ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
MANGALORE UNIVERSITY
(Accredited by NAAC with 'A' Grade)

ಕ್ರಮಾಂಕ/ No. : MU/ACC/CR 22/2020-21/A2

ಕುಲಸಚಿವರ ಕಛೇರಿ
ಮಂಗಳಗಂಗೋತ್ರಿ – 574 199
Office of the Registrar
Mangalagangothri – 574 199
ದಿನಾಂಕ/Date:10.11.2020

NOTIFICATION

Sub: Revised syllabus of M A in English programme.
Ref: Academic Council approval vide agenda
No.:ಎಸಿಸಿ:ಶೈ.ಸಾ.ಸ.1:26 (2020–21) dtd 06.10.2020.

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The revised syllabus of M A in English programme which is approved by the Academic Council at its meeting held on 06.10.2020 is hereby notified for implementation with effect from the academic year 2020-21.

Copy of the Syllabus shall be downloaded from the University Website (www.mangaloreuniversity.ac.in)

REGISTRAR

To,

1. The Chairman, Dept. of English, Mangalore University, Mangalagangothri
2. The Chairman, P.G. BOS in English, Mangalore University, , Mangalagangothri
3. The Registrar (Evaluation), Mangalore University.
4. The Superintendent (ACC), O/o the Registrar, Mangalore University.
5. The Asst. Registrar (ACC), O/o the Registrar, Mangalore University.
6. The Director, DUIMS, Mangalore University – with a request to publish in the website.
7. Guard File.

DEPARTMENT OF ENGLISH

OVERALL PROGRAMME OUTCOMES

- Train students in negotiating such cultural discourses as literature, drama and films. It is designed with the faith that such a skill can be inculcated in the students with reference to a culture.
- The courses are structured around British literature from Chaucer onwards. Literary texts from Elizabethan, Restoration, Neoclassical, Romantic, Victorian and the Modern are taken up for analysis in relation to the ages of the production of the texts.
- The course aims at educating the student in a broader way. While it begins by laying firm foundations for a discerning response to literature and culture of one nation, it does not limit itself to an exclusive study of a single nation, single language and single literature.
- The programme introduces the students to a multitude of literatures from around the world (Nineteenth Century American Literature, European Classics in English Translation, African-American Fiction, American Drama and Canadian Literature in English).
- The course also makes a focused study of Indian literature across genres from the classical period to the contemporary times. Along with this the course includes in its ambit, a discussion of contemporary intellectual and theoretical positions concerning gender, sex, language, colonialism, post colonialism, Marxism, modernism , postmodernism, structuralism and post structuralism. The different schools of thought are primarily handled through the courses on literary criticism and softcore papers such as Dalit literature, Gender studies, Women writing in India and film studies.
- The course also aims at creating teachers of English at college level. With this view, a specially designed language teaching paper is offered as also a paper on the structure of the English language. These papers are further supported with a language lab (11 computers), training students in phonetics and grammar.
- The department is also engaged in conducting doctoral research in the fields of literary criticism, translation studies, gender studies, postcolonial studies, American literature, Partition literature, comparative literature and culture studies.

Table showing structure of MA English course to be offered under the Choice –based Semester Scheme 2016-17 onwards

Semester	Hard Core			Soft Core #			Open Elective		Project	
	No. Of papers	Credits allotted	Total credits	No of papers	Credits allotted	Total credits	No of papers	credits		
I	3	4	12	2	4	8				20
II	3	5	15	1	4	4	1	3		19+ 3
III	3	4	12	2	4	8	1	3		20+3
IV	2	4	8	2	4	8			4^	20
	47			28					4	79+6 *

Total no of credits: 85

Percentage allotted to hard core : 47/85 = 55.29%

Percentage allotted to soft core : 28/85 = 32.94%

Percentage for open electives and project = 10/85 = 11.76%

*Credits for open electives =6

^The project shall consist of a dissertation to be submitted at the end of the coursework of the IV semester. It shall consist of a minimum of 25 pages and a maximum of 50 pages, excluding the front page material and the bibliography (i.e., cover page, contents page, dedication)

It shall be typed on A4 sized sheets, one sided in Times Roman 12 point font and be double-spaced. The pages will have 1" margin on all sides and correspond very strictly to MLA style sheet conventions (recent edition)

The supervisors shall certify that the submitted dissertation is a work actually carried out by the student. Dissertations may be ring-bound (spiral-binding) and students should not be asked to go for expensive binding.

The dissertation not conforming to the above requirements shall be rejected and students may be asked to re-submit their work. Plagiarism of any sort should be avoided and a candidate may be failed if the dissertation is found to contain unacknowledged sources. The dissertation should not contain materials from internet archives, Wikipedia and commercial notes.

List of Papers to be offered by the Department during the First and Second Semesters:

SEMESTER ONE

Hard Core (3 papers)

ENH 401: The Romantic Poetry

ENH 402: The Nineteenth Century Novels

ENH 403: Indian Writing in English

Soft Core (2 papers to be selected out of the following):

ENS 404: Modern European Drama

ENS 405: Reading Women Writing

ENS 406: Shakespeare

ENS 407: Nineteenth Century American Literature

ENS408: Early Indian Novels

SEMESTER TWO

Hard Core (3 Papers)

ENH 451: British Literature: The Sixteenth and the Seventeenth Centuries

ENH 452: British Literature: The Restoration and the Eighteenth Century

ENH 453: English Language: Structure and Usage

Soft Core (1 paper to be selected out of the following):

ENS 454: Orientalism and Literary Studies

ENS 455: The Victorian Poetry

ENS 456: Victorian Prose

ENS 457: European Classics in English Translation

ENS457(A); Shakespeare in Kannada Translation

Open Elective (1 out of 2 papers for students of other depts.)

ENE 458: The Study of Literature

ENE 459: Politics, Society and Family in Nineteenth Century India

ENE460: Detective Fiction

List of Papers to be offered by the Department during the

Third and Fourth Semesters:

SEMESTER THREE

Hard Core (3 papers)

ENH 501: Twentieth Century Poetry

ENH 502: Literary Criticism – Part I

ENH 503: Gender Studies

Soft Core (2 papers to be selected out of the following):

ENS 504: Twentieth Century American Literature

ENS 505: African – American Fiction

ENS 506: Modern Indian Drama

ENS 507: Introduction to Indian Cinema

Open Elective (1 out of 2 papers for students of other Departments)

ENE 508: The Short Story: An Introduction

ENE 509: Indian Fiction in Translation

SEMESTER FOUR

Hard Core (2 Papers)

ENH 551: Twentieth Century Fictions

ENH 552: Literary Criticism- Part II

Soft Core (3 papers to be offered out of the options listed):

ENS 553: English Language Teaching

ENS 554: Women Writing in India

ENS 555: American Drama

ENS 556: Dalit writing

ENS 557: Canadian Literature in English

Semester 1 (Hard Core 1)

ENH 401: THE ROMANTIC POETRY

- Hard Core 4 credits (4 lectures and one tutorial)
- End Semester Examination 70 Marks
- Internal Assessment 30 marks – Monthly Tests/ Assignments/ Class Reports

LEARNING OBJECTIVES:

The core seeks to introduce the students to an in depth understanding of

- Concept and ideologies of British Romanticism and imagination
- Romantic critique of enlightenment rationality
- The relation between larger socio political movements such as social revolution, political revolution/war, industrial revolution and literary movements

COURSE OUTCOME:

The student is expected to achieve the following objectives by the end of the semester

- The concept and ideologies of Romanticism
- An in-depth understanding of different phases of Romanticism
- An intimate understanding of Blake, Coleridge, Wordsworth, Shelly and Keats
- Exposure to the forms of poetry such as lyric, ode and sonnet
- Issues relating to the language usage in literature
- The skill of understanding lyric, ode and sonnets by close reading.

Semester 1 (Hard Core 1)

ENH 401: THE ROMANTIC POETRY

- Hard Core 4 credits (4 lectures and one tutorial)
- End Semester Examination 70 Marks
- Internal Assessment 30 marks – Monthly Tests/ Assignments/ Class Reports

Section A

The French Revolution, Rousseau and Voltaire

Enlightenment Rationality

Romantic Subjectivity

American War of Independence

Early Industrial Revolution

Section B

Blake: The Tyger; Poison Tree; The Lamb; Chimney Sweeper (both)

Coleridge: Kubla Khan; The Rime of the Ancient Mariner

Wordsworth: Lines: Composed a Few Miles...; *The Prelude* Book 1 (Boat Stealing Episode Lines 340-400 – The Norton Anthology of Poetry); Lines: Composed upon Westminister Bridge; Ode: Intimations of Immortality; The World is Too Much with Us

Section C

Shelley: Ode to the West Wind; To a Skylark

Keats: Ode on a Grecian Urn, Ode to Psyche, Ode to a Nightingale

ENH 401: THE ROMANTIC POETRY (Contd.)

References

Abrams, M.H., et al. (Eds.) *The Norton Anthology of English Literature, The Major Authors: The Romantic Period through the Twentieth Century.*

Birch, Dinah.ed. *The Oxford Companion to English Literature.*

Bowra,C. M. *Romantic Imagination*.

Curran, Stuart. Ed. *The Cambridge Companion to British Romanticism*.

Davies, Marion Wynne, ed. The Bloomsbury Guide to English Literature,

Abrams Meyer H: *English Romantic Poets: Modern Essays in Criticism*. New York: OUP,1960.

English Verse 1830-1890: Longman Annotated Anthologies of English Verse. London: Longman, 1980

Ford, Boris. From Blake to Byron. Vol.5 in *New Pelican Guide to English Literature*

Frye, Northrop. *Study of English Romanticism*.

Gerard, Albert. *English Romantic Poetry: Ethos, Structure and Symbol in Coleridge, Wordsworth, Shelly and Keats*.

Leavis, Raymond Frank. *Revaluation: Tradition and Development in English Poetry*. London: Chatto and Windus, 1936.

