ralph Ellison: *The Invisible Man*
Alice Walker: *The Color Purple*
Harper Lee: *To Kill a Mocking Bird.*
ENGL523: TRANSLATION: THEORY AND PRACTICE
Credits -3
Course Teacher: Dr. Clement Lourdes

Aims and Objectives:

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

Learning Outcomes
On successful completion of this course students should be able, at threshold level,

to: identify different text types, the problems for the translator and ways of overcoming those problems
identify cultural differences with an impact on the target language of translation and ways of dealing with such difficulties
compare and evaluate published translations with a view to improve their own translation practices.
draft and finalise full-scale translations for a variety of text types.

Programme Content

1. History of Translation Theory
   1.1 Translation of religious Texts
2. Language and Culture
3. Specialised types of translation
   3.1 Administrative translation
   3.2 Commercial Translation
   3.3 Computer translation
   3.4 Economic translation
   3.5 Financial translation
   3.6 General Translation
   3.7 Legal translation
   3.8 Literary translation
4. Translation problems
   4.1 General problems
   4.2 The problem of untranslability
4.3 The problem of common words
5. Trends in translation
5.1 Machine Translation
5.2 Computer-assisted translation
5.3 Cultural translation
6. Criticism of Translation

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

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

References:


ENGL 524: POSTCOLONIAL LITERATURE
Credits: 3
Course Instructor: Dr. Nikhila Haritsa

Objectives: By the end of the Course the students will

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

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

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

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

Books:
2) Bill Ashcroft, Gareth Griffiths and Helen Tiffin (eds) *The Postcolonial Studies Reader* (Routledge, 1995)
Web links:
1) Postcolonial Studies at Emory Website
   http://www.english.emory.edu/Bahri/Contents.html
2) Postcolonial literature: a web guide to postcolonial literature from literaryhistory.com
   http://www.literaryhistory.com/20thC/Groups/postcolonial.htm
3) Studies in World Literature in English and Postcolonialism
   http://www.eng.fju.edu.tw/worldlit/world_link.htm
4) Postcolonial Studies
   http://www.suite101.com/links.cfm/postcolonial studies

Journals available on postcolonial literature online and in the library:
1. *Jouvert: A journal of postcolonial studies*
   http://social.chass.ncsu.edu/jouvert/index.htm
2. *SOAS literary review*
   http://www.soas.ac.uk/soaslit/home.html
3. *Journal of Postcolonial Writing*
4. *Interventions: International journal of Postcolonial Studies*
   Both available at www.journalsonline.tandf.co.uk
5. *Postcolonial Text*
   http://postcolonial.org/

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

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

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

Internal Assessment – 40 marks
- Test (3 tests, best of 2 to be considered) – 20 marks
- Assignment - 10 marks
- Seminar presentation - 10 marks

External Examination – 60 marks

Tentative modules and list of readings:

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

1) From *Indulekha* – O. Chandu Menon; Reading: Udaya Kumar’s “Seeing and Reading: The Early Malayalam Novel and Some Questions of Visibility”

2) “To Mother Tamil” – Bharatidasan; Reading: Sumathy Ramaswamy’s “Virgin Mother, Beloved Other: The Erotics of Tamil Nationalism in Colonial and Post-Colonial India”

3) From *Tughlaq* – Girish Karnad; Reading: Aparna Dharwadkar Reading: Historical fictions and Postcolonial Representation: Reading Girish Karnad’s *Tughlaq*

4) “Remains of a Feast” – Gita Hariharan; Reading: Susie Tharu’s “The Impossible Subject: Caste and Desire in the scene of Family”

5) “Mother” – Baburao Bagul; Reading: Susie Tharu’s “The Impossible Subject: Caste and Desire in the Scene of Family”

6) “Stanadayini” – Mahashwetha Devi; Reading: Gayatri Spivak’s essay from Subaltern Studies Vol. V
ENGL 525: LITERARY THEORY- II
Credits-3
Course Instructor: Dr S.Murali
Objectives:
The major objective of this course is to introduce the students to the key texts, figures and ideas in the field of literary theory from the inception of New Criticism onwards.

