

MAHATMA GANDHI UNIVERSITY
SYLLUBUS FOR MODEL 2 COURSES – 2017 ADMISSIONS ONWARDS
BA PROGRAMME IN ENGLISH LANGUAGE & LITERATURE

Common Courses

For Model II Semester I

COURSE 1- Fine-tune Your English

Course Code	EN1CC01
Title of the course	Fine-tune Your English
Semester in which the course is to be taught	1
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

The course is intended to introduce the students to the basics of grammar, usage and effective communication.

OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to:

1. confidently use English in both written and spoken forms.
2. Use English for formal communication effectively.

COURSE OUTLINE

Module 1

(18 Hours)

The Sentence and Its Structure - How to Write Effective Sentences – Phrases -What Are They? - The Noun Clauses - The Adverb Clause - “If All the Trees Were Bread and Cheese” - The Relative Clause - How the Clauses Are Conjoined -

Word-Classes and Related Topics - Understanding the Verb - Understanding the Auxiliary Verb - Understanding the Adverbs - Understanding the Pronoun - The Reflexive Pronoun - The Articles I - The Articles II - The Adjective - Phrasal Verbs - Mind Your Prepositions

Module 2

(18 Hours)

To Err Is Human - Concord - A Political Crisis - Errors, Common and Uncommon - False Witnesses - The Anatomy of Mistakes- A Fault-finder Speaks - A Lecture on AIDS - A Test for You, Reader - Ungrammatical Gossip - Round Circles and Equal Halves: A Look at Tautology - Comparisons are Odious - In Defence Of A Friend - An Invitation

Spelling and Pronunciation - Pronunciation: Some Tips - More Tips on Pronunciation – Spelling - An Awesome Mess? - Spelling Part II

Module 3

(18 Hours)

Singleness of Meaning - Shades of Meaning - Confusing Pairs - What Is the Difference? - Mismatching Mars the Meaning

The Tense and Related Topics - ‘Presentness’ and Present Tenses- The ‘Presentness’ of a Past Action - Futurity in English - Passivization

Idiomatic Language- ‘Animal’ Expressions - Idiomatic Phrases - ‘Heady’ Expressions - Body Language

Module 4

(18 Hours)

Interrogatives and Negatives - Negatives- How to Frame Questions -What’s What? The Question Tag

Conversational English - Polite Expressions - Some Time Expressions - In Conversation - Is John There Please?

Miscellaneous and General Topics - On Geese and Mongooses - Pluralisation - On Gender and Sexisms

Reading – Kinds of Reading – Recreational Reading – Study-type Reading Survey Reading – The Process of Reading – Readability – The Importance of Reading – Previewing - Skimming

Module 5

(18 Hours)

The world of words- have a hearty meal- word formation-Use the specific word- word games-the irreplaceable word- Let’s play games- body vocabulary

Very Good but Totally Incompetent - Long Live the Comma - The Possessive Case- Letter Writing- Academic Assignments

Get your doubts cleared

Core Text: *Fine-tune Your English* by Dr Mathew Joseph. Orient Blackswan and Mahatma Gandhi University

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For Model II Semester II
COURSE 3 - Issues that Matter

Course Code	EN2CC03
Title of the course	Issues that Matter
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

To sensitize the learners to contemporary issues of concern.

OBJECTIVES

By the end of the course, the learner should be able to:

1. Identify the major issues of contemporary significance
2. Respond rationally and positively to the issues raised
3. Internalise the values imparted through the selections.

COURSE OUTLINE

Module 1

(18 hours)

Luigi Pirandello: War

Judith Wright: The Old Prison

Arundhati Roy: Public Power in the Age of Empire

Module 2

(18 hours)

Bertolt Brecht: The Burning of the Books

W. H. Auden: Refugee Blues

Romila Thapar: What Secularism is and Where it Needs to be Headed

Module 3**(18 hours)**

Zitkala- Sa: A Westward Trip

Bandhumadhav: The Poisoned Bread

Temsula Ao: The Pot Maker

Module 4**(18 hours)**

Khushwant Singh: A Hosanna to the Monsoons

Ayyappa Paniker: Where are the woods, children?

Sarah Joseph: *Gift in Green* [chapter 2] - Hagar: A Story of a Woman and Water**Module 5****(18 hours)**

Ghassan Kanafani: Six Eagles and a Child

Sanchari Pal: The Inspiring Story of How Sikkim Became India's Cleanest State

Indrajit Singh Rathore: Hermaphrodite

Core Text: *Issues that Matter*

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For Model II Semester III

COURSE 5 - Literature and/as Identity

Course Code	EN3CC05
Title of the course	Literature and/as Identity
Semester in which the course is to be taught	3
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

The course is intended to sensitivise students to the various ways in which literature serves as a platform for forming, consolidating, critiquing and re-working the issue of 'identity' at various levels.

OBJECTIVES OF THE COURSE

On completion of the course, the student should be aware of the following:

1. The subtle negotiations of Indigenous and Diasporic identities with-in Literature.
2. The fissures, the tensions and the interstices present in South Asian regional identities.
3. The emergence of Life Writing and alternate/alternative/marginal identities.

COURSE OUTLINE

Module 1 (Diasporic Identities)

(18 hours)

Agha Shahid Ali: I See Kashmir from New Delhi at Midnight

M.G. Vassanji: Leaving

Intiaz Dharker: At the Lahore Karhai

Chitra Banerjee Divakaruni: Indian Movie, New Jersey

Module 2 (South Asian Identities)

(18 hours)

C. V. Velupillai: No State, No Dog

Sadaat Hasan Manto: The Dog of Tetwal

Intizar Hussain: A Chronicle of the Peacocks

Selina Hossain: Double War

Module 3 (Life Writings)

(18 hours)

Malcolm X: “Nightmare”, excerpt from *The Autobiography of Malcolm X*.

Sashi Deshpande: Learning to be a Mother in *Janani – Mothers, Daughters, Motherhood*, (ed.) Rinki Bhattacharya.