The Concise Cambridge History of English Literature (1941).

Model Question Paper

First Semester M. A. Degree Examination, December 20...

(New Choice Based Credit System)

ENH 401: THE ROMANTIC POETRY

Time: 3 hours Max Marks: 70

Note: 1. Answer one question each from Sections A, B, C and D

2. Bland Summaries and irrelevant answers will not be considered

Section A 20

- A question on texts in Section A
- A question on texts in Section A

Section B 20

- A question on texts in Section B
- A question on texts in Section B

Section C 20

- A question on texts in Section C
- A question on texts in Section C

Section D

Write Short notes on any one of the following: 10

- Short notes on texts/ themes in Sections A, B, C.
- Short notes on texts/ themes in Sections A, B, C.
- Short notes on texts/ themes in Sections A, B, C.

Semester 1 (Hard Core 2)

ENH 402: THE NINETEENTH CENTURY NOVELS (Hard Core)

- Credits: 4 (4 lectures and one tutorial)
- Examination: End-semester examination: 70 Marks; Internal Assessment: 30 Marks)
- Internal Assessment: Class presentation, Monthly Test, Seminar—separately or in combination

LEARNING OBJECTIVES:

This course seeks to introduce students to:

1. The major novels of the Nineteenth Century through a study of selected texts.
2. The development in form and content in the novels of this period.
3. The interconnection between the novel form and the major social experience of the period and how a novelist creatively responds to these.
4. A comparative sense of literary value in terms of the texts studied.

COURSE OUTCOME:

1. The student will acquire a broad knowledge of the Nineteenth Century British novels and the cultural and literary aspects in them. The student will recognize and remember the major names of the novelists and their novels.
2. In analysing the novels of this period, the student will comprehend the cultural problems of the period and understand them historically. The student will understand how these cultural problems are interrelated and define a period or a movement.
3. The student will interpret the novels prescribed in the syllabus in terms of the cultural and ideological issues enumerated n para 2. The student will learn to locate and recognize these issues in the texts prescribed for study.
4. Students are encouraged to analyse their own cultural/existential situations in terms of the cultural and ideological issues that are contemporary.
5. Students will try to synthesize universal/narrative analytical models from out of the novels and examine whether such universals help them understand their own situations. Elements of postcolonial/orientalist themes may be developed by students themselves.

   Students will evaluate similar cultural/literary passages from their cultures and see how best they can respond to them.

Semester 1 (Hard Core 2)

ENH 402: THE NINETEENTH CENTURY NOVELS (Hard Core)

- Credits: 4 (4 lectures and one tutorial)
- Examination: End-semester examination: 70 Marks; Internal Assessment: 30 Marks)
- Internal Assessment: Class presentation, Monthly Test, Seminar—separately or in combination

Section-A Background

- Social problems and cultural transformation during industrial revolution.
- Urbanization and the migrant population
- Print media, democratic developments and radicalism
- The Picaresque and Realism
- Literature and Culture during Nineteenth Century

Section-B Novels

- Dickens: *Pickwick Papers*
- Eliot: *Middlemarch*
- Hardy: *The Return of the Native*
- Henry James: *The Portrait of a Lady*

References:

Standard Edition: Norton Editions of the Novels prescribed are preferred but Oxford Classics should also do.

Criticism:

Students may be introduced to standard critical essays in the Leavisite or New-Critical school. These essays are available in most standard anthologies, Case Book Series and studies on individual authors.

Novels must be discussed in terms of plot, character, and theme and students must be discouraged from learning summaries by heart.

Model Question Paper

First Semester M. A. Degree Examination, December 20...

(New Choice Based Credit System)

ENH 402: THE NINETEENTH CENTURY NOVELS

Time: 3 hours Max Marks: 70

Note: 1. Answer ***three*** questions from section A and ***one from*** B

2. Bland Summaries and irrelevant answers will not be considered

Section A (each question carries 20 marks)

- One question on *Pickwick Papers*
- One question on *The Middlemarch*
- One question on *Return of the Native*
- One question on *The Portrait of a Lady*

Section B (each question carries 10 marks)

- A short note topic not covered in question above
- A short note topic not covered in question above
- A short note topic not covered in question above

Semester 1 (Hard Core 3)

ENH 403: INDIAN WRITING IN ENGLISH

- Hard Core 4 credits (4 lectures and 1 tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – monthly tests/ assignments/ class reports

LEARNING OBJECTIVES

- To introduce the student to the significant body of literature in English produced in India from the late 19th century to the present
- To provide an overview of the traditions and trends of Indian writing in English
- To locate the texts in a postcolonial context and provide resources of resistance.

COURSE OUTCOMES

- The student will be able to read the texts closely and within the tradition
- The student will develop the resources to critically assess the canon
- The student will be able to critique the nationalist ideologies of writers

Semester 1 (Hard Core 3)

ENH 403: INDIAN WRITING IN ENGLISH

- Hard Core 4 credits (4 lectures and 1 tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – monthly tests/ assignments/ class reports

SECTION A: BACKGROUND

Macaulay's Minute of 1835
Roy's Letter to Lord Amherst
The Writers Workshop Manifesto
The Gandhian Influence
Partition and Independence
The New Novel
The Growth of Indian Theatre in English
Parsi Theatre
Indian People's Theatre Association
Karnad's World Theatre Day Address
Theatre of Roots

SECTION B: POETRY

Toru Dutt : The Lotus, Our Casuarina Tree
Kamala Das : An Introduction, My Grandmother's House
Gauri Deshpande: The Female of the Species
Melanie Silgardo: For Father on the Shelf
Eunice deSouza : Catholic Mother
Ranjit Hoskote: The Nomad Song

SECTION C: DRAMA

Girish Karnad: *The Fire and the Rain*

SECTION D: FICTION (Novel and Short Story)

Raja Rao. *Kanthapura*
Mulk Raj Anand. "The Parrot in the Cage"
Attia Hosain. "After the Storm"
Jamila Hashmi. "Exile"

ENH 403: INDIAN WRITING IN ENGLISH (Contd.)

References:

Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*.

Amur, G. S. *Modern Indian Literature.*

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *Key Concepts in Post-Colonial Studies.*

Bhabha, Homi. *Nation and Narration.*

Bhatia, Nandi. *Acts of Authority/Acts of Resistance: Theatre and Politics in Colonial and Postcolonial India.*

Bhatta, S. Krishna. *Indian English Drama: A Critical Study.*

Butalia, Urvashi. *The Other Side of Silence*.

Dalmia, Vasudha. *Poetics, Plays, and Performances: The Politics of Modern Indian Theatre*.

Devy, G. N. *In Another Tongue: Essays on Indian English Literature*.

Dharwadker, Aparna Bhargava. Introduction. *Girish Karnad: Collected Plays*.

- - -. *Theatres of Independence: Drama, Theory, and Urban Performance in India since 1947*.

Gokak, V. K. *The Concept of Indian Literature*.

Hemenway, Stephen. *The Novel of India*. Vol.1 and Vol.2. *1970*. Vol.1.

Kaul, Suvir. *The Partitions of Memory: the Afterlife of the Division of India*.

Iyengar, K. R. Srinivasa. *Indian Writing in English.*

King, Bruce. *Modern Indian Poetry in English.*

Lal, Ananda. *The Oxford Companion to Indian Drama.*

Lal, P. *Concept of an Indian Literature*.

McCutchion, David. *Indian Writing in English*.

Mehrotra, Arvind Krishna. *An Illustrated History of Indian Literature in English*.

Menon, Ritu. *No Woman's Land: Women from Pakistan, India and Bangladesh write on the Partition of India*.

Mokashi-Punekar, Shankar. *Post-Independence Indo-English Poetry*, 1947-1997.

ENH 403: INDIAN WRITING IN ENGLISH (Contd.)

Mukherjee, Meenakshi. *The Twice Born Fiction: Themes and Techniques of the Indian Novel in English*.

- - -. *The Perishable Empire: Essays on Indian Writing in English*.

Mukherjee, Sujit. "The Idea of an Indian Literature." *Occasional Papers: Towards a Literary History of India*. By Sujit Mukherjee.

Mukherjee, Tutun, ed. *Girish Karnad's Plays: Performance and Critical Perspectives*.

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

Naik, M. K., and Shyamala A. Narayan. *Indian English Literature 1980-2000: A Critical Survey*. A Sequel to M. K. Naik's *A History of Indian English Literature*.

Nanavati, U. M., and Prafulla C. Kar, eds. *Rethinking Indian English Literature*.

Narasimhaiah, C. D., ed. *Indian Literature of the Past Fifty Years (1917-1967).*

- - -. *The Swan and the Eagle: Essays on Indian English Literature.* 1968, 1987. 3rd edn. New

- - -. *English Studies in India: Widening Horizons*.

Prasad. G. J. V. *Continuities in Indian English Poetry: Nation, Language, Form.*

Ramakrishnan, E. V. *Narrating India: The Novel in Search of the Nation*.

Ramakrishnan, E. V. and Anju Makhija, eds. *We Speak in Changing Languages: Indian Women Poets 1990-2007.*

Ramanan, Mohan. *English and the Indian Short Story*.

Raveendran, P. P. *Texts, Histories, Geographies: Reading Indian Literature*.

Riemenschneider, Dieter. *The Indian Novel in English: Its Critical Discourse 1934-2004*

Trivedi, Harish. *Colonial Transactions : English Literature and India.*

Venugopal, C. V. *The Indian Short Story in English: A Survey*

Model Question Paper

First Semester M. A. Degree Examination, December 20...

