RANI CHANNAMMA UNIVERSITY
BELAGAVI

SYLLABUS FOR M.A IN ENGLISH
Under CBCS Programme

With effect from the academic year
2017-18

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Semester-I

Paper –1.1: British Literature - 1
(Fourteenth to Eighteenth Centuries)

Objectives:

- To critically engage with representative mainstream English literature from the fourteenth to the eighteenth century, through selected texts and background readings.
- To discuss a variety of texts in relation to their historical contexts.
- To help the students to develop independent critical thinking in their analysis of literary texts and to interrogate superimposed schema and period descriptions which ignore or gloss over the many complex relations between authors and their cultures.

UNIT- I

1. Douglas Gray, ‘Medieval Literature and the Medieval World’
2. Geoffrey Chaucer, Prologue to The Canterbury Tales
3. ‘The Magician, the Heretic, and the Playwright: Faustus, Marlowe, and the English Stage’ (Section Introduction and Selections in the Norton Anthology)
4. Christopher Marlowe, Doctor Faustus

UNIT - II

- Seventeenth-Century Politics, Religion, and Culture: royal absolutism vs. parliamentary or popular sovereignty, monarchy vs. republicanism, Puritanism vs. Anglicanism, church ritual and ornament vs. iconoclasm, toleration vs. religious uniformity, etc. and the trial and execution of Charles I.

1. John Donne – The Canonization
2. Richard Crashaw : An Epitaph Upon Husband & Wife
3. Andrew Marvell – The Definition of Love
4. John Milton, Paradise Lost, Book – IX
5. John Dryden, ‘Portrait of Achitophel’
UNIT - III
1. Afternoon (From The Female Tattler No. 9)
2. Evening : Pleasure Gardens (from Norton Anthology)
3. John Newton, from Thoughts upon the African Slave Trade

UNIT - IV
1. Henry Fielding : History of Tom Jones
2. R.B. Sheridan : The School for Scandal

Suggested Reading
1. The Norton Anthology of English Literature
2. David Daiches, A Critical History of English Literature (4 Vols)
3. Arnold Kettle, The English Novel (2 Vols)
4. Ian Jack, The Augustan Satire
7. Boris Ford (Ed), Pelican Guide to English Literature (8 Vols)
8. Herbert Grierson, Metaphysical Poets
1.2 Introduction to Linguistics

Objectives:
- To introduce the students to the basic concepts in Linguistics
- To instill basic understanding of the different levels of analysis in Linguistics
- To introduce the learners to the assumptions and basic concepts of structural linguistics and transformational grammar

Unit - I
1. Language as a symbolic system
2. Animal communication and human language
3. The nature of language

Unit - II
1. What and Why of Linguistics
2. Branches of Linguistics
3. History of Linguistics,
4. Applications of Linguistics

Unit - III
1. Diachronic variations
2. Synchronic variations : Dialect, Register, Idiolect and the notion of acceptability
3. Language and Gender

Unit - IV
1. The Structural Critique of Traditional Grammars
2. Structural Linguistics
3. Discovery Procedure

Unit - V
1. Competence and Performance
2. Generative Grammar
3. Language Universals
Suggested Readings

1. John Lyons, Language and Linguistics (Chapters 1, 2, 6 and 9)
2. Crystal, David: What is Linguistics? (Chapters 1-3)
3. Dinneen, F.P. : An Introduction to General Linguistics (Chapter 1)
4. Gleason, H.A. : An Introduction to Descriptive Linguistics (Chapter 1, 4 and 24)
5. Robins, R. H.: General Linguistics : An Introductory Survey (Chapter 1 and 2)
7. Krisnaswamy, N.: Linguistics for Language Teachers
1.3 Gender Studies

Objectives:
- To highlight the different aspects of the gender question
- To read texts that explore the experiences of those marked or marginalized by gender or sexuality, or that acknowledges the socially constructed character of gender.
- To understand the psychodynamics of female creativity
- To understand the significance of women’s narratives, their comments on issues ranging from patriarchy to community and spirituality
- To celebrate the transformative impact of Gender Studies on humanities

Unit – I
1. **Key Concepts**: Gender, Sexuality, Sexual difference, The Other, Body, Desire, Patriarchy, Gender Stereotypes, Language and Representation, Gynocriticism, Androgyny, Gender and language, Feminisms,
2. **Social Practices**: Sati, Dowry, Rape, Widowhood, Female foeticide, Prostitution
3. **History**: An overview of women’s struggles and development of feminist theories

Unit – II
1. Mary Wollstonecraft, ‘A Vindication of the Rights of Women’ (1792)
2. Simone de Beauvoir, ‘Introduction, Second Sex’ (1949)
4. V. Geeta, ‘God Made you Different, Nature Made us Different’

Unit – III
1. Jamaica Kincaid, ‘Girl’
2. Ismat Chughtai, ‘The Quilt’
3. Mahasveta Devi, ‘Draupadi’

Unit – IV
1. Mamata Kalia, ‘Tribute to Papa’
2. Eunice de Souza, ‘Catholic Mother’
3. Imtiaz Dharker, ‘Purdah I’
4. Taslima Nasrin, ‘At the Back of Progress’

**Suggested Reading**

7. K. K. Ruthven, *Feminist Literary Studies : An Introduction*
8. Toril Moi, *Sexual/Texual Politics : Feminist Literary Theory*
14. *Nine Indian Women Poets*
1.4 Indian English Literature

Objectives:
- To enable the students to develop overall perspective and understanding of Indian English Literature
- To help them to engage themselves with several problems and issues and the major debates in the area.