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

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

Texts

Detailed—reading

W K Wimsatt and Munroe Beardsley—The Intentional Fallacy

Claude Levi Strauss—Incest and Myth

Victor Shklovsky—Art as Technique

Roman Jakobson—Linguistics and Poetics

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

Non Detailed—reading2

Wolfgang Iser—The Reading Process: a Phenomenological Approach

Terry Eagleton—Capitalism, Modernism and Postmodernism

Elaine Showlater—Feminist Criticism in the Wilderness

Edward Said—Crisis (in Orientalism)

Sri Aurobindo—The Word and the Spirit
The extracts are all from the following texts. Students are therefore directed to procure their own copies of the texts sufficiently in advance.


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

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

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

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ENGL : 451 MAJOR AUTHORS – SHAKESPEARE
Credits: 3
Course Teacher: Sujatha Vijayaraghavan

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

Unit 1 - Renaissance & Elizabethan drama

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

Unit 2 - The Comedy

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

Unit 3 - The Tragedy

- Early & later Tragedies, the Historical & Jacobean tragedy of Revenge
- Seneca, Kyd & Shakespeare
- *Hamlet* – The Oedipal question & Freudian readings, Post Freudian, Feminist objections to Shakespeare, The Malcontent in Comedies & Tragedies
- *Lear* - Electra complex, Aeschyles’ *Eumíndes* ,
- *Othello* – Colonialist Discourse in Shakespeare, References to *The Tempest* & *The Merchant of Venice*, Postcolonial Readings of these plays
- The Chorus & other Greek elements in Shakespeare- *Richard II* & *Titus Andronicus*
- The Soliloquy – By male & female characters, some examples

**Unit 4 - The Problem Play**

What is a Problem Play? *All’s Well* & *Measure*.
Problem plays & the Morality Tradition

**Unit 5 - The Roman Play**

A brief look at *Julius Caesar*

**Unit 6 - General**

Intertextuality & Postmodern versions of Shakespeare-*King Lear*.
Anachronisms, Puns & other Shakespeare idiosyncracies.

Mode of Evaluation:
Internal assessment 40+ End Semester 60 =100.
ENGL 454 : FEMINIST STUDIES  
Credits -3  
Course Instructor : Dr.Sujatha Vijayaraghavan

Objective of the Course:

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

Plan of work and Syllabus:

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

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


Periodic Internal Assessment will be as follows for 40 marks:
- Mid semester test 10 -
- Term assignment 10 -
- Seminar 10 - Presentations by students as per schedule given in class
- Model exam 10 - End-Semester Exam 60 - Total 100
ENGL 459: INDIAN LITERATURE IN TRANSLATION  
Credits: 3  
Course Teacher: Sujatha Vijayaraghavan

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

UNITS 1 & 2 – Poetry and drama

Selections from the following works (ancient and medieval periods)


UNIT 3 - Short stories (contemporary period)


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

UNIT 4 - Oral literatures

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

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

UNIT 5 - Fiction
Selections from Dalit fiction.
Suggested texts: Bama, Sangati; Sharan Kumar Limbale, Akkarmashi; C.K.Janu, Mother Forest. This suggested selection does not rule out other inclusions.

Periodic Internal Assessment will be for 40 marks as follows:
Test 1 & 2 20
Term assignment 10
Seminar 10
End-Semester Exam 60
Total 100
ENGL 467: LITERATURE AND PSYCHOLOGY
Credits -3
Course Instructor: N.Natarajan

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

I - Topics to be covered:

1. A brief history of Demonology, Psychology, Psychiatry and Psychoanalysis

2. Freudian depth psychology and its model of the human psyche, infantile and adult sexuality, the Unconscious and its libidinal, somatic drives/ complexes/phobias, Repression, Oedipal complex, art/literature/dream/ neurosis/psychois as wish-fulfillments, dream work/ defence mechanisms, eros and thanatos, psychotherapy etc

3. Jungian analytical psychology, introverted and extraverted types, the Collective unconscious and its holistic archetypal contents and their manifestation in dream/religion/myth/literature: mother, father, god, anima, animus, persona, shadow, trickster, wiseman, individuation etc