(New Choice Based Credit System)

ENH 403: INDIAN WRITING IN ENGLISH

Time: 3 hours Max Marks: 70

Note: 1. Answer one question each from Sections A, B, C and D
2. Bland Summaries and irrelevant answers will not be considered

Section A 20

- A question on texts in Section B of the syllabus
- A question on texts in Section B of the syllabus

Section B 20

- A question on texts in Section C of the syllabus
- A question on texts in Section C of the syllabus

Section C 20

- A question on texts in Section D of the syllabus
- A question on texts in Section D of the syllabus

Section D

Write a short note on *any one* of the following 10

- One short note question on topics in Section A of the syllabus
- One short note question on topics in Section A of the syllabus
- One short note question on topics in Section A of the syllabus

Semester 1 (Soft Core 1)

ENS 404: MODERN EUROPEAN DRAMA

- Soft Core 4 credits (3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – monthly tests/ assignments/ class reports

LEARNING OBJECTIVES:

The course seeks to introduce students to an in-depth study of

- The Development of European Drama from the Fifth Century B.C. to the Twentieth century.
- Major Movements in European Drama.
- Experiments in European Theatre and Drama.
- Some important European Plays.

COURSE OUTCOME:

The students will have achieved the following at the end of the semester

- Familiarity with some of the major theatrical movements in Europe.
- The capacity to watch theatrical productions through an informed and critical perspective.
- A knowledge of the generic conventions peculiar to drama and the semiotics of theatre.
- A critical perspective on the production and ideological effects of theatrical illusion.
- Familiarity with some of the significant Plays of Europe.
- A knowledge of the importance and significance of theatre in different cultures at different points in history.

Semester 1 (Soft Core 1)

ENS 404: MODERN EUROPEAN DRAMA

- Soft Core 4 credits (3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – monthly tests/ assignments/ class reports

Plays

Henrik Ibsen: *A Doll's House*

Luigi Pirandello: *Six Characters in Search of an Author*

Bertolt Brecht: *Mother Courage*

Thomas Beckett: *Waiting for Godot*

Jean Genet: *The Balcony*

References

1. *Modern Drama in Theory and Practice 1: Realism and Naturalism*, J. L. Styan
2. *Modern Drama in Theory and Practice 2: Symbolism, Surrealism and Absurd*, J. L. Styan
3. *Modern Drama in Theory and Practice 3: Expressionism, and Epic Theatre,* J. L. Styan
4. *The Theatre of the Absurd,* Martin Esslin
5. *Samuel Beckett, Waiting For Godot*, (Case Book Series) ,Ed. Ruby Cohn
6. *Jean Genet,* Ed.Savona Jeannette
7. *The Cambridge Companion to Brecht,* Eds. Peter Thompson and Glendyr Sacks
8. *Towards Utopia: A Study of Brecht*, Keith A Dickson
9. *A Companion to Fredico Gracia Lorca,* Frederico Bonnadio
10. *The Cambridge Companion to Ibsen,* Ed.James Mc Farlane

Model Question Paper

First Semester M. A. Degree Examination, December 20...

(New Choice Based Credit system)

ENS 404: MODERN EUROPEAN DRAMA

Time: 3 hours Max Marks: 70

Note: 1. Answer FOUR questions from Section A and TWO short notes from section B

2. Bland Summaries and irrelevant answers will not be considered

Section A

20x3=60

1. A question on texts in Section A
2. A question on texts in Section A
3. A question on texts in Section A
4. A question on texts in Section A
5. A question on texts in Section A

Section B

Write a short note on any TWO of the following: 1x10=10

6. Short note question on the texts in Section A
7. Short note question on the texts in Section A
8. Short note question on the texts in Section A

Semester 1 (Soft Core 2)

ENS 405: READING WOMEN WRITING

- Soft Core 4 credits (3 lectures and 1 tutorial)
- End semester examination 70 marks
- Internal Assessment 30 marks - Monthly Tests/ Assignments/ Class Reports

LEARNING OBJECTIVES:

1. To sensitize students to gender issues
2. To introduce critical terminology for a gendered analysis of texts
3. To enable a discursive analysis of some Indian women's texts

COURSE OUTCOME:

The student will have achieved the following by the end of the semester:

- Familiarity with gender concepts and its reflection in literature
- Acquaintance with some important Indian women writers
- Ability to analyze women's texts with a critical and gendered perspective.

Semester 1 (Soft Core 2)

ENS 405: READING WOMEN WRITING

- Soft Core 4 credits (3 lectures and 1 tutorial)
- End semester examination 70 marks
- Internal Assessment 30 marks - Monthly Tests/ Assignments/ Class Reports

Section A: Feminist Criticism

1. Masculinity, Femininity and gender roles - differentials in socialization - patriarchy and matriarchy - female division and bonding

2. Literature, Canon and Genre - Images of Women and Stereotyping - Feminist Literary Criticism - Re-reading subversive texts

Section B: Women's Autobiographies and Fiction

Esther David *The Walled City*

Shashi Deshpande *That Long Silence*

Anita Nair *Ladies' Coupe*

Vaidehi's *Gulabi Talkies*

Bama *Karukku*

References:

Virginia Woolf *A Room of One's Own*
Simone de Beauvoir *The Second Sex*
Betty Friedan *The Feminine Mystique*
Kate Millet *Sexual Politics*
Elaine Showalter "Feminist Criticism in the Wilderness"
K K Ruthven *Feminist Literary Studies*
Alice Walker "In Search of Our Mothers' Gardens"
Barbara Christian *Black Feminist Criticism*
Tillie Olsen *Silences*
Sandra Gilbert and Susan Gubar *Madwoman in the Attic*;
---. *No Man's Land* 3 vols
Vrinda Nabar *Caste as Woman*
Dale Spender *Man-made Language*
Maggie Humm *Practising Feminist Criticism*

Model Question Paper

First Semester M. A. Degree Examination, December 20...

(New Choice Based Credit System)

ENS 405: READING WOMEN WRITING

Time: 3 hours Max Marks: 70

Note: 1. Answer one question each from Sections A, B, C and D

- Bland Summaries and irrelevant answers will not be considered

Section A

3x20=60

- One question on *The Walled City*
- One question on *That Long Silence*
- One question on *Karukku*
- One question on *Ladies' Coupe*
- One question on *Gulabi Talkies*

Section B

20

Write a short note on any one of the following:

- One short note question on the prescribed topics.
- One short note question on the prescribed topics.
- One short note question on the prescribed topics.

Semester 1 (Soft Core 3)

ENS 406: SHAKESPEARE

- Soft Core 4 credits (3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – monthly tests/ assignments/ class reports

LEARNING OBJECTIVES:

The course seeks to introduce students to an in-depth study of

- The sonnets of Shakespeare.
- Some of the best known plays of Shakespeare
- The Shakespearean theatre and its theatrical conventions
- The sources of Shakespeare's plays and the transmission of the Shakespearean text.

COURSE OUTCOME:

The students will have achieved the following at the end of the semester

- A knowledge of the problems regarding the Shakespearean canon.
- The ability to read Shakespeare against the grain of gender and race.
- A familiarity with the adaptations of Shakespearean plays into different times, cultures and mediums..
- An insight into the institutional sites within which and for which Shakespeare wrote his plays and sonnets..
- A knowledge of the literary and theatrical antecedents of Shakespeare's plays

The ability to read Elizabethan English in its cultural context

Semester 1 (Soft Core 3)

ENS 406: SHAKESPEARE

- Soft Core 4 credits (3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – monthly tests/ assignments/ class reports

Section A: Background

The transmission of Shakespeare's text

Shakespearean theatre, audience and boy actors

Shakespeare's sources

The sonnet sequence and the sonnet form

Adaptations of Shakespeare's plays

Section B: Plays

Othello

The Tempest

A Midsummer Night's Dream

Section C: Shakespeare's Sonnets

3,11, 18, 35, 61,73,79,116,133,137,144,150

Section D: Indian Cinematic Adaptations of Shakespeare

Omkara (film text)

ENS 406: SHAKESPEARE (Contd.)

References:

- *Shakespeare. His World and His Work*, M. M. Reese
- *The New Cambridge Companion to Shakespeare,* Ed. Margreta De Grazia
- *Othello: Norton Critical Edition,* Ed. Edward Pechter
- *The Tempest: Norton Critical Edition,*Ed. Peter Hulme, William H. Sherman
- *Alternative Shakespeares,* Ed.John Drakakis
- *William Shakespeare's Sonnets,* Ed. Harold Bloom
- *The Cambridge Companion to English Renaissance Drama,* Ed.A R Braunmuller
- *Shakespeare, The Tempest,* Ed. D J Palmer (Case Book)
- *Shakespeare, Othello*, Ed. John Wain (Case Book)
- *Shakespeare, A Midsummer Night's Dream,* Ed. Anthony Price (Case Book)
- *A Midsummer Night's Dream (Arden Shakespeare),* Ed.Harold F Brooks

Model Question Paper

First Semester M. A. Degree Examination, December 20...

(New Choice Based Credit System)

ENS 406: SHAKESPEARE

Time: 3 hours Max Marks: 70

Note: 1. Answer ONE question each from Sections A, B, C and D

1. Bland Summaries and irrelevant answers will not be considered

Section A 20

- A question on themes in Section A
- A question on themes in Section A
- A question on themes in Section A

Section B 20

- A question on texts in Section B
- A question on texts in Section B
- A question on texts in Section B

Section C 20

- A question on texts in Section C
- A question on texts in Section C
- A question on texts in Section C

Section D

Write a short note on any one of the following: 10

- Short note question from Section D
- Short note question from Section D
- Short note question from Section D

Semester 1 (Soft Core 4)

ENS 407: NINETEENTH CENTURY AMERICAN LITERATURE

- Soft Core 4 credits (3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – monthly tests/ assignments/ class reports

LEARNING OBJECTIVES:

This course seeks to introduce students to:

- The American ethos in the nineteenth Century
- The varied literary output in the different genres of Nineteenth Century American Literature
- Detailed analysis of some major texts of the period.

COURSE OUTCOME:

The student will have achieved the following by the end of the semester:

- Familiarity with the major historical and social trends in Nineteenth Century American life.
- The major trends in American literature of the nineteenth century
- Familiarity with some important texts of the period and ability to analyze them.