Module 4 (Indigenous Identities)

(18 hours)

Excerpts from *Binti*, the Santhal creation song of cosmology, the *Bhilli Mahabharat* and *Garhwali Songs* in *Painted Words - An Anthology of Tribal Literature* - Edited by G. N. Devy.

Amos Tutuola: *The Palm-Wine Drinkard*. [Excerpt]

Module 5 (Alter Identities)

(18 hours)

Nathaniel Hawthorne: The Birth Mark

John Henrik Clarke: The Boy Who Painted Christ Black

Ruskin Bond: The Girl on the Train

Core Text: *Literature and/as Identity*

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For Model II Semester IV

COURSE 6 – Illuminations

Course Code	EN4CC06
Title of the course	Illuminations
Semester in which the course is to be taught	4
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

To acquaint the learners with different forms of inspiring and motivating literature.

OUTLINE OF THE COURSE

At the end of the course, the student shall be able to:

1. maintain a positive attitude to life.
2. evaluate and overcome setbacks based on the insights that these texts provide.

COURSE OUTLINE

Module 1 [Life Sketches] (18 hours)

Helen Keller: Three Days to See
Jesse Owens: My Greatest Olympic Prize
Dominic Lapierre: Mother Teresa

Module 2 [Essays] (18 hours)

Lafcadio Hearn: On Reading
Stephen Leacock: Are the Rich Happy?
A.G. Gardiner: On Courage

Module 3 [Speeches] (18 hours)

J. K. Rowling: The fringe benefits of failure and the importance of imagination
Malala Yousafzai: Nobel Lecture

Module 4 [Short Stories] (18 hours)

Oscar Wilde: The Nightingale and the Rose
George Orwell: The Miser

John Galsworthy: Quality
Paolo Coelho: The Beggar and the Baker

Module 5 [Poems]

(18 hours)

William Ernest Henley: Invictus
Robert Frost: The Road Not Taken
Kahlil Gibran: Of Good and Evil
Joyce Kilmer: Trees

Core Text: *Illuminations*

Core Courses

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COURSE 1 - Methodology of Literary Studies

Course Code	EN1CR01
Title of the course	Methodology of Literary Studies
Semester in which the course is to be taught	1
No. of credits	4
No. of contact hours	108

AIM OF THE COURSE

The course seeks to introduce the student to the major signposts in the historical evolution of literary studies from its inception to the current postcolonial realm.

OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to discern the following:

1. The emergence of literature as a specific discipline within the humanities.
2. The tenets of what is now known as 'traditional' approaches and also that of 'formalism.'
3. The shift towards contextual-political critiques of literary studies.
4. The questions raised by Cultural Studies and Feminism(s)
5. The issues of sublaternity and regionality in the literary domain.

COURSE OUTLINE

Module 1

(18 hours)

Part A: W. H. Hudson: "Some Ways of Studying Literature" from *An Introduction to the Study of Literature*.

Part B: William Shakespeare: Sonnet 116 – "Let Me Not to the Marriage of True Minds"

Module 2

(18 hours)

Part A: Cleanth Brookes: "The Formalist Critics" from the *My Credo* series: *The Kenyon Review*

Part B: Emily Dickinson: "Because I could not stop for Death" (poem 479)

Module 3 (18 hours)

Part A: Terry Eagleton: “What is Literature?” from *Literary Theory: An Introduction*.

Part B: Mahasweta Devi: “Kunti and the Nishadin”

Module 4 (18 hours)

Part A: Lois Tyson: “Feminist Criticism”

Part B: Sara Joseph: “Inside Every Woman Writer”

Module 5 (18 hours)

Part A: Peter Barry: Postcolonial Criticism

Part B: 2 Poems in tandem: Mahmoud Darwish: “Identity Card” and S. Joseph: “Identity Card”

Module 6 (18 hours)

Part A: Pradeepan Pampirikunnu: “What did Literary Histories Say to You?”

Part B: Poikayil Appachan: “No Alphabet in Sight”

Approaching the Course:

Ideally this paper should have a consistent linearity from Module 1 to 6; such a step-by-step progression will help trace the following trajectory effectively: **Traditional** to **Formalist** to **Political-Contextual** to **Feminist** to **Postcolonial** to **Regional-Subaltern** methodologies.

Core Text: *Nuances: Methodology of Literary Studies*. Macmillan and Mahatma Gandhi University

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COURSE 2 – Introducing Language and Literature

Course Code	EN2CR02
Title of the course	Introducing Language and Literature
Semester in which the course is to be taught	2
No. of credits	4
No. of contact hours	108

AIM OF THE COURSE

The course seeks to introduce the student to the basics of English language and literature.

OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to discern the following:

1. The evolution and the differential traits of the English language till the present time.
2. The evolution of literature from antiquity to postmodern times.
3. The diversity of genres and techniques of representation and narration
4. The links between literature and film as narrative expressions.
5. The emergence of British and American Literature through diverse periods

COURSE OUTLINE

Module 1

(18 hours)

Language families - Indo European family of languages: Branches of Indo European - Home of the Indo Europeans - Main characteristics of Indo European languages

Germanic family of Languages: Characteristics - Grimm's Law - Verner's Law. - The position of English in Indo European family

Periods in the history of English language:

Old English period - Old English Dialects - Old English vocabulary

Middle English period - Norman Conquest - Middle English Vocabulary - Middle English dialects - French influence

Modern English period: Early modern English - The Great Vowel Shift - Renaissance and Reformation - The invention of printing - Authors and Books: The Bible - Shakespeare - Milton - Dictionaries - Loan words: Celtic, Scandinavian, Latin, French

Module 2 (18 hours)

Language Varieties

Dialect - Sociolect - Idiolect - Register - Pidgin - Creole -

English Today: Evolution of Standard English - Standard British English - Received Pronunciation - English as Global language - American English - Australian English - General Indian English - African English - Caribbean English - Second language acquisition
Word Formation: Compounding - Derivation - Abbreviation - Onomatopoeic words - Clipping - Acronyms - Portmanteau words

Historical Semantics - Semantic change: Generalisation - Specialisation - Association of Ideas - Euphemism - Popular misunderstanding