Unit - I
1. The 19th Century British idea of India and the ideology of colonialism: colonizer/colonized relations
2. The Indian response to the ideology of colonialism
   a. Assimilation and imitation
   b. Sense of nationalism
   c. Forms of resistance against colonial control
3. The discourse of cultural decolonization
5. Tradition and Modernity

Unit - II
1. Tagore: ‘Nationalism in India’
4. G.N. Devy: After Amnesia

Unit - III:
1. Jayant Mahapatra: Hunger
3. A.K. Ramanujan: Still Another View of Grace
4. Kamala Das: The Old Playhouse

Unit - IV
1. Mahesh Dattani: Tara
2. Badal Sarkar: Evam indrajit
3. Amitav Ghosh: The Shadow Lines
4. Arun Joshi: The Apprentice
Suggested Reading

Histories of IEL

1. Naik, M. K. : *A History of Indian English Literature*
4. C.D. Narasimhaiah : “Towards an Understanding of the Species called ‘Indian Writing in English’”
5. M.K. Naik : “The Literary Landscape : The Nature and Scope of Indian English Fiction” and “Retrospect and Prospect” in *A History of Indian English Literature*
6. Meenakshi Mukherji : ‘Anxiety of Indianness’
9. Dallmayr, F and G. N. Devy : *Between Tradition and Modernity*
10. Naik, M. K. : *Perspectives on Indian Prose in English*
11. King, Bruce : *Modern Indian Poetry in English*
12. Prasad G. J. V. : *Continuities in Indian English Poetry*
1.5 American Literature

Objectives
- To discuss issues of race, class and gender in the context of American literary landscape
- To trace the development of the major ideas and attitudes expressed in American literature
- To analyze, interpret, and evaluate representative texts, movements and authors in the American tradition

Unit - I
1. Foundations of American Literature, Religious and sectarian strife, the trans-Atlantic migration, the Frontier, Westward Movement
2. Puritanism, Transcendentalism
3. Harlem Renaissance and literary representations of race
   ‘The American Dream’

Unit - II
1. Mark Twain : The Huckleberry Finn
2. Toni Morrison : The Sula

Unit - III
1. Emerson : Self Reliance
2. Henry Thoreau : Civil Disobedience
3. Tennessee Williams : A Streetcar Named Desire
4. Booker T Washington : My Struggle for an Education

Unit - IV
1. Walt Whitman : ‘When Lilacs Last in the Dooryard Bloom’d’
2. Robert Frost : “Stopping by Woods on a Snowy Evening”
4. Langston Hughes : Mother to Son
5. Emily Dickinson : Because I could Not Stop for Death
Suggested Reading

3. Lammager: The American Mind
4. N. Foester: Humanism and America
5. Max Lerner: American as a Civilization
1.6 Basic Core

Introduction to the ‘Study’ of Language and Literature:
Language Skills, Research Skills and Literary Historiography

Objectives:
- To give practical advice on the most important techniques and processes involved in the ‘study’ of literature
- To take the student through reading a text, preparing for courses, making presentations, finding and using secondary material and writing research proposals and papers
- To introduce issues in literary historiography

Unit -I: Reading Skills
1. Reading skills - skimming, scanning, intensive reading
2. Mechanics of Reading
3. Reading poetry, fiction and drama
4. Reference Skills

Unit -II: Academic Writing
   The Process of Writing:
   - Gathering Material : Sources / Text genres
   - Evaluating Sources
   - Taking Notes / concept mapping
   - Organizing Information and Outlining
   - Describing, Narrating, Developing an argument

Unit -III: Planning, Writing and Presenting a Research Paper
   - Identifying and formulating the research problem
   - Establishing the context for research : Review of literature
   - Structuring the Research Proposal
   - Documentation : Citation, References, End-notes and Bibliography

Unit -IV: Literature and Literary Historiography
   - Literature : History of the concept
   - Issues in Literary Historiography : Tradition, Canon and Periodization
   - Approaches to Literary Historiography
Suggested Reading:

6. George Orwell: ‘Politics and the English Language’
7. Renu Gupta: *A Course in Academic Writing*
11. Rene Wellek: ‘Literary History’
12. Following entries from Raymond Williams’ *Key Words*: Literature, Tradition, Canon, Taste, Representative
13. Following entries from M. H. Abram’s *Glossary of Literary Terms*: Canon of Literature, Periods of English Literature,
14. Terry Eagleton: From ‘Literary Theory: An Introduction’
16. Lillian S. Robinson: ‘Treason Our Text: Feminist Challenges to the Literary Canon’
18. Edmund Wilson: ‘The Historical Interpretation of Literature’
19. Lee Patterson: ‘Literary History’
20. Hayden White: Introduction to *Metahistory*
QUESTION PAPER PATTERN FOR THE EXAMINATION TO BE
CONDUCTED AT THE END OF SEMESTER

Time: 3 Hours                                          Total Marks: 80

1. One Question from Unit-I                          15 Marks
   Or
   Substitute Question from Unit-I

2. One Question from Unit-II                          15 Marks
   Or
   Substitute Question from Unit-II

3. One Question from Unit-III                         15 Marks
   Or
   Substitute Question from Unit-III

4. One Question from Unit-IV                          15 Marks
   Or
   Substitute Question from Unit-IV

5. In this Question there will be Seven short notes   20 Marks
   out of which five short notes have to be attempted.
   Each short note will carry five marks