Semester 1 (Soft Core 4)

ENS 407: NINETEENTH CENTURY AMERICAN LITERATURE

- Soft Core 4 credits (3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – monthly tests/ assignments/ class reports

Section A: Poetry

Whitman: A Passage to India; A Noiseless Patient Spider

Dickinson: The Soul Selects her own Society; Because I Could Not Stop for Death; My Life had Stood – A Loaded Gun; I Never Saw a Moor; I Heard a Fly Buzz when I died.

Section B: Fiction

Nathaniel Hawthorne *The Scarlet Letter*

Mark Twain *The Adventures of Huckleberry Finn*

Section C: Prose

Ralph Emerson "The American Scholar"

Thoreau, H D. "Civil Disobedience"

Section D: Background

The Puritan heritage

Transcendentalism

The Frontier and the American Dream

The Civil War and Reconstruction

ENS 407: NINETEENTH CENTURY AMERICAN LITERATURE

References:

Richard Gray *A Brief History of American Literature*

Stern & Gross *American Literature Survey* : 4 vols.,

Emily Dickinson : *The Critical Heritage;*

20th Century Views series on Dickinson,

20th Century Views series on Whitman

Kar and Ramakrisna *American Classics Revisited*

Oscar Williams *Master Poems of the English Language*

The Norton edn *The Adventures of Huckleberry Finn*

The Norton edn *The Scarlet Letter*

The Norton edn *Collected Poems*

The Norton edn *Walden and Civil Disobedience*

R WB Lewis the American Adam

The Voice of America Forum Series *The American South*

Model Question Paper

First Semester M. A. Degree Examination, December 20...

ENS 407: NINETEENTH CENTURY AMERICAN LITERATURE

Time: 3 hours Max Marks: 70

Note: 1. Answer one question each from Sections A, B, C and D

2. Bland Summaries and irrelevant answers will not be considered

Section A 20

- A question on texts in Section A
- A question on texts in Section A

Section B 20

- A question on texts in Section B
- A question on texts in Section B

Section C 20

- A question on texts in Section C
- A question on texts in Section C

Section D 10

Write a short note on any one of the following:

- One short note out of three questions on background topics
- One short note out of three questions on background topics
- One short note out of three questions on background topics

MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

Semester 1 (Soft Core 4)

ENS 408: THE EARLY INDIAN NOVEL

- Soft Core 4 credits (3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – monthly tests/ assignments/ class reports

LEARNING OBJECTIVES:

The course seeks to introduce students to an in-depth study of

1. Some of the early Indian Novels.
2. The social and cultural context in which these novels emerged.
3. The ways in which Indian novelists a western genre and indigenized it.
4. The intersections of gender and genre.

COURSE OUTCOME:

The students will have achieved the following at the end of the semester

1. A historical knowledge of the emergence of the Indian Novel.
2. The ability to read these novels in the context of the socio-religious reform movements of nineteenth century India.
3. A comparative knowledge of how the early Indian novel was inflected by the different geo-linguistic locations from which it emerged.
4. An ability to distinguish the generic similarities as well as differences between the early Indian novel and its western counterparts.
5. A knowledge of the intersections of gender and genre.

Semester 1 (Soft Core 4)

ENS 408: THE EARLY INDIAN NOVEL

Indira Bai: The Triumph of Truth and Virtue - Gulvadi Venkata Rao

Indulekha- Chandu Menon

Saguna: The First Autobiographical Novel in English by an Indian Woman

-Krupabai Satthianadhan

Rajmohan's wife- Bankim Chandra Chatterjee

Sati Kamale- S U Paniyadi

References:

Meenakshi Mukherjee- Realism and Reality
Meenakshi Mukherjee- The Perishable Empire
Meenakshi Mukherjee-Early Novels in India
G Arunima -There comes Papa
M K NayaK- A history of Indian English literature
K.R.Srinivasa Iyengar - Indian Writing in English
Harish Trivedi- Colonial Transactions
Gauri Viswanathan- Masks of Conquest
Kumkum Sangari and Sudesh Vaid- Recasting Women: Essays in Colonial History
Bikhu Parekh- Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse
Rajeshwari Sunder Rajan- The lie of the Land
Partha Chatterjee- The Nation and its Fragments
Javed Majeed- Ungoverned Imaginings

DEPARTMENT OF ENGLISH
MANGALORE UNIVERSITY
New CBCS MA SYLLABUS
(Passed in 20, January 2020 BoS, effective from 2020)

Semester I (Soft Core 5)

ENS 408: THE EARLY INDIAN NOVEL

Time: 3 hours Max Marks: 70

Note: 1. Answer THREE questions from Section A and ONE short note from section B.

2. Bland Summaries and irrelevant answers will not be considered

Section A

3x20=60

9. One question on *Indira Bai: The Triumph of Truth and Virtue*
10. One question on *Indulekha*
11. One question on *Saguna*
12. One question on *Rajmohan's Wife*
13. One question on *Sati Kamale*

Section B

20

Write a short note on any one of the following:

14. One short note question on the prescribed novels.
15. One short note question on the prescribed novels.
16. One short note question on the prescribed novels.

Semester II (Hard Core 1)

ENH 451: BRITISH LITERATURE: THE SIXTEENTH AND THE SEVENTEENTH CENTURIES

- Hard Core 5 credits (4 lectures and 1 tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – monthly tests/ assignments/ class reports

LEARNING OBJECTIVES:

The course seeks to introduce students to an in-depth study of

- The historical origins and development of English Drama and Poetry.
- The transition from manuscript to print and the emergence of the author centered Literary text.
- The shaping of courtly love and Protestant interiority in the Literature of sixteenth and seventeenth century England.
- The theatre and the court as sites of literary production and dissemination in sixteenth and seventeenth century England.

COURSE OUTCOME:

The students will have achieved the following at the end of the semester

- Familiarity with the important early texts of English Literature .
- A broad overview of the political and social contexts within which English Literature emerged.
- A detailed knowledge of Elizabethan Drama and the conventions of Elizabethan theatre.
- A critical perspective on the development of English poetry within the Elizabethan and Jacobean court.
- The ability to trace the influences of the European Renaissance movement on English Drama and Poetry
- An insight into the production of texts in the sixteenth and seventeenth centuries.

Semester II (Hard Core 1)

ENH 451: BRITISH LITERATURE: THE SIXTEENTH AND THE SEVENTEENTH CENTURIES

- Hard Core 5 credits (4 lectures and 1 tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – monthly tests/ assignments/ class reports

Section A: Background

The rise of English Drama: Mystery, Miracle and Morality plays

Indoor and outdoor theatres of the Elizabethan age

Renaissance Movement, Reformation Movement

The Sonnet

Section B: Poetry

Wyatt: whoso list to hunt, I find no peace

Surrey: Alas so all things now do hold their peace

Sidney: Loving in Truth, When Nature made her chief work, Now that of absence the most irksome night

Spenser: Epithalamion, One Day I wrote her name, Penelope for her Ulysses' sake

Shakespeare: A woman's face with Nature's own hand painted, My mistress' eyes are nothing like the sun

Donne: Canonization, Go and catch a falling star, A Valediction forbidding mourning, Sunne rising, The Flea, Batter my heart, Death be not proud, Oh, to vex me

Katherine Philips: An Answer to Another Persuading a Lady to Marriage

Herbert: The Altar, The Collar, The Pulley

Andrew Marvell: To his Coy Mistress

Section C: Drama

Shakespeare: As you like it

Christopher Marlowe: Doctor Faustus

Kyd: The Spanish Tragedy

ENH 451: BRITISH LITERATURE: THE SIXTEENTH AND THE SEVENTEENTH CENTURIES

References:

1. *The Norton Anthology of English Literature:The Sixteenth and Early Seventeenth Centuries, Vol B.* Eds. Stephen Greenblatt, et al.

2. *The Theatre: An Introduction,* Oscar G. Brockett
3. *The New Cambridge Companion to Shakespeare,* Ed. Margreta De Grazia
4. *Shakespeare. His World and His Work*, M. M. Reese
5. *The Cambridge Companion to the Sonnet,* Eds.A. D. Cousins, Peter Howarth

6. *Marlowe: Doctor Faustus*, Case Book,Ed. John Davies Jump

7. *English Poetry of the Sixteenth Century,* Gary Fredric Waller

8. *Doctor Faustus, Christopher Marlowe.* W W Norton, Ed, David Scott Kastan

9. *The Development of the Sonnet: An Introduction,* M R G Spiller

10. *Revenge Tragedy* (New Casebooks), Ed.Stevie Simkin

11. *As You Like It,*(Norton Critical Edition), Ed. Leah S Marcus

12. *The Cambridge Companion to English Poetry, Donne to Marvell,* Ed. Thomas N Corns

Model Question Paper

Second Semester M. A. Degree Examination, May 20...

(New Choice Based Credit System)

ENH 451: BRITISH LITERATURE: THE SIXTEENTH AND THE SEVENTEENTH CENTURIES

Time: 3 hours Max Marks: 70

Note: 1. Answer one question each from Sections A, B, C and D

2. Bland Summaries and irrelevant answers will not be considered

Section A 20

- A question on texts in Section A
- A question on texts in Section A
- A question on texts in Section A

Section B 20

- A question on texts in Section B
- A question on texts in Section B
- A question on texts in Section B

Section C 20

- A question on texts in Section C
- A question on texts in Section C
- A question on texts in Section C

Section D

Write a short note on any one of the following: 10

- Short note question from section A
- Short note question from section B
- Short note question from section C

Semester II (Hard Core 2)

ENH 452: BRITISH LITERATURE: THE RESTORATION TO THE EIGHTEENTH CENTURY

- Hard core/ soft core 5 credits (4 lectures and 1 tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – monthly tests/ assignments/ class reports

COURSE OBJECTIVES

1. To introduce the student to the significant body of literature in English from the Restoration to the emergence of the novel in the eighteenth century
2. To critically assess writers and their texts and their reception over a period of time
3. To understand the issues of representation, power, marginality and hegemony
4. To understand why particular genres emerge at particular historical moments

LEARNINGOUTCOMES

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

1. understand the ground of English literature of the period
2. understand the factors that led to the emergence of the novel
3. perceive the tensions and ambivalences that mark the literature of the time.