Module 3 (36 hours)

Classical Genres: Epic - Drama - Poetry

Modern Genres: Novel - Short Story - Novella

Genre Types:

Poetry - Narrative poetry and lyrical poetry - Elegy - Ode - Sonnet - Ballad - Dramatic Monologue

Drama - Tragedy - Comedy - Closet Drama – Epic Theatre - Theatre of the Absurd

Ambience:

Plot - Character - Point of View - Setting

Module 4 (18 hours)

Film and Literature - Dimensions of Film: Visual, Auditory and Spatial - Film Language:

Montage and Mise-en-scene - Cut and the Shot - Styles of acting – Auteur theory - Adaptation

Module 5 (18 hours)

Periods of Literature: British and American

Old English - Middle English - Renaissance - Restoration - Neo-classical - Romantic - Victorian - Modern - Postmodern - American Crossover - American Transcendentalism

Core text for Modules 1 and 2:

V. Shyamala: *A Short History of English Language*.

Core Texts for Modules 3, 4 and 5:

Mario Klarer: *An Introduction to Literary Studies* [excluding the 4th chapter on 'Theoretical approaches to literature.']

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COURSE 3 – Harmony of Prose

Course Code	EN3CR03
Title of the course	Harmony of Prose
Semester in which the course is to be taught	3
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

The student is given space to mature in the presence of glorious essays, both Western and Non-Western.

OBJECTIVES OF THE COURSE

On completion of the course, the student shall be:

1. familiar with varied prose styles of expression.
2. aware of eloquent expressions, brevity and aptness of voicing ideas in stylish language.

COURSE OUTLINE

Module 1

(18 hours)

Francis Bacon: Of Friendship

Jonathan Swift: The Spider and the Bee

Joseph Addison: Meditations in Westminster Abbey

Module 2

(18 hours)

Samuel Johnson: Death of Dryden

Charles Lamb: Dream Children; a reverie

William Hazlitt: The Fight

Module 3**(18 hours)**

Robert Lynd: Forgetting

Virginia Woolf: A Room of One's Own (an extract)

Aldous Huxley: The Beauty Industry

Module 4**(18 hours)**Nirad C. Choudhari: Indian Crowds (extract from *The Autobiography of an Unknown Indian*)

Amartya Sen: Sharing the World

A. K. Ramanujan: A Flowery Tree: A Woman's Tale

Module 5**(18 hours)**

Kamau Brathwaite: Nation Language

Pico Iyer: In Praise of the Humble Coma

William Dalrymple: The Dancer of Kannur (extract from *Nine Lives*)**Core Text: *Harmony of Prose***

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COURSE 4 – Symphony of Verse

Course Code	EN3CR04
Title of the course	Symphony of Verse
Semester in which the course is to be taught	3
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

To acquaint the student with the rich texture of poetry in English.

OBJECTIVES OF THE COURSE

On completion of the course the students shall have:

1. an understanding of the representation of poetry in various periods of the English tradition.
2. an awareness of the emerging cultural and aesthetic expressions that poetry makes possible.

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COURSE OUTLINE

Module 1 (Renaissance and Restoration)

(18 hours)

Edmund Spenser: One Day I Wrote Her Name
William Shakespeare: Sonnet 130
John Donne: Canonization
John Milton: Lycidas
John Dryden: A Song for St. Cecilia's Day

Module 2 (Romantic Revival)

(18 hours)

William Wordsworth: Lucy Gray
Samuel Taylor Coleridge: Christabel (Part I)
Percy Bysshe Shelley: Ode to the West Wind
John Keats: To Autumn

Module 3 (Victorian)

(18 hours)

Alfred, Lord Tennyson: Ulysses
Robert Browning: Porphyria's Lover
Matthew Arnold: Dover Beach
Christina Rossetti: A Hope Carol

Module 4 (Twentieth Century)

(18 hours)

W. B. Yeats: Easter 1916
T S Eliot: The Love Song of J Alfred Prufrock
Philip Larkin: The Whitsun Weddings
Sylvia Plath: Lady Lazarus

Module 5 (Contemporary)

(18 hours)

A. D. Hope: Australia
Maya Angelou: Phenomenal Woman
Seamus Heaney: Digging
Carol Ann Duffy: Stealing

Core Text: *Symphony of Verse*

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COURSE 5 – Modes of Fiction

Course Code	EN4CR05
Title of the course	Modes of Fiction
Semester in which the course is to be taught	4
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

To acquaint students with various modes of fiction.

OBJECTIVES OF THE COURSE

On completion of the course, the student will have comprehended the categories of British and non- British short fiction, and also the novel as a form of literary expression.

COURSE OUTLINE

Module 1 [Short Fiction: British] (36 hours)

Mary Shelley: The Mortal Immortal
 Jerome K. Jerome: The Dancing Partner
 H. G. Wells: The Stolen Body
 Somerset Maugham: Rain
 G. K. Chesterton: The Blue Cross
 James Joyce: Araby
 Muriel Spark: The Executor
 A. S. Byatt: On the Day E. M. Forster Died

Module 2 [Short Fiction: Non British] (36 hours)

Henry Lawson: The Drover's Wife
 Maxim Gorky: Mother of a Traitor
 Stephen Crane: A Dark Brown Dog
 Katherine Mansfield: A Cup of Tea
 Pearl S Buck: Once upon a Christmas
 Gabriel Garcia Marquez: A Very Old Man with Enormous Wings

Mary Lerner: *Little Selves*
Nadine Gordimer: *Once Upon a Time*

Module 3 [Fiction]

(18 hours)

Charles Dickens: *Great Expectations*

Core Text for Modules 1 and 2: *Modes of Fiction*

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COURSE 6 – Language and Linguistics

Course Code	EN4CR06
Title of the course	Language and Linguistics
Semester in which the course is to be taught	4
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

This course is an introduction to the science of linguistics. It seeks to give an overview of the basic concepts of linguistics and linguistic analysis to the students.