4. Adler’s individual/power psychology – Inferiority complex and aggressive drives

5. Basic modifications of Freud by Rank, Fromm, Reich, Lacan and Feminists

6. Classical applications by Jones, Lesser, Bonaparte, Geoffrey Gorer, Leslie Fielder, Maud Bodkin etc.

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

III. Scheme of Evaluation: (in addition to attendance requirements)
1. Internal Assessment: 40 Marks [Seminar 10, Assignments 10 & Tests 20]
2. End Semester Examination: 60 Marks
ENGL 468: GREEN VOICES: LITERATURE AND ENVIRONMENT

Credits- 3
Course Instructor : Dr S Murali

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

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

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

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

| Relationship of literature to nature |
| Ideas of nature |
| Nature and history |
| Philosophy of nature |
| Poetry and painting |
| The idea of landscape |
| Environmental aesthetics |
| Gender and nature—ecofeminism |
| Environmental ethics |

Key texts to be discussed in class
2. Environmental Aesthetics, Allen Carlson
3. Environmental Aesthetics, S Murali
4. Towards an Understanding of Environmental Aesthetics, Preeti Ranjan Ghosh,
6. Colonizing Nature David Arnold,
7. How Natural is Nature? Sehdev Kumar,
8. Water, Wood and Wisdom Vasudha Narayanan,
9. Gandhi and the Ecological vision of Life Vinay Lal
10 Women in Nature—Vandana Shiva
ENGL 471. FUNCTIONAL-COMMUNICATIVE WRITING
Credits-3
Course Instructor: Dr. Bhaskaran Nair

Introduction

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

Learner Profile

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

Aims and Objectives

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

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

Course contents
writing messages
writing formal letters (official, semi-official)
writing business letters
writing letters to larger audience (eg., to the editor)
writing informal letters
writing telegrams
writing descriptions (objects, people, places, situations etc.)
writing narrations (events, stories etc)
filling in forms of day-to-day use
writing short reports for newspaper
writing personal resume
functional grammar (incorporated in writing)

Mode of evaluation
Class assignments, take-home assignments, test papers and end-semester examination
ENGL 472 STUDY SKILLS AND REFERENCE SKILLS  
Credits-3  
Course Instructor: Dr.Bhaskaran Nair

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

Aims and objectives  
The general aim of the course is to develop the learner’s communicative competence in English. The specific objectives are as follows:  
(i) to enable the learner to pursue studies more independently through self study habits,  
(ii) to enable the learner to reach various sources of information related to their fields of studies through developing in them reference skills,  
(iii) to help the learner identify his / her own potentials as well as limitations in terms of self- psychological analysis, and  
(iv) thereby enable them to overcome their weaknesses in the realm of studies through suitable remedial measures.

Course contents  
The contents of the course can broadly be divided into two parts; study skills and reference skills.  
(a) Study skills  
(i) Listening and note taking  
Learners will be given training in listening to English (spoken as well as recorded) and taking notes which can be rewritten later.  
(ii) Reading and note making  
Types of reading: Intensive reading, Extensive reading, Skimming and Scanning  
Levels of comprehension: Local, Global, Factual, and Inferential  
(b) Reference skills  
Using reference materials such as dictionaries, directories, encyclopedias, professional journals and e-sources effectively  
Scientific methods of gathering, documenting, storing and retrieving information  
Course materials: Extracts from literary and non-literary texts drawn from various sources such as sports, popular science, environmental studies, politics, current affairs, art and culture.  
Mode of evaluation  
(a) Internal: Marks: 40  
Classroom tasks and take-home assignments: about 20  
Class tests:2
(a) End-semester examination: marks:60
Course books
Sarah Freeman: Study Strategies in English, Macmillan.
Michael Wallace: Study Skills, CUP.
Robert Jordan: Study Skills, CUP.
Reference books
CIEFL: Focus (Teacher Training Package Materials)
CIEFL: English 400 (Proficiency Course Materials)
ENGL 475: ADVANCED ACADEMIC WRITING
Credits: 3
Course Instructor: Dr. P. Bhaskaran Nair

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

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

Course contents:
Paragraphs with explicit unity
Descriptions: Objects, people, places, scenes, situations and processes
Narrations: Events, stories etc.
Letters: Formal and informal: Personal, official business etc.
Projects: Proposals and reports
Study skills: Listening and note-taking, Reading and note-making
Reference skills: Use of dictionaries, directories, encyclopedias etc.
Information transfer: Transfer from non-verbal to verbal and vice versa.