Semester II (Hard Core 2)

ENH 452: BRITISH LITERATURE: THE RESTORATION TO THE EIGHTEENTH CENTURY

- Hard core/ soft core 5 credits (4 lectures and 1 tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – monthly tests/ assignments/ class reports

SECTION A: BACKGROUND

The Epic tradition
The Restoration theatre
Neoclassical Satire
The Periodical Essay
The Rise of the Novel

SECTION B: PROSE

The *Spectator* - 1-10

SECTION C: POETRY

Milton. *Paradise Lost* Book 1 (1-26), II (629-79), IV (288-324), VII (1-39), IX (1-86)

Dryden. "Absalom and Achitophel"

SECTION D: FICTION

Defoe. *Moll Flanders*

ENH 452: BRITISH LITERATURE: THE RESTORATION TO THE EIGHTEENTH CENTURY (Contd.)

References

Bevis, Richard W. *English Drama: Restoration and Eighteenth Century, 1660-1789.*
Brown, Alice. *The Eighteenth Century Feminist Mind*.
Copley, Stephen, ed. *Literature and the Social Order in Eighteenth-Century England*.
Daiches, David. *Critical History of English Literature*. Vol.3
Fisk, Deborah Payne. *The Cambridge Companion to English Restoration Theatre*.
Gandhi, Leela. *Postcolonial Theory*: *A Critical Introduction*. 1998.
Gordon, Ian A. *The Movement of English Prose*.
Holland, Peter. *The Ornament of Action*.
Kettle, Arnold. *Introduction to the English Novel*.
Jose, Nicholas. *Ideas of the Restoration in English Literature, 1660-1671.*
Nokes, David. *Raillery and Rage: A Study of Eighteenth Century Satire.*
Novak, Maximillian, E. *Eighteenth-Century English Literature.*
Parry, Graham. *The Seventeenth Century: the Intellectual and Cultural Context of English Literature, 1603-1700.*
Plumb, J. H. *England in the 18th Century*.
Probyn, Clive T. *English Fiction in the Eighteenth Century, 1700-1789.*
Sambrook, James. *The Eighteenth Century: Intellectual and Cultural Context of English Literature, 1700-1789.*
Sampson, George. *The Concise Cambridge History of English Literature*. 1941. 3rd edn. Rev. R. C. Churchill. .
Tillyard, E. M. W. *The Epic Strain in the English Novel.*
Trevelyan, G. M. *English Social History.*
Walder, Denis, ed. *The Realist Novel*.
Watt, Ian. *The Rise of the Novel.*
Weinbrot, Howard, D. *Eighteenth Century Satire: Essays on Text and Context from Dryden to Peter Pindar.*
Willey, Basil. *The Seventeenth Century Background.*
---. *The Eighteenth Century Background.*
Zwicker, Steven N., ed. *The Cambridge Companion to English Literature 1650-1740*.

Model Question Paper

Second Semester M. A. Degree Examination, May 20...

(New Choice Based Credit System)

ENH 452: BRITISH LITERATURE: THE RESTORATION TO THE EIGHTEENTH CENTURY

Time: 3 hours Max Marks: 70

Note: 1. Answer one question each from Sections A, B, C and D

2. Bland Summaries and irrelevant answers will not be considered

Section A 20

- A question on text in Section B
- A question on text in Section B

Section B 20

- A question on texts in Section C
- A question on texts in Section C

Section C 20

- A question on text in Section D
- A question on text in Section D

Section D 10

Write a short note on *any one* of the following

- One short note questions on background topics from Section A
- One short note questions on background topics from Section A
- One short note questions on background topics from Section A

MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

Semester II (Hard Core 6)

ENH 453: ENGLISH LANGUAGE: STRUCTURE AND USAGE

- Hard Core 5 credits (4 lectures and 1 tutorial)
- End semester examination 70 marks
- Internal Assessment 30 marks - Monthly Tests/ Assignments/ Class Reports

LEARNING OBJECTIVES:

This course seeks to introduce students to:

- The study of language and modern linguistics
- The different branches of linguistics
- The various approaches to the analysis of language current in the nineteenth and twentieth centuries and thereafter.

COURSE OUTCOME:

By the end of the semester the student will be:

- familiar with the assumptions of modern linguistics
- able to attempt a scientific study of language
- analyze language in an abstract form and arrive at different possible linguistic/grammatical descriptions.

Semester II (Hard Core 6)

ENH 453: ENGLISH LANGUAGE: STRUCTURE AND USAGE

- Hard Core 5 credits (4 lectures and 1 tutorial)
- End semester examination 70 marks
- Internal Assessment 30 marks - Monthly Tests/ Assignments/ Class Reports

Section A: Introduction to Language and Linguistics

1. Definitions of Linguistics - Features of Language - Human Language and Animal Communication

2. Language variations - Temporal and Spatial - Diglossia, Pidgin and Creole, Isogloss, Dialect and Idiolect

Section B: Phonology

1. Phone - Phoneme - Allophone

2. Ways of establishing Phonemes

3. Phonetic transcription - English Vowels and Consonants - Three-term labels -Stress and Rhythm; Strong and Weak Forms - Major Intonation Patterns - IVE and RP

Section C: Morphology

1. Morph - Morpheme - Allomorph

2. English Morphology and Morphophonemic Changes

Section D: Syntax and Grammars

1. Grammar and Grammars - Linguist's Grammar, pedagogical grammars and Learner's Grammar.

2. Traditional Grammars – Structuralists (Saussure and Bloomfield)- Transformational Generative Grammar (Chomsky)

3. Structure of Noun Phrase and Verb Phrase

ENH 453: ENGLISH LANGUAGE: STRUCTURE AND USAGE (Contd.)

References:

1. David Crystal *Linguistics*

2. John Lyons *Language and Linguistics : An Introduction*

3. Noam Chomsky *Aspects of the Theory of Syntax*

4. S K Verma and N Krishnaswamy *Modern Linguistics : An Introduction*

5. O'Connor *Better English Pronunciation*

6. Balasubramanian T. *A Textbook of English Phonetics for Indian Students*

7. Daniel Jones *The Pronunciation of English*

8. A C Gimson *An Introduction to the Pronunciation of English*

9. R H Robins *General Linguistics : An Introductory Survey*

10. Tarni Prasad *A Course in Linguistics*

Model Question Paper

Second Semester M. A. Degree Examination, May 20...

(New Choice Based Credit System)

ENH 453: ENGLISH LANGUAGE: STRUCTURE AND USAGE

Time: 3 hours Max Marks: 70

Note: *All sections are compulsory*

Section A 15

- A question on the topics in Section A

Or

- A question on the topics in Section A

Section B 25

- A question on transcription (any **5** out of 8 words) 5x1=5
- A question on intonation (any 3 out of 5 utterances) 3x2 = 6
- A question on morphological analysis of words (any two of 3) 2x2 =4
- Two short note questions on any theoretical aspect in the paper 2x5 =10

Section C 20

- Analysis of sentences using IC analysis (2 out of 3 sentences) 5x2 =10
- Analysis of sentences using TG grammar and T-rules (2 out of 3 sentences) 5x2 =10

Section D 10

- Answer any five of the following in two to four sentences :(focus of the questions should be on understanding and application of linguistic terms) 5x2 = 10 marks

Semester II (Soft Core 1)

ENS 454: ORIENTALISM AND LITERARY STUDIES

- Credits: 4 (3 Lectures and 1 Tutorial per Week)
- Examination: End-semester examination: 70 Marks; Internal Assessment: 30 Marks)
- Internal Assessment: Class presentation, Monthly Test, Seminar—separately or in combination)

LEARNING OBJECTIVES:

This course seeks to introduce students to:

- Orientalism as a critical discourse and its bearings on Indian history and culture from 18th through to 21 century.
- To reassess the conventional ways in which we have been studying Indian culture the Indian literary texts.
- To problematize the current dominant academic assumptions regarding culture, colonialism and colonial experience.
- To bring together orientalism and postcolonialism and enable students to become aware of the fact that they are the objects of imperial gaze
- Encourage students to find out how other erstwhile colonial cultures are faring in this regard.

COURSE OUTCOME:

- The student will acquire a broad knowledge of the main arguments of orientalism as a critical discourse and be able to apply it in negotiating Indian literary texts.
- The students will comprehend the cultural problems of the colonial period and understand them historically. The student will understand how these cultural problems are generally set as an agenda by the imperial interests.
- The students will be able to reinterpret the main texts of the Indian cultural discourse in terms of orientalism and postcolonialism
- Students will learn to compare their postcolonial and orientalist narrations with that of other cultures in similar situations (middle and far east, China etc)
- From observations made in the case of individual texts, students will learn to synthesize a broader critical discourse that will help them as a critical tool.
- Students will evaluate cultural/literary passages from their cultures and see how best they can respond to them.

Semester II (Soft Core 1)

ENS 454: ORIENTALISM AND LITERARY STUDIES

- Credits: 4 (3 Lectures and 1 Tutorial per Week)
- Examination: End-semester examination: 70 Marks; Internal Assessment: 30 Marks)
- Internal Assessment: Class presentation, Monthly Test, Seminar—separately or in combination)

Section A: Theory

- De Saussure:
    - Part One: General Principles—Chapter 1: Nature of Linguistic Sign in de Saussure *Course in General Linguistics*, ed. Perry Meisel *et.al.,* Columbia University Press, New York, 2011.
    - Part Two: Chapter Three—Identities, Realities, Values.