OBJECTIVES OF THE COURSE

This course seeks to achieve the following:

1. To show the various organs and processes involved in the production of speech, the types and typology of speech sounds, segmental & suprasegmental features of the English language, and transcription using IPA.
2. To describe and explain morphological processes and phenomena.
3. To show the various processes involved in the generation of meaning.
4. To enhance students' awareness that natural language is structure dependent and generative and to develop their ability to observe, describe and explain grammatical processes and phenomena.

COURSE OUTLINE

Module 1 [Introduction to Language, Linguistics and Phonetics] (36 hours)

What is Language? - What is Linguistics? Arbitrariness - Duality -Displacement - Cultural transmission

Basic Notions - Phonetics and Phonology - Branches of Phonetics – Articulatory, Acoustic, Auditory

Organs of Speech - Air Stream Mechanism – Pulmonic, Glottal, Velaric

Respiratory System - Phonatory System –Voiced and Voiceless Sounds

Articulatory System - Oral, nasal & nasalised sounds

Classification of Speech Sounds: Consonants and Vowels -

Criteria for Classification of Consonants - The Consonants of English RP

Place of Articulation - Bilabial, Labio-Dental, Dental, Alveolar, Post-Alveolar, Palato-Alveolar, Palatal & Velar Sounds
Manner of Articulation – Plosives, Fricatives, Affricates, Nasals, Lateral, Frictionless Continuants, Semi-Vowels, Trills & Taps
Criteria for Classification of Vowels - The Vowels of English RP
Tongue height: Close Vowels, Open Vowels, Half-Close Vowels, Half-Open Vowels
Part of the Tongue Raised: Front Vowels, Back Vowels, and Central Vowels
Position of Lips: Rounded Vowels, Unrounded Vowels
Diphthongs: Monophthongs and Diphthongs, Falling and Rising Diphthongs, Centring and Closing Diphthongs, Fronting and Retracting Diphthongs
Cardinal Vowels
 Vowel Diagram – Diphthongs - Tense and lax Vowels
Phonemes and Allophones
 Phone, Phoneme, Minimal pairs - Allophone, Aspiration, Dark and Clear / l /
 Contrastive Distribution and Complementary Distribution
Syllable
 What is a syllable? - Syllabic Structure – Onset, Nucleus, Coda - Syllabic Consonants
 Consonant Clusters, Abutting Consonants
Suprasegmentals
 Segmentals and Suprasegmentals - Suprasegmental Phonemes
 Word Stress - Sentence Stress - Weak forms and Strong Forms
 Rhythm – Intonation - Tone, Tonic Syllable, Tonicity - Intonation patterns
 Intonation – Functions
Juncture
Liasion
Assimilation
Elision
Linking / r / and Intrusive / r /
Transcription
 The incongruity between spelling and pronunciation in English
IPA
Broad and narrow Transcription
Transcription Practice

Module 2 [Morphology]

(36 hours)

Basic Notions
 What is morphology?
 Morph, Morpheme
Morpheme Types and Typology
 Free and bound morphemes
 Root, Base, Stem
 Different types of affixes: Prefix, Suffix, Infix
 Inflection
 Inflectional and derivational affixes
 Class-changing and class- maintaining affixes
Allomorphy
 Allomorph
 Zero Morph
 Conditioning of allomorphs: Phonological & Morphological

Word

Why is a word a difficult concept to define in absolute terms?

Lexeme

Form class and Function Class words

Morphological Operations/Processes

Affixation

Reduplication

Ablaut

Suppletion

Structure of Words

Simple Words

Complex Words

Compound Words

SEMANTICS

Basic Notions

What is semantics?

Lexical and grammatical meaning

Sense, reference, referent

Sense Relations

Synonymy – Antonymy – Hyponymy – Homonymy – Homography – Polysemy – Metonymy

– Ambiguity – Tautology - Collocation

Module 3 [Syntax & Branches of Linguistics]

(18 hours)

Basic Notions

What is syntax?

Grammar

Grammaticality and Acceptability

Descriptive and Prescriptive Grammar

Synchronic and Diachronic Grammar

Syntagmatic and Paradigmatic Relationships

Sign, Signified and Signifier

Langue and Parole

Competence and Performance

Introduction to theories on Grammar

Traditional Grammar

Problems with traditional Grammar

Structural grammars

Phrase Structure Grammars

Transformational Generative Grammars

Kernel Sentences

Deep and Surface Structures

One question from the essay section will be compulsory and shall deal with transcribing a passage of five lines of conversation and a set of five words using IPA symbols.

READING LIST

S. K. Verma and N. Krishnaswamy: *Modern Linguistics: An Introduction*. New Delhi: OUP, 1989.

H. A. Gleason: *Linguistics and English Grammar*. New York: Holt, Rinehart & Winston, Inc., 1965.

Radford A, Atkinson M, Britain D, Clahsen H and Spencer A: *Linguistics - An Introduction*. Cambridge University Press, Cambridge, 1999

Robins R H: *General Linguistics: An Introductory Survey*, Longman Group Limited, London: 1971

Fasold R. W. and Connor-Linton J (ed.): *An Introduction to Language and Linguistics*, Cambridge University Press, Cambridge, 2006

Daniel Jones: *The Pronunciation of English*. New Delhi: Blackie and Sons, 1976

A. C. Gimson. *An Introduction to the Pronunciation of English*. London: Methuen, 1980.

J. D. O'Conner. *Better English Pronunciation*. New Delhi: CUP, 2008.

T. Balasubramanian. *A Textbook of English Phonetics for Indian Students*. New Delhi: Macmillan, 1981.

T. Balasubramanian. *English Phonetics for Indian Students: A Workbook*. New Delhi: Macmillan, 1992.

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COURSE 7 – Acts on the Stage

Course Code	EN5CR07
Title of the course	Acts on the Stage
Semester in which the course is to be taught	5
No. of credits	4
No. of contact hours	108

AIM OF THE COURSE

The course seeks to introduce the student to select theatre texts that form the canon of English drama.

OBJECTIVES OF THE COURSE

On completion of the course, the student shall be:

1. familiar with the works of the playwrights included in the course.
2. informed about the broad genre-based nuances in the realm of drama.
3. able to appreciate and critique drama as an art form.