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

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

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

Books prescribed:
Raymond Murphy: Murphy’s English Grammar (CUP)
Tickoo & Sasikumar: Writing with a Purpose (OUP)
Narayanaswami: Strengthen Your Writing (Longman)
Pillai, Rajeevan & Nair: Written English for You (Emerald)
Coe, Rycroft & Ernest: Writing Skills (CUP)
Tricia Hedge: Writing (CUP)
David Jolly: Writing Tasks (CUP)
Michael Swan: Practical English Usage (CUP)
ENGL: 476 PROFESSIONAL COMMUNICATION
Credits: 3
Course Instructor: Dr. Binu Zachariah

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

Syllabus

Unit I—Basics of Communication: Forms of Communication; Elements of Communication; Communication Process; Models of Communication; Frames of Reference; Barriers to Communication; Listening Skills
UNIT II—Reading and Writing: General and Technical Comprehension; Essential Grammar; Vocabulary; Basic Phonetics
UNIT III—Written Communication: Business Letters; Job Applications; Resumes
UNIT IV—Speaking: Public Speaking; Seminars and Presentations; Group Discussions; Interviews
UNIT V—Personality Development: Self-assessment; SWOT Analysis; Emotional Quotient; Body Language; Leadership Qualities; Time and Stress Management; Professional Ethics

Internal Assessment:
Test—20 Marks (Best 2 out of 3)
Seminar—10 Marks
Group Discussion—10 Marks

End Semester Examination:
60 Marks (Objective Questions, Short Answers and Essays)

Suggested Reading:
*Effective Communication for Science and Technology* by Joan van Emden
*Developing Communication Skills* by Krishna Mohan
*Objective English* by Edgar Thorpe
*Mastering Public Speaking* by Anne Nicholls
*Cambridge English Pronouncing Dictionary* by Daniel Jones
*How to Prepare for Group Discussion and Interview* by H.M. Prasad
ENGL-478: CURRENT ENGLISH USAGE
CRDITS-3
Course Instructor: Dr. P. Bhaskaran Nair

SYLLABUS

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

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

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

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

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

- Identify the source of excerpts selected from the works and discuss the significance of the authors' words.
- Analyze techniques used by writers to record and present human experiences, such as point of view, plot construction, and narrative voice.
- Describe links between Canadian literature and Canadian society and, in particular, themes that affect Canadian writers: Canadians' relation to the land, regionalism, mythology and identity, and multiculturalism.
- Discuss the way writers use fiction to criticize or reinforce prevailing values and concerns by, for example, their treatment and depiction of women, marriage, and religion.
- Evaluate selected pieces of literary criticism whose authors are sometimes in disagreement with one another.
- Recognize the meaning of literary terms such as voice and persona.
- Discuss the special topics that are dealt with in the works.
Syllabus:

DETAIL:

Novels:
- Sinclair Ross: *As for Me and My House*
- Margaret Laurence: *Stone Angel*
- Beatrice Culleton: *April Raintree*
- Joy Kogawa: *Obasan*

NON-DETAIL:
Short Fiction by
- Ethel Wilson
- Mordecai Richler
- Alice Munro
- Rohinton Mistry

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

Internal Assessment:
- Test-30 mks (3 tests)
- Seminar, Classroom participation, Assignment -10 mks

End Semester Examination: 60 mks: Exam will consist of objective questions, short answers and essays.
ENGL – 487: GENDER AND COMMUNICATION  
Credits-3  
Course Instructor: Dr. Nikhila Haritsa

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

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

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

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

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

Discussion material for structured GD (tentative reading list):
Gender analysis of discourses of love, friendship, marriage, family, work and nationalism.
2. “In the University” by Deepti Priya Mehrotra in *Seminar* 318, 1986
ENGL 493 - ENGLISH IN INDIA – 18TH CENTURY TO THE PRESENT
Credits: 3
Course Instructor: Dr. Nikhila Haritsa.