- An Introduction to Critical Discourse Analysis: The concept of Discourse, Power and the Subject (Chapters 1-3, Alec McHoul and Wendy Grace, *A Foucault Primer: Discourse, Power and the Subject* or any other publication dealing with Foucault on the concepts of Discourse, Power and the Subject)

- Edward Said: Chapter 1, "The Scope of Orientalism" in Said, Edward., *Orientalism*, Vintage Books, New York, 1979

Section B: Orientalist Discourse

- British Romantic poetry and Orientalism: Orientalist elements in Romantic poetry such as antiquity, origin, the foreign, strange, the other, exotic, mysterious, mystical, spiritual, romance, the primitive, the savage, monstrous, the grotesque, the awesome, terrible, the sublime, the sensual, the erotic, and the feminine

- Edward Said: the following chapters from his *Culture and Imperialism*, Vintage Books, New York, 1994 :

    - "Empire Geography and Culture"
    - "Two Visions in Heart of Darkness"
    - "Jane Austen and Empire,"

ENS 454: ORIENTALISM AND LITERARY STUDIES (Contd.)

References:

- Alec McHoul and Wendy Grace, *A Foucault Primer: Discourse, Power and the Subject*, Routledge, London, 2002.
- Christ, Carol, T., *et al*., (ed.,), *Norton Anthology of English Literature: Vol.II*, 8th ed, Norton & Company, London, 2006
- Fairclough, Norman., *Critical discourse analysis: The critical study of Language*, Longman, London, 1995.
- Fulford, Tim and Peter J. Kitson (eds.,) *Romanticism and Colonialism—Writing and Empire, 1780-1830,* Cambridge University Press, Cambridge, 1998.
- Said, Edward., *Orientalism*, Vintage Books, New York, 1979.
- - - - *Culture and Imperialism*, Vintage Books, New York, 1994
- Saussure Ferdinand de, *Course in General Linguistics*, ed. Perry Meisel *et.al.,* Columbia University Press, New York, 2011
- Schwab, Raymond., *The Oriental Renaissance: Europe's Rediscovery of India and the East, 1680-1880*, Columbia University Press, New York, 1984.
- Warraq, Ibn, *Defending the West: A Critique of Edward Said's Orientalism,* Amherst, New York, Prometheus Books, 2007.
- Warren, Andrew., *The Orient and the Young Romantics*, Cambridge University Press, Cambridge, 2014.

Model Question Paper

Second Semester M. A. Degree Examination, May 20...

(New Choice Based Credit System)

ENS 454: ORIENTALISM AND LITERARY STUDIES

Time: 3 hours Max Marks: 70

Note: 1. Answer ***three*** questions from section A and B without omitting any section

2. A Ten-mark question from section C is ***compulsory***

3. Bland Summaries and irrelevant answers will not be considered

Section A (each question carries 20 marks)

- A question on texts in Section A
- A question on texts in Section A
- A question on texts in Section A

Section B (each question carries 20 marks)

- A question on texts in Section B
- A question on texts in Section B
- A question on texts in Section B

Section C (each question carries 10 marks)

Write a short note on any one of the following:

- One topic from the syllabus not covered by questions above
- One topic from the syllabus not covered by questions above
- One topic from the syllabus not covered by questions above

Semester II (Soft Core 2)

ENS 455: THE VICTORIAN POETRY

- Credits: 4 (3 Lectures and 1 Tutorial per Week)
- Examination: End-semester examination: 70 Marks; Internal Assessment: 30 Marks)
- Internal Assessment: Class presentation, Monthly Test, Seminar—separately or in combination)

LEARNING OBJECTIVES:

The course seeks to introduce students to:

- Victorian Poetry, through the major texts of the period
- Cultural problems of the period and how they were negotiated by the major writers.
- Detailed analysis of the major poem texts of Victorian Literature
- Comparative analysis and evaluation of the poems prescribed for study

COURSE OUTCOME:

- The student will acquire a broad knowledge of the Victorian poetry and the cultural and literary aspects in them. The student will recognize and remember the major names of the prose writers of this period
- In analysing the poems of this period, student will comprehend the cultural problems of the period and understand them historically. The student will understand how these cultural problems are interrelated and define a period or a movement.
- The student will interpret the prose texts prescribed in the syllabus in terms of the cultural and ideological issues enumerated in para 2. The student will learn to locate, recognize these issues in the texts prescribed for study.
- Students are encouraged to analyse their own cultural/existential situations in terms of the science X culture or industrialization X culture themes that they have learned. In doing so they will learn the difference between the occidental and oriental cultures.
- Students will try to synthesize universal/narrative analytical models from out of the Victorian culture and examine whether such universals help them understand their own situations. Elements of postcolonialism/orientalism may be introduced here.
- Students will evaluate similar cultural/literary passages from their cultures and see how best they can respond to them.

Semester II (Soft Core 2)

ENS 455: THE VICTORIAN POETRY

- Credits: 4 (3 Lectures and 1 Tutorial per Week)
- Examination: End-semester examination: 70 Marks; Internal Assessment: 30 Marks)
- Internal Assessment: Class presentation, Monthly Test, Seminar—separately or in combination)

Section A: Background

Science and Technology in Victorian England

Loss of Religion and High Morality

The Ethos of Isolation, Despair and Pessimism

Utilitarianism, Culture and Literature

Victorian Subjectivity and Social Awareness

Section B: Early Victorian Poetry

Tennyson: The Lotos Eaters; Ulysses; Tithonus; The Grand Mother; The Brook

Browning: My Last Duchess; The Bishop Orders His Own Tomb; Andrea del Sarto; The Last Ride Together; Prospice;

Section C: Later Victorian Poetry

Arnold: Dover Beach; The Buried Life; Growing Old; Rugby Chapel; Morality; Memorial Verses

Hardy: The Darkling Thrush; Hap; A Broken Appointment; The Voice; The Dead Man Walking

ENS 455: THE VICTORIAN POETRY (Contd.)

References:

- *Cambridge History of English Literature*

- Chew, Samuel C., and Richard Altick, *A Literary History of England, Vol. 4, The Nineteenth Century and After (1789-1939)*, London, Routledge and Kegan, 1967.

- Briggs, Asa., *Victorian People—A Reassessment of Persons andThemes: 1851-67*, The University of Chicago Press, Chicago, 1955 (or subsequent edition)

- Williams, Raymond, *Culture and Society*

- Houghton, Walter, E., *The Victorian Frame of Mind*, Yale University Press, 1957.

- Lucas, F.L., (ed.), *Alfred Lord Tennyson—An Anthology*, Cambridge University Press, Cambridge, 2013. (Any other standard edition published by Oxford or Norton should also do).

- Young, W.T., *A Selection of Poems* [of Browning], Cambridge University Press, Cambridge, 2014.

- *Norton Anthology of English Literature*, (For Arnold's poems, Oxford or Cambridge anthology would also do).

- Hardy, T and Gibson, J., (ed.), *Thomas Hardy: The Complete Poems*, Palgrave Macmillan, London, 2001.

Model Question Paper

Second Semester M. A. Degree Examination, May 20...

(New Choice Based Credit System)

ENS 455: THE VICTORIAN POETRY

Time: 3 hours Max Marks: 70

Note: 1. Answer ***three*** questions from section A and B without omitting any section

2. A Ten-mark question from section C is ***compulsory***

3. Bland Summaries and irrelevant answers will not be considered

Section A 20

- One question on Tennyson
- One question on Browning

Section B 20

- One question on Arnold
- One question on Hardy

Section C 20

- A short note question on the background topic
- A short note question on the background topic
- A short note question on the background topic

Semester II (Soft Core 3)

ENS 456: VICTORIAN PROSE

- Credits: 4 (3 Lectures and 1 Tutorial per Week)
- Examination: End-semester examination: 70 Marks; Internal Assessment: 30 Marks)
- Internal Assessment: Class presentation, Monthly Test, Seminar—separately or in combination)

LEARNING OBJECTIVES:

The course seeks to introduce students to:

- Victorian prose, through the major texts of the period
- Cultural problems of the period and how they were negotiated by the major writers.
- Detailed analysis of the major prose texts of Victorian Literature
- Comparative analysis and evaluation of the texts prescribed for study

COURSE OUTCOME:

- The student will acquire a broad knowledge of the Victorian prose and the cultural and literary aspects in them. The student will recognize and remember the major names of the prose writers of this period
- In analysing the prose texts of this period, student will comprehend the cultural problems of the period and understand them historically. The student will understand how these cultural problems are interrelated and define a period or a movement.
- The student will interpret the prose texts prescribed in the syllabus in terms of the cultural and ideological issues enumerated in para 2. The student will learn to locate, recognize these issues in the texts prescribed for study.
- Students are encouraged to analyse their own cultural/existential situations in terms of the science X culture or industrialization X culture themes that they have learned. In doing so they will learn the difference between the occidental and oriental cultures.
- Students will try to synthesize universal/narrative analytical models from out of the Victorian culture and examine whether such universals help them understand their own situations. Elements of postcolonialism/orientalism may be introduced here.
- Students will evaluate similar cultural/literary passages from their cultures and see how best they can respond to them.