COURSE OUTLINE

Module 1 **(72 Hours)**

William Shakespeare: *King Lear*

Module 2 **(36 Hours)**

One Act Plays

George Bernard Shaw: *The Dark Lady of the Sonnets*

Anton Chekov: *The Boor*

Maurice Maeterlinck: *The Intruder*

John Galsworthy: *Strife*

Core Text: *Acts on the Stage*

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COURSE 8 – Literary Criticism and Theory

Course Code	EN5CR08
Title of the course	Literary Criticism and Theory
Semester in which the course is to be taught	5
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

The course seeks to introduce students to the major signposts in Literary Criticism, Literary Theory and Indian Aesthetics.

OBJECTIVES OF THE COURSE

On completion of the course, the student:

1. will have awareness about the major developments in literary criticism from the ancient times to the twentieth century.
2. will be initiated to the realm of literary theory and major theoretical schools.
3. will have awareness about the chief strains of Indian literary criticism.
4. will be able to analyse short poetical pieces critically.

COURSE OUTLINE

Module 1 [Literary Criticism]

(36 hours)

- A. Classical Criticism**
Plato - Aristotle
- B. Neoclassical Criticism**
Neoclassicism in England - Dryden, Pope, Aphra Behn, Samuel Johnson
- C. Romantic criticism**
German Idealism - British Romantic criticism: Wordsworth, Coleridge
- D. Victorian Criticism**
Matthew Arnold
- E. From Liberal Humanism to Formalism**
The poetics of Modernism: Yeats, Pound, Eliot
Formalism - Russian Formalism: Boris Eichenbaum, Mikhail Bakhtin, Roman Jakobson- New Criticism: John Crowe Ransom, Wimsatt and Beardsley

F. Early 20th Century Criticism

F. R. Leavis - Marxist and Left Wing critics - Early feminist critics: Virginia Woolf, Simone de Beauvoir

From M. A. R Habib: *Literary Criticism from Plato to the Present: An Introduction*. Oxford: Wiley Blackwell, 2011

Module 2 [Literary Theory]

(36 hours)

A. Structuralism - Poststructuralism - Deconstruction - Psychoanalysis

B. Ideology and Discourse

C. Postmodernism

From Mary Klages: *Literary Theory: A Guide for the Perplexed*. London: Continuum, 2008.

Module 3 [Indian Aesthetics & Practical Criticism]

(18 hours)

A. Indian Aesthetics

Rasa - Dhvani - Vakrokti

From G. Balamohan Thampi: *Essays on Eastern Aesthetics*

B. Practical Criticism

Critical analysis of poetry

Based on Neil McCaw: Close Reading (Chapter 3 of *How to Read Texts: A Student Guide to Critical Approaches and Skills*. London: Viva-Continuum, 2008.)

Note: A compulsory question on practical criticism to be included in Section B (5 Marks) of the Question Paper

Core Text: *Literary Criticism and Theory*

MAHATMA GANDHI UNIVERSITY
SYLLABI FOR CORE COURSES - UG PROGRAMMES
2017 ADMISSIONS ONWARDS
COURSE 9 – Indian Writing in English

Course Code	EN5CR09
Title of the course	Indian Writing in English
Semester in which the course is to be taught	5
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

The course is intended to sensitivise students to the various ways in which literature written in English, in the Indian sub-continent serves as a platform for forming, consolidating, critiquing and re-working the issue of national ‘identity’ at various levels.

OBJECTIVES OF THE COURSE

On completion of the course, the student should be aware of the following:

1. The subtle flavours that distinguish the ‘Indian’ quotient in English writings from India.
2. The different concerns that Indian English writers share, cutting across sub-nationalities and regionalities.
3. The *locus standi* of diasporic ‘Indian’ writers.

COURSE OUTLINE

Module 1 (Poetry)

(18 Hours)

Henry Derozio: The Harp of India
 Nissim Ezekiel: The Patriot
 Jayanta Mahapatra: Freedom
 Kamala Das: Introduction
 Dom Moraes: Absences

Module 2 (Fiction)

(18 Hours)

Anita Nair: *Ladies Coupe*

Module 3 (Drama)

(18 Hours)

Girish Karnad: *Tughlaq*

Module 4 (Short Fiction)

(18 Hours)

R. K. Narayan: The Antidote

Salman Rushdie: The Free Radio

Jhumpa Lahiri: The Interpreter of Maladies

Chitra Banerjee Divakaruni: Mrs Dutta Writes a Letter

Module 5 (Prose)

(18 Hours)

Rabindranath Tagore: Nationalism in India

B. R. Ambedkar: Back from the West and Unable to Find Lodging in Baroda

Satyajit Ray: Odds Against Us

Amitav Ghosh: The Imam and the Indian

Core Text: *Indian Writing in English*

MAHATMA GANDHI UNIVERSITY
SYLLABI FOR CORE COURSES - UG PROGRAMMES
2017 ADMISSIONS ONWARDS

COURSE – Environmental Science and Human Rights

Course Code	EN5CREN01
Title of the course	Environmental Science and Human Rights
Semester in which the course is to be taught	5
No. of credits	4
No. of contact hours	90

Core module syllabus for Environmental Studies & Human Rights for under-graduate courses of all branches of higher education

VISION

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 and World Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues.

India is rich in biodiversity which provides various resources for people. Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution has been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment has so far not received adequate attention in our academic programme. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in college education. Accordingly, the matter was considered by UGC and it was decided that a

six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

The syllabus of environmental studies includes five modules including human rights. The first two modules are purely environmental studies according to the UGC directions. The second two modules are strictly related with the core subject and fifth module is for human rights.

OBJECTIVES

Environmental Education encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues by developing and enhancing critical and creative thinking skills. It helps to foster a new generation of informed consumers, workers, as well as policy or decision makers.

Environmental Education helps students to understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, as well as ways we can take action to keep our environment healthy and sustainable for the future. It encourages character building, and develops positive attitudes and values.

To develop the sense of awareness among the students about the environment and its various problems and to help the students in realizing the inter-relationship between man and environment and helps to protect the nature and natural resources.