Course Description

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

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

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

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

Course Aims:

The aim of this course is two-fold:

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

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

I. Introductory Sessions: 2 weeks

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

II. Examining our Englishness. 14 weeks

Reading, Presentation and Discussion on extracts from the following:

4) “Intellectuals and Society in 19th century India” by Shanti Tangri, Comparative Studies in Society and History, Vol. 3 (No. 4) 1961
5) “Body Language: The Somatics of Nationalism in Tamil India” by Sumathi Ramaswamy, Gender and History, Vol. 1 No. 1, April 1998
7) “Elite interests, popular passions, and social power in the language politics of India”, by Paul R. Brass Ethnic and Racial Studies Vol. 27 No. 3 May 2004
10) “Gendering English: Sexuality, Gender and the Language of Desire in Western India, 1850–1940” Shefali Chandra, Gender & History, Vol.19 No.2 August 2007
11) “Domain Analysis of Language”, Annika Hohenthal
13) “Recovered Histories: Poles of Recovery from Dutt to Chaudhuri”. By Amit Chaudhuri Interventions, 4:1

Internal assessment schedule and marks break-up:

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

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

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

Credit Requirements:
Students will have to earn 36 credits as shown below:

CORE COURSES

I.SEMESTER:

CORE COURSES- 4 Credits

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

II SEMESTER:

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

FACULTY NAMES:

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

ENGL 655 LITERARY THEORY AND CRITICISM
Credits-4
Course Teacher: N Natarajan

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

1.0 Introductory remarks:
Various Critical Approaches to Literature

2.0 Classical and Modern Formalism:
Aristotle – Poetics
Shklovsky – Art as Technique
Cleanth Brooks—The Language of Paradox
Elder Olson – Sailing to Byzantium: Prolegomena to a Poetics of the Lyric

3.0 Psychoanalytical and Myth /Archetypal Approaches:
Ernest Jones – Hamlet: the Psychoanalytical Solution
Neil Hertz - Dora’s Secrets, Freud’s Techniques
Jung – Archetypes of the Collective Unconscious
Gilbert Murray – Orestes and Hamlet

4.0 Sociological, Marxist and New Historicist Approaches:
Joseph Wood Krutch – The Tragic Fallacy
Christopher Caudwell – English Poets at the time of the Industrial Revolution
Raymond Williams – Alignment and Commitment
Stephen Greenblatt – Resonance and Wonder

5.0 Feminist and Gender Studies:
Elaine Showalter – Towards a Feminist Poetics
Simon de Beauvoir – Breton or Poetry
John Goode – Sue Bridehead and the New Woman
6.0 Structuralist Analysis:
Jonathan Culler -- Structuralism and Literature
Levi Strauss -- Incest and Myth
Todorov – The Structural Analysis of Literature: The Tales of Henry James

7.0 Deconstructive Analysis:
Derrida – Structure, Sign, and Play in the Discourse of the Human Sciences
Paul de Man – Semiology and Rhetoric

8.0 Affective and Reader Response Theories:
Georges Poulet – Phenomenology of Reading
Stanley Fish – Is there a text in this Class?
Iser – The Role of the Reader in Fielding’s Joseph Andrews and Tom Jones

9.0 Concluding Remarks: (For Reference only)
Gerald Graff – The Future of Theory in the Teaching of Literature
Christopher Butler – The Future of Theory: Saving the Reader
Susan Sontag – Against Interpretation

10.0 Scheme of Evaluation: In addition to attendance requirements, the following scheme will be followed – 1. Internal Assessment: 40 Marks [Seminar -10 Assignments -10 Test-20]
2. End Semester Exam: 60 Marks

11.0 References:


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

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


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


Spacks, PM 1975: *The Female Imagination*. Knopf.
Tillyard, EMW 1944: *The Elizabethan World Picture*. Macmillan.
White, Hayden: *The Content of the Form: Narrative Discourse and Historical Representation*. The Johns Hopkins Univ.
ENGL656: POSTMODERN FICTION
Credits: 4
Course Teacher: Dr. Clement Lourdes

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

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

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

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

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

References:

Barker Francis, Peter Hume, and Margaret Iveson, eds. *Postmodernism and the Rereading of Modernity*. Manchester: Manchester UP, 1992
ENGL 657: POSTCOLONIAL STUDIES  
Credits: 4  
Course Teacher: Sujatha Vijayaraghavan.