Semester II (Soft Core 3)

ENS 456: VICTORIAN PROSE

- Credits: 4 (3 Lectures and 1 Tutorial per Week)
- Examination: End-semester examination: 70 Marks; Internal Assessment: 30 Marks)
- Internal Assessment: Class presentation, Monthly Test, Seminar—separately or in combination)

Section A: Background

Science and Technology in Victorian England

Loss of Religion and High Morality

The Ethos of Isolation, Despair and Pessimism

Utilitarianism, Culture and Literature

Victorian Subjectivity and Social Awareness

Section B: Prose

Carlyle: Signs of the Time

Ruskin: Unto this Last

Macaulay: Bacon (in *Critical and Historical Essays—Vol.II*,

Arnold: Culture and Anarchy ("Sweetness and Light" and *Porro Unum est Necessarium*)

References:

- *Cambridge History of English Literature*
- Chew, Samuel C., and Richard Altick, *A literary history of England, Vol. 4, The Nineteenth Century and After (1789-1939)*, London, Routledge and Kegan, 1967.
- Briggs, Asa., *Victorian People—A Reassessment of Persons and Themes: 1851-67*, The University of Chicago Press, Chicago, 1955 (or subsequent edition)
- Williams, Raymond, *Culture and Society*, Houghton, Waltenr, E., *The Victorian Frame of Mind*, Yale University Press, 1957.
- Houghton, Walter, E., *The Victorian Frame of Mind*, Yale University Press, 1957.
- Carlyle, *Signs of the Time* (any standard edition
- Ruskin, *Unto This Last* (any standard edition)
- Macaulay, *Critical and Historical Essays*, (any standard Edition)

Model Question Paper

Second Semester M. A. Degree Examination, May 20...

(New Choice Based Credit System)

ENS 456: VICTORIAN PROSE

Time: 3 hours Max Marks: 70

Note: 1. Answer ***three*** questions from section A and ***one from*** B

2. Bland Summaries and irrelevant answers will not be considered

Section A 20

- One question on Carlyle
- One question on Ruskin
- One question on Macaulay
- One question on Arnold

Section B 10

- A short note question on the background topic
- A short note question on the background topic
- A short note question on the background topic

Semester II (Soft Core 4)

ENS 457: EUROPEAN CLASSICS IN ENGLISH TRANSLATION

- Soft Core/ 4 Credits (3 lectures and one tutorial)
- End Semester Examination 70 Marks
- Internal Assessment 30 Marks – Monthly Tests/Assignments/Class Reports.

LEARNING OBJECTIVES:

The core seeks to introduce the students to

- The range of European fiction of Russia, France and Germany
- Full length narratives as well as short fiction.
- Train to understand literature in translation
- European modernism and European romanticism

COURSE OUTCOME:

The student is expected to achieve the following objectives by the end of the semester

- Learn to distinguish European literature from British/American literature
- Recognise the European writer's negotiation of larger religious/philosophical questions rather than be bound within the immediate social realities
- Have an understanding of the ways in which Christianity shaped European consciousness
- Get an intimate understanding of the writings of Tolstoy, Dostoevsky, Camus, Kafka, Flaubert and Thomas Mann
- Notice and evaluate the author's skills in negotiating different kinds of fiction such as novel and short story

Semester II (Soft Core 4)

ENS 457: EUROPEAN CLASSICS IN ENGLISH TRANSLATION

- Soft Core/ 4 Credits (3 lectures and one tutorial)
- End Semester Examination 70 Marks
- Internal Assessment 30 Marks – Monthly Tests/Assignments/Class Reports.

SECTION A

Leo Tolstoy: *Anna Karenina*

Fyodor Dostoyevsky: *Crime and Punishment*

SECTION B

Albert Camus: *The Plague*

Gustave Flaubert: *Madame Bovary*

SECTION C

Franz Kafka: *The Castle*

Thomas Mann: *Death in Venice*

SECTION D

Leo Tolstoy: "Death of Ivan Illyich"

Fyodor Dostoyevsky: "Notes from Underground"

Albert Camus*:* "The Guest"

Franz Kafka: "The Metamorphosis"

Gustave Flaubert: "The Legend of Saint Julian the Hospitalier"

Thomas Mann: "The Clown"

ENS 457: EUROPEAN CLASSICS IN ENGLISH TRANSLATION (Contd.)

References:

Bell, Michael,ed. *The Cambridge Companion to European Novelists.* Cambridge UP, 2012.

Erving, Donna Trussing, ed. *The Cambridge Companion to Tolstoy*. Cambridge UP, 2006

Evans, Mary, *Anna Karenina* . Routledge, London and New York, 1989

Bree, Germaine. "Albert Camus and the Plague". *Yale French Studies*. No. 8, 1951. 93–100.

Camus, Albert and Justin O`Brien. trans. *The Myth of Sisyphus and Other Essays.* Vintage, 1991.

Ritter, Naomi, ed. *Thomas Mann- Death in Venice: Case Studies in Contemporary Criticism*. St. Martin's Press, 1998.

Galens, David et al.,eds. *A Study Guide for Thomas Mann's "Death in Venice"* Gale Cengage Learning, 2003. *Novels for Students.* Vol. 17.

Preece, Julian,ed. *The Cambridge Companion to Kafka*. Cambridge: Cambridge UP, 2002.

Duttinger, Cardin. *The Cambridge Introduction to Franz Kafka*. Cambridge: Cambridge UP, 2013.

Lowe, Margaret. *Towards the Real Flaubert: A Study of 'Madame Bovary.'* Ed. A. W. Raitt. Oxford: Clarendon, 1984.

Unwin, Timothy, ed. *The Cambridge Companion to Flaubert*. Cambridge: Cambridge UP, 2004

Model Question paper

Second Semester M.A, Degree Examination, May 20…

(New Choice Based Credit System)

ENS 457: EUROPEAN CLASSICS IN ENGLISH TRANSLATION

Time: 3 Hours Max. Marks: 70

Note: 1) Answer one question each from Sections A, B, C and D.

2) Bland summaries of texts and irrelevant answers will not be considered.

Section A **20**

1. Question on texts in Section A
2. Question on texts in Section A

Section B **20**

3. Question on texts in Section B
4. Question on texts in Section B

Section C **20**

5. Question on texts in Section C
6. Question on texts in Section C

Section D **10**

7. Short Note Question on texts in Section D
8. Short Note Question on texts in Section D
9. Short Note Question on texts in Section D

Semester II (Soft Core 5)

ENSC 457(A) : SHAKESPEARE IN KANNADA TRANSLATION

- Soft Core/ 4 Credits (3 lectures and one tutorial)
- End Semester Examination 70 Marks
- Internal Assessment 30 Marks – Monthly Tests/Assignments/Class Reports.

LEARNING OBJECTIVES:

The course seeks to introduce the students to

- Translation studies in general.
- Shakespeare translation in Kannada
- Various cultural movements in the region and the relation to the translation.

COURSE OUTCOME:

The student is expected to achieve the following objectives by the end of the semester

- Learn to distinguish between verities of translation.
- Recognise the translators writer's negotiation of larger religious/philosophical questions.
- Have an understanding of the ways in which Christianity/English mores was introduce in to regional cultural.
- Notice and evaluate the translator's skills in negotiating different kinds of challenges to be negotiated in the act of translation

Semester II (Soft Core 5)

ENSC 457(A) : SHAKESPEARE IN KANNADA TRANSLATION

- **Open Elective 3 credits (4 lectures)**
- **End semester examination 70 marks**
- **Internal Assessment 30 marks - Monthly Tests/ Assignments/ Class Reports**

Section A: English Text

1. Macbeth

Section B: Beginners

1. Srikantesha Gowda - Parataparudradeva (Translation of Macbeth)
2. D. V. Gundappa - Macbeth

Section C: Shakespeare in 'Navya' translations

1. Ramachandra Deva - Macbeth
2. K. S. Bhagavan - Macbeth

References

Deva, Ramachandra. *Shakespeare in Two Cultures*. Bangalore: Granthavali, 1993.

Havanur, Srinivas. *Hosagannadada Arunodaya*. Mysore: Univesrity of Mysore, 1974.

Poonam Trivedi, Dennis Bartholomeusz. *India's Shakespeare: Translation, Interpretation and Performance*. Pearson Publishers, 2005.

Rao, A. N. Moorthy. "Shakespeare in Kannada Literature." *Indian Literature* 7.1 (1964).

Rao, L. S. Sheshagiri. *Hosagannada Sahitya Charitre*. Sapna Book House, 2018.

Shankar, D. A., ed. *Shakespeare in Indian Languages*. Shimla: Indian Institute of Advanced Study, 1999.

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Semester II (Soft Core 5)

ENSC 457(A) : SHAKESPEARE IN KANNADA TRANSLATION

Time: 3 Hours Max. Marks: 70

Note: 1) Answer one question each from Sections A, B, C and D.

2) Bland summaries of texts and irrelevant answers will not be considered.

Section A 20

10. Question on texts in Section A
11. Question on texts in Section A

Section B 20

12. Question on texts in Section B
13. Question on texts in Section B

Section C 20

14. Question on texts in Section C
15. Question on texts in Section C

Section D 10

16. Short Note Question on texts in Section D
17. Short Note Question on texts in Section D
18. Short Note Question on texts in Section D

Semester II (Open Elective 1)

ENE 458: THE STUDY OF LITERATURE

- Open Elective 3 credits (4 lectures)
- End semester examination 70 marks
- Internal Assessment 30 marks - Monthly Tests/ Assignments/ Class Reports

LEARNING OBJECTIVES:

The course is designed as an elective under the CBCS scheme and targeted at non-literature students. Hence the primary learning objective is to create an awareness of the importance of literary studies in non-literature students. With this in view, the core seeks to introduce the students to an in depth understanding of different genres of literature such as poetry, fiction, drama and criticism.

COURSE OUTCOME:

The student is expected to achieve the following objectives by the end of the semester

- Get familiar with different periods of poetry
- Learn to enjoy different varieties of poetry
- Distinguish between classical and contemporary plays and stagecraft
- Get an exposure to fiction and the ways in which social and personal issues are handled in fiction
- Get an idea of the criticism and appreciate its value and worth, and develop a critical approach.