To help the students in acquiring the basic knowledge about environment and the social norms that provides unity with environmental characteristics and create positive attitude about the environment.

Module I

(18 hours)

Unit 1: Multidisciplinary nature of environmental studies - Definition, scope and importance
Need for public awareness.

Unit 2: Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems.

- a) Forest resources: Use and over-exploitation, deforestation: case studies - Timber extraction, mining, dams and their effects on forest and tribal people.
- b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources: case studies.
- d) Food resources: World food problems - changes caused by agriculture and overgrazing - effects of modern agriculture – fertilizer & pesticide problems – water logging – salinity: case studies.
- e) Energy resources: Growing energy needs - renewable and non renewable energy sources - use of alternate energy sources: case studies.
- f) Land resources: Land as a resource - land degradation - man induced landslides – soil

erosion and desertification.

Role of individual in conservation of natural resources - Equitable use of resources for sustainable life styles.

Unit 3: Ecosystems

Concept of an ecosystem - Structure and function of an ecosystem - Producers, consumers and decomposers - Energy flow in the ecosystem.

Ecological succession - Food chains, food webs and ecological pyramids.

Introduction, types, characteristic features, structure and function of the given ecosystem - Forest ecosystem

Module II

(26 hours)

Unit 1: Biodiversity and its conservation

Introduction - Bio-geographical classification of India

Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.

India as a mega-diversity nation.

Hot-spots of biodiversity

Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts -

Endangered and endemic species of India

Unit 2: Environmental Pollution

Definition - Causes, effects and control measures of: Air pollution - Water pollution - Soil pollution - Marine pollution - Noise pollution - Thermal pollution - Nuclear hazards

Solid Waste Management: Causes, effects and control measures of urban and industrial wastes

Role of an individual in prevention of pollution - Pollution case studies

Disaster management: floods, earthquake, cyclone and landslides

Unit 3: Social Issues and the Environment

Urban problems related to energy - Water conservation, rain water harvesting, watershed management

Resettlement and rehabilitation of people: its problems and concerns: case studies

Environmental ethics: Issues and possible solutions

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust: case studies - Consumerism and waste products

Environment Protection Act - Air (Prevention and Control of Pollution) Act – Water

(Prevention and control of Pollution) Act - Wildlife Protection Act - Forest Conservation Act

Issues involved in enforcement of environmental legislation - Public awareness

Module III

(10 hours)

Jean Giono: *The Man Who Planted Trees*

K. Satchitanandan: Hiroshima Remembered

Module IV

(10 hours)

Bessie Head: Heaven is not Closed

Safdar Hashmi: Machine

Module V

(26 hours)

Unit 1: Human Rights

An Introduction to Human Rights: Meaning, concept and development - Three Generations of Human Rights (Civil and Political Rights, Economic, Social and Cultural Rights).

Unit 2: Human Rights and United Nations

Contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

Unit 3: Environment and Human Rights

Right to Clean Environment and Public Safety

Issues of Industrial Pollution - Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies - Issues of Waste Disposal - Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies and policy formulation.

Conservation issues of Western Ghats: Mention Gadgil committee report, Kasthuri Rangan report.

Over-exploitation of ground water resources, marine fisheries, sand mining, etc.

Internal: Field study

Visit to a local area to document environmental grassland/ hill /mountain

Visit a local polluted site: Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds, etc

Study of simple ecosystem: pond, river, hill slopes, etc

(Field work Equal to 5 lecture hours)

REFERENCES

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- Cunningham, W. P., Cooper, T. H., Gorhani, E & Hepworth, M. T. 2001 *Environmental Encyclopaedia*, Mumbai: Jaico. (Ref)
- De A. K. *Environmental Chemistry*, Wiley Eastern. (Ref)
- Down to Earth*, Centre for Science and Environment (Ref)
- Heywood, V. H & Watson, R. T. 1995. *Global Biodiversity Assessment*, Cambridge UP (Ref)
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- Trivedi R. K. *Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards*, Vol I and II, Enviro Media (Ref)
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Human Rights

- Amartya Sen. *The Idea Justice*. New Delhi: Penguin, 2009.
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- Law Relating to Human Rights*. Asia Law House, 2001.
- Shireesh Pal Singh, *Human Rights Education in 21st Century*. New Delhi: Discovery
- S. K. Khanna. *Children and the Human Rights*. Common Wealth, 2011.
- Sudhir Kapoor. *Human Rights in 21st Century*. Jaipur: Mangal Deep, 2001.

United Nations Development Programme. *Human Development Report 2004: Cultural Liberty in Today's Diverse World*. New Delhi: Oxford UP, 2004.

Six months compulsory core module course in Environmental Studies & Human Rights for undergraduates

Teaching Methodologies

The core Module Syllabus for Environmental Studies includes class room teaching and Field Work. The syllabus is divided into five modules covering 72 lectures. The first two modules will cover 44 lectures which are class room based to enhance knowledge skills and attitude to environment. The third and fourth is based on subject related environmental studies which will be covered in 20 lecture hours and would provide student a multidisciplinary knowledge on environmental issues in relation with the core subject. Human rights is also included in the fifth module and 8 lectures are set apart for that. Field study is one of the most effective learning tools for environmental concerns and is purely for internal evaluation. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process.

Course material provided by UGC for class room teaching and field activities be utilized.

The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose.

Environmental Core Module shall be integrated into the teaching programmes of all undergraduate courses.

Core Text for Module 3 & 4: *Greening Knowledge*

MAHATMA GANDHI UNIVERSITY
SYLLABI FOR CORE COURSES - UG PROGRAMMES
2017 ADMISSIONS ONWARDS
COURSE 10 – Postcolonial Literatures

Course Code	EN6CR10
Title of the course	Postcolonial Literatures
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

To familiarize the students the varied dimension s of postcolonial subjectivity through theory and literature.

OBJECTIVES OF THE COURSE

On completion of the course, the student will:

1. be aware of the social, political, cultural aspects of postcolonial societies.
2. realise the impact of colonialism and imperialism on native cultural identities.
3. get an insight into the links between language, history and culture.