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

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

Syllabus  
I  General introduction:  
   2. Stephen Selmon, Postcolonial Critical Theories

II  Colonial Discourses, Counter-discourses & Critique:  
   1. Edward Said, Orientalism (extract)  
   2. Chinua Achebe, An Image of Africa: Racism in Conrad’s Heart of Darkness  
   3. Homi Bhabha, Mimicry and Ambivalence  
      (Summing up and critique by students) First Internal assessment test -1hr for 10 marks

III  Language & Education:  
   1. Ngugi wa Thiongo, The Language of African Literature  
   2. E.K.Braithwaite, Nation Language  
   3. Philip Altbach, Education and Neocolonialism  
      Illustrative reference: Macaulay’s Minute & Gabriel Okara’s Voice  
      (Summing up and critique by students)
IV Postcolonial Discourse and Feminism:
1. Gayatri Spivak, Three Women’s Text & A Critique of Imperialism
2. Chandra Mohanty, Under Western Eyes
Illustrative reference: Jean Rhys’ Wide Sargasso Sea, Mahasweta Devi’s Breast Stories
(Summing up and critique by students) Second Int. test -1hr for 10 marks

V Nation-idea, Subaltern Studies & Dalit writings:
1. Frantz Fanon, On National Cultures
2. Partha Chatterjee, Nationalism as a Problem
3. A. Limbale, Dalit Aesthetics (extract)
(Illustrative reference: Bama’s Karukku)

VI Diaspora Writing:
1. Salman Rushdie, Imaginary Homelands
2. Helen Tiffin, The Body in the Library
(Summing up and critique by students) Third Int. test -1hr for 10 marks

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

Texts for study:
(Available in Central Library)


References:


(All these books are available in the Central library)
ENGL 658  CONTEMPORARY POETRY
Credits: 4
Course Teacher: Dr S Murali

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

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

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

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

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

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

- The Rhetoric of Experiment
- The Poetry of Sylvia Plath
- The Poetry of Auden Generation—Post Eliotian
- The Poetry of Ted Hughes
- Larkin and his contemporaries
Seamus Heaney and Irish Poetry
Modernism and America
Theme of loneliness and Suffering
Self Reflexivity in contemporary poetry
Aboriginal-Oral Poetry
Dalit poetry
Love poetry
Feminist and womens voices
Regional poetry
Poetry and Mysticism
Poetry and Nature
Diasporic writings- Immigrant voices
Indian English Poetry

Recommended Reading
Roberts, Michael , ed. *The Faber Book of Modern Verse*. London: Faber,
Morrison, Blake and Andrew Motion.(ed). *The Penguin Book of Contemporary British Poetry*

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3. Ph.D IN ENGLISH
   Full Time and Part Time (Internal & External)

ELIGIBILITY:
Post-Graduate Degree in English with a minimum of 55% marks.
For more details about qualification and selection, see the latest “Information
Brochure” of the University. Generally candidates will be selected on all India basis
through an entrance test/interview. JRF scholars will be admitted directly and
NET/SLET scholars will be selected through an interview. The selected candidates
should register under eligible guides, work on their research topics for about 2 to 4
years as the case may be, and submit their thesis. After adjudication of the thesis,
they will have to take a Viva-voce examination – after the successful completion of
which, the degree will be awarded. For further details, see the latest “Ph.D
Regulations” of the University

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DEPARTMENT OF ENGLISH
SCHOOL OF HUMANITIES
PONDICHERY UNIVERSITY
PUDUCHERRY- 605 014