COURSE OUTLINE

Module 1 [The Domain] (36 hours)

Bill Ashcroft, Gareth Griffiths and Helen Tiffin: Introduction of *The Empire Writes Back*
Edward Said: Orientalism [an excerpt]
Frantz Fanon: The Fact of Blackness

Module 2 [Poetry] (18 hours)

Faiz Ahmed Faiz: A Prison Evening
A. K. Ramanujan: Small Scale Reflections on a Great House
David Malouf: Revolving Days
Wole Soyinka: Civilian and Soldier
Margaret Atwood: Journey to the Interior

Module 3 [Fiction]

(18 hours)

Peter Carey: *Jack Maggs*

Module 4 [Drama]

(18 hours)

Ngugi wa Thiong'o: *The Trial of Dedan Kimathi*

Core Text: *Postcolonial Literatures*

MAHATMA GANDHI UNIVERSITY
SYLLABI FOR CORE COURSES - UG PROGRAMMES

2017 ADMISSIONS ONWARDS

COURSE 11 – Women Writing

Course Code	EN6CR11
Title of the course	Women Writing
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

To introduce the theoretical and literary responses by women and the concerns that govern feminist literature.

OBJECTIVES OF THE COURSE

On completion of the course, the students will be able to:

1. critically respond to literature from a feminist perspective.
2. realize how the patriarchal notions pervade in the social and cultural scenario and how feminism exposes these notions.
3. identify how stereotypical representations of women were constructed and how these are subverted by feminist writing

COURSE OUTLINE

Module 1 [Essays] (36 hours)

Betty Friedan: The Problem that has No Name (Chapter 1 of *The Feminine Mystique*)
Elaine Showalter: Towards a Feminist Poetics
Patricia Hill Collins: Mammies, Matriarchs and Other Controlling Images (Chapter 4 of *Black Feminist Thought* pp. 79-84)

Module 2 [Poetry] (18 hours)

Anna Akhmatova: Lot's Wife
Mamta Kalia: After Eight Years of Marriage
Julia Alvarez: Women's Work
Meena Alexander: House of a Thousand Doors

Sutapa Bhattacharya: Draupadi
Kristine Batey: Lot's Wife
Vijayalakshmi: Bhagavatha

Module 3 [Short Fiction]

(18 hours)

Charlotte Perkins Gilman: The Yellow Wallpaper
Willa Cather: A Wagner Matinee
Isabel Allende: And of the Clay We Created
Sara Joseph: The Passion of Mary

Module 4 [Fiction]

(18 hours)

Alice Walker: *The Color Purple*

Core Text: *Women Writing*

MAHATMA GANDHI UNIVERSITY
SYLLABI FOR CORE COURSES - UG PROGRAMMES
2017 ADMISSIONS ONWARDS
COURSE 12 – American Literature

Course Code	EN6CR12
Title of the course	American Literature
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

To enable the students to have a holistic understanding of the heterogeneity of American culture and to study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts.

OBJECTIVES OF THE COURSE

At the end of the course, the student shall be:

1. familiar with the evolution of various literary movements in American literature.
2. acquainted with the major authors in American Literary History.

COURSE OUTLINE

Module 1 [Prose] (18 hours)

M. H Abrams: Periods of American Literature in *A Glossary of Literary Terms*
 Robert E. Spiller: The Last Frontier in *The Cycle of American Literature*
 Ralph Waldo Emerson: Gifts
 James Baldwin: If Black English isn't Language, then Tell me, What is?

Module 2 [Poetry] (18 hours)

Walt Whitman: I Hear America Singing
 Emily Dickinson: I dwell in Possibility
 Robert Frost: Love and a Question
 e. e. cummings: Let's Live Suddenly without Thinking
 Langston Hughes: Let America be America Again
 Allen Ginsberg: A Supermarket in California
 Adrienne Rich: In a Classroom

Marianne Moore: Poetry

Module 3 [Short Story]

(18 hours)

Nathaniel Hawthorne: My Kinsman, Major Molineux

Edgar Allan Poe: The Purloined Letter

Mark Twain: How I Edited an Agricultural Paper

Leslie Marmon Silko: Lullaby

Kate Chopin: A Respectable Woman

Module 4 [Drama]

(18 hours)

Arthur Miller: *The Crucible*

Module 5 [Novel]

(18 hours)

Harper Lee: *To Kill a Mocking Bird*

Core Text: *American Literature*

MAHATMA GANDHI UNIVERSITY
SYLLABI FOR CORE COURSES - UG PROGRAMMES
2017 ADMISSIONS ONWARDS
COURSE 13 – Modern World Literature

Course Code	EN6CR13
Title of the course	Modern World Literature
Semester in which the course is to be taught	6
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

To make the students aware of the stupendous variety that resides in Literatures the world over.

OBJECTIVES OF THE COURSE

On completion of the course, the students should be able to discern the following:

1. That literatures the world over engage in very deep ways with the vicissitudes of life.
2. World literatures often defy genres/regionalities and canonical assumptions to emerge as a platform where poetics and politics fuse.
3. The notion of Major and Minor, Central and Peripheral literatures is a myth.

COURSE OUTLINE

Module 1 [Poetry] (18 hours)

Marina Tsvetaeva: Meeting
 Federico Garcia Lorca: New Heart
 Pablo Neruda: Ars Poetica
 Leopold Sedar Senghor: Black Woman
 Wizlawa Szymborska: The Terrorist, He's Watching
 Adonis: Nothing but madness remains
 Bei Dao: The Answer
 Ko Un: A Poet's Heart

Module 2 [Short Stories: European] (18 hours)

Leo Tolstoy: God Sees the Truth, but Waits
 Bjornstjerne Bjornson: The Father
 Franz Kafka: Before the Law

Bertolt Brecht: *The Monster*
Albert Camus: *The Guest*
Javier Marias: *The Life and Death of Marcelino Iturriaga*

Module 3 [Short Stories: Non-European]

(18 hours)

Ryunosuke Akutagawa: *In a Grove*
Jorge Luis Borges: *The Garden of Forking Paths*
Naguib Mahfouz: *Half of a Day*
Julio Cortazar: *Continuity of Parks*
Danilo Kis: *The Encyclopaedia of the Dead*
Juan Gabriel Vasquez: *The Dogs of War*

Module 4 [Novel]

(18 hours)

Italo Calvino: *The Cloven Viscount*

Module 5 [Drama]

(18 hours)

Eugene Ionesco: *Chairs*

Core Text: *Modern World Literature*

Complementary Courses

MAHATMA GANDHI UNIVERSITY

SYLLABI FOR COMPLEMENTARY COURSES - UG PROGRAMMES

2017 ADMISSIONS ONWARDS
SEMESTER 3 (BA English Model 1 & Model 2)

COURSE 3: The Evolution of Literary Movements: The Shapers of Destiny

Course Code	EN3CM03
Title of the course	The Evolution of Literary Movements: The Shapers of Destiny
Semester in which the course is to be taught	3
No. of credits	4
No. of contact hours	108

1. AIM OF THE COURSE

To make the learner aware of the way in which history shapes the life and literature of a people

2. OBJECTIVES OF THE COURSE

- To give the learner a comprehensive overview of the history of Britain and its impact upon the rest of the world
- To enable him to understand English literature in the light of historical events
- To analyse the manner in which a person is moulded by the historical events of his personal and communal life

3. COURSE OUTLINE

Module 1: Moulding and Being Moulded

18 hours

Early settlers and invaders- the Iberians, the Celts and Romans, the Angles, Saxons, Jutes. The Anglo Saxon heptarchy- The coming of Christianity- Theodore of Tarsus and the organization of the church- Alfred the Great – St. Dunstan and Edgar – Canute the Danish king- Edward the Confessor, Harold Godwin- Society and literature of the time-the Witangemot -the Anglo Saxon Chronicle, Beowulf, Caedmon, Cynewulf, Venerable Bede and others-

Module 2: The True Briton

36 hours

Normans: the last invaders –William the Conqueror –the reforms of Henry I- Feudalism- the Angevin kings - the struggle between the church and the state, St. Thomas Becket – the universities of Oxford and Cambridge–the Guilds - Richard the Lionheart and the Crusades- the Magna Carta- Henry III – Simon de Montfort, and the Parliament- Edward I, annexation of Wales, Scotland and Ireland – Edward II and Edward III – The Black Death, The Hundred Years War, The Peasants Revolt – the effects of these on society and literature- The Wars of the Roses – Chaucer and the growth of the East Midland dialect into standard English – Growth of drama and stage performances- Chaucer’s contemporaries- John Wycliffe and the Lollards..

Module Three : Britannia Rules the Waves

36 hours

The Tudor Dynasty- benevolent despots – Renaissance – maritime discoveries – the scientific temper and scientific inventions- flamboyant Henry VIII, Reformation- religious persecution- Thomas More, Erasmus, Thomas Cromwell-The Book of Common Prayer- Elizabeth I- Shakespeare – nest of singing birds- Francis Drake- peace and prosperity- The Stuarts and the Divine Right Theory- The Authorised Version- The Civil War- Oliver Cromwell and the Protectorate – John Milton- the Jacobean playwrights – Restoration- Caroline writers- The Whigs and Tories- Queen Anne and the expansion of colonialism – The Glorious Revolution

Module Four : A Precious Stone Set in the Silver Sea

18 hours

The United Kingdom today- Physical features of the British Isles, geography, demography – Customs and practices – myths and legends –the growth and development of the English language –the position held by the UK in today’s world

Reading List

1. Trevelyan, G. M. Illustrated English Social History (Vol 1-6). England: Penguin, 1968.
2. Churchill, Winston. A History of the English Speaking Peoples (Vol 1-12). London: Cassel and Co., 1966.
3. Nehru, Jawaharlal. Glimpses of World History. New Delhi: Penguin, 2004.
4. Alexander, Michael (ed.) A History of English Literature. New York: Palgrave-Macmillan, 2007.
5. Sampson, George (ed.) A History of English Literature. Delhi: Foundation, 2004.
6. Thorndike, Lynn. Encyclopedia of World Civilization (Vol 2). Delhi: Shubi Publications, 1990.
7. Yeats, W. B. Writings on Irish Folklore Legend and Myth. London: Penguin, 1999.
8. Warner, Marina. From the Beast to the Blond. London: Vintage, 1995.

4. Core Text: Susan Varghese. *Evolution of Literary Movements: The Shapers of Destiny*. Current Books.

MAHATMA GANDHI UNIVERSITY

SYLLABI FOR COMPLEMENTARY COURSES - UG PROGRAMMES

2017 ADMISSIONS ONWARDS

SEMESTER 4 (BA English Model 1 & Model 2)

COURSE 4: The Evolution of Literary Movements: The Cross Currents of Change

Course Code	EN4CM04
Title of the course	The Evolution of Literary Movements: The Cross Currents of Change
Semester in which the course is to be taught	4
No. of credits	4
No. of contact hours	108

AIM OF THE COURSE

To enable students to have a notion of the evolution of literature and to help them perceive the interplay of social processes and literature

OBJECTIVES OF THE COURSE

By the end of the course it is hoped that:

1. students will be competent to understand literature against the backdrop of history.
2. students will be inspired to contribute dynamically to historical and literary processes.

COURSE OUTLINE

Module 1 [Literature and Revolution] (36 hours)

- a. The interaction between the French Revolution and the literature of the age
- b. Literature in the context of the Russian Revolution

Module 2 [Literature and Renaissance] (18 hours)

- a. The social context of the burgeoning of literature in Latin America
- b. Kerala at the dawn of awakening

Module 3 [Literature and Liberation] (36 hours)

- a. Literature and feminism
- b. Dalit writing

Module 4 [Literature and the Third World]

(18 hours)

- a. Articulating the Postcolonial Experience
- b. An overview of New Literatures

Core Text: Dr B Keralavarma. *Evolution of Literary Movements: The Cross-currents of Change.*