Semester II (Open Elective 1)

ENE 458: THE STUDY OF LITERATURE

- Open Elective 3 credits (4 lectures)
- End semester examination 70 marks
- Internal Assessment 30 marks - Monthly Tests/ Assignments/ Class Reports

Section A: Poetry

William Wordsworth "Tintern Abbey" [Lines Composed a Few Miles above Tintern Abbey on Revisiting the Bank of the Wye during a Tour, July 13, 1798]

W.B. Yeats "A Prayer for my Daughter"

T. S. Eliot "Preludes"

Section B: Drama

Kalidasa *Shakunthala*

Or

Girish Karnad *Hayavadana*

Section C: Fiction

Bhisham Sahni *Tamas*

Or

Shashi Deshpande *That Long Silence*

Section D: Criticism

Introduction to Criticism and Practical Criticism

ENE 458: THE STUDY OF LITERATURE (Contd.)

References

Bagchee, Shyamal. ed. *T. S. Eliot: A Voice Descanting: Centenary Essays*

Basu, Tapan Kumar. *An Anthology of Recent Criticism*

Murphy, Russell E. *Critical Companion to T. S. Eliot: A Literary Reference to His Life and Work*

Smith, Grover. *T. S. Eliot's Poetry and Plays: A Study in Sources and Meaning.*

Jeffares, A Norman. *A New Commentary on the Poems of W. B. Yeats.*

Kenner, Hugh. *A Colder Eye: Modern Irish Writers.*

Kermode, Frank. *Romantic Image.*

O'Neill, Michael. *A Routledge Literary Sourcebook on the Poems of W.B. Yeats.*

Yvor, Winters. *The Poetry of W. B. Yeats.*

Das, Veena. *Critical Events: An Anthropological Perspective on Contemporary India. 1995.* New Delhi: Oxford India, 1996, rpt. 1999

Kaul, Suvir. *The Partition of Memory: The Afterlife of the Division of India.*

Pandey, Gyanendra. *Remembering Partition:Violence, Nationalism and History in India.* Cambridge: Cambridge U P, 2001.

Zaman, Niaz. *A Divided Legacy: The Partition Novels in India, Pakistan and Bangladesh.* New Delhi: Manohar, 2004.

Thapar, Romila. *Narratives and the Making of History, Two Lectures.*

Rajan, Chandra. Trans. *Kalidasa: The Loom of Time.*

Chanchal Naik. Ed. *Shashi Deshpande.*

Sarabjit Sandu. *The Novels of Shashi Deshpande*

Model Question Paper

Second Semester M. A. Degree Examination, May 20...

(New Choice Based Credit System)

ENE 458: THE STUDY OF LITERATURE

Time: 3 hours Max Marks: 70

Note: 1. Answer one question each from Sections A, B, C and D

2. Bland Summaries and irrelevant answers will not be considered

Section A 20

- A question on texts in Section A
- A question on texts in Section A

Section B 20

- A question on texts in Section B
- A question on texts in Section B

Section C 20

- A question on texts in Section C
- A question on texts in Section C

Section D 10

Passage for Practical Criticism

- A Short Passage

Semester II (Open Elective 2)
ENE 459: POLITICS, SOCIETY AND FAMILY IN THE NINETEENTH CENTURY INDIA

- Soft Core 3 credits (4 lectures)
- End Semester Examination 70 Marks
- Internal Assessment 30 marks – Monthly Tests/ Assignments/ Class Reports

LEARNING OBJECTIVES:

The course is designed as an elective under the CBCS scheme and targeted at non-literature students. Hence the primary learning objective is to create an awareness of the importance of literary studies in non-literature students. With this in view the core seeks to introduce the students to an in depth understanding of

- 19^{th} century socio political movements of India
- The immediate cultural past of India
- The roots of modernity in India
- The roots of resistance to colonialism

COURSE OUTCOME:

The student is expected to achieve the following objectives by the end of the semester

- Be clearly conscious of the cultural dilemmas surrounding the present
- Have an understanding of the contribution of nationalist thought and movements, colonial governments in shaping our lives
- An awareness of national leaders like Raja Ram Mohan Roy, Tagore, Bankimchandra Chatterjee, M K Gandhi and their roles in shaping Indian sensibility.

Semester II (Open Elective 2)

ENE 459: POLITICS, SOCIETY AND FAMILY IN THE NINETEENTH CENTURY INDIA

- Soft Core 3 credits (4 lectures)
- End Semester Examination 70 Marks
- Internal Assessment 30 marks – Monthly Tests/ Assignments/ Class Reports

Section A

Asiatic Society, Indian National Congress, Partition of Bengal, Social Reform Movements,

Macaulay's Minutes

Section B

The Home and the World, Rabindranath Tagore, Tr. Surendranath Tagore, London: Macmillan, 1919
Anandamath , Bankim Chandra Chattopadyay Tr. Basanta Koomar Roy. Orient Paper Backs(first published 1882)

Section C

Hind Swaraj, M.K. Gandhi,

The Nation and Its Fragments - Colonial and Postcolonial Histories (Princeton Studies in Culture, Power, History)

ENE 459: POLITICS, SOCIETY AND FAMILY IN THE NINETEENTH CENTURY INDIA (Contd.)

References

Anderson, Benedict *Imagined Communities: Reflections on the Origin and Spread* of *Nationalism*.

Bhabha, Homi K. *Nation and Narration*.

Chaterjee, Bankim Chandra. *Anandamath.*

Gandhi: *Hind Swaraj' and Other Writings*.

Tagore, Rabindranath. *Nationalism*.

---*The Home and The World*. Trans. Surendranath Tagore.

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin,. *The Post-Colonial Studies Reader*.

Bandopadhyaya, Sekhar. *Caste, Politics and the Raj: Bengal 1872-1937*.

Chandra, Bipin. *Nationalism and Colonialism in Modern India*.

Chatterjee, Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse*.

Desai, A. R. *Social Background of Indian Nationalism.*

Dutta, P.K.,ed. *Rabindranath Tagore's 'The Home and The World': A Critical Companion.*

Eagleton, Terry. Nationalism, Colonialism, and Literature.

Mukherjee,Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*.

Nandy, Ashis. *The Illegitimacy of Nationalism: Rabindranath Tagore and the Politics of self*.

Sharma, Suresh and Tridib Suhrud (eds) Gandhi's Hind Swaraj: A Critical Edition, Orient Black Swan.

Sarkar, Tanika. "Birth of a Goddess: Vande Mataram, Anandamath, and Hindu nationhood." *Economic and Political Weekly*. Vol.41.37.3959-3969. 4 January 2012. *JSTOR*

Sethi, Rumina. *Myths of the Nation: National Identity and Literary Representation*.

Model Question Paper

Second Semester M. A. Degree Examination, May 20...

(New Choice Based Credit System)

ENE 459: POLITICS, SOCIETY AND FAMILY IN THE NINETEENTH CENTURY INDIA

Time: 3 hours Max Marks: 70

Note: 1. Answer one question each from Sections A, B, C and D

2. Bland Summaries and irrelevant answers will not be considered

Section A 20

- A question on texts in Section A
- A question on texts in Section A

Section B 20

- A question on texts in Section B
- A question on texts in Section B

Section C 20

- A question on texts in Section C
- A question on texts in Section C

Section D 10

- A short note on texts in section A, B, C.
- A short note on texts in section A, B, C.
- A short note on texts in section A, B, C.

Semester III (Open Elective 2)

ENOE 460: DETECTIVE FICTION

- **Open Elective 3 credits (4 lectures)**
- **End semester examination 70 marks**
- **Internal Assessment 30 marks - Monthly Tests/ Assignments/ Class Reports**

LEARNING OBJECTIVES:

The course is designed as an elective under the CBCS scheme and targeted at non-literature students. Hence the primary learning objective is to create an awareness of the importance of literary studies in non-literature students. With this in view, the core seeks to introduce the students to

- Specially focus on varieties of detective fiction
- Have an in-depth understanding of the nexus between crime, crime stories and cultural configurations.

COURSE OUTCOME:

The student is expected to achieve the following objectives by the end of the semester

- Develop the skill of reading and appreciating detective fiction
- Gain an intimate knowledge of classical writers like Poe, Doyle, Chesterton , Christe.
- Learn to discriminate the varieties of detective story writing
- Get an exposure to detective stories and the ways in which social and personal issues are handled in them

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Semester III (Open Elective 2)

ENOE 460: DETECTIVE FICTION

- **Open Elective 3 credits (4 lectures)**
- **End semester examination 70 marks**
- **Internal Assessment 30 marks - Monthly Tests/ Assignments/ Class Reports**

Section A: Edgar Allan Poe

1. The Murders in the Rue Morgue
2. The Purloined Letter

Section B: Arthur Conan Doyle

1. The Five Orange Pips
2. The Man with the Twisted Lip

Section C: G K Chesterton

1. The Blue Cross
2. The Mistake of the Machine

Section D: Agatha Christie

1. A Christmas Tragedy
2. Death by Drowning

References:

Auden,W.H."The Guilty Vicarage". *Detective Fiction: A Collection of Critical Essays*. Ed. Robin W Winks. Countryman Press,1988.

David, Deirdre. *The Cambridge Companion to the Victorian Novel*. Cambridge University Press. 2013.

Hodgson, John, editor. *Sherlock Holmes: The Major Stories with Contemporary Critical Essays*. Bedford Books,1994.

Lycett, Andrew, *The Man Who Created Sherlock Holmes: The Life and Times of Sir Arthur Conan Doyle*, Free Press, 2007.

Milda, Danytė. *Introduction to the analysis of crime fiction : a user-friendly guide.* Vytauto Didžiojo university. 2011

Rzepka, Charles J. *Detective Fiction*. Polity.2005

Ousby. Ian. *Bloodhounds of Heaven: The Detective in English Fiction from Godwin to Doyle,* Harvard university press, 1976.

Priestman, Martin, editor. *The Cambridge Companion to Crime Fiction.* Cambridge University Press, 2003.

Rodell, Marie F. *Mystery Fiction: Theory and Technique.* Hammond, Hammond & Co. 1954.

Scaggs, John. *Crime Fiction (The New Critical Idiom)*. Routledge.2005.

Stewart, R.F. *And Always a Detective: Chapters on the History of Detective Fiction,* David and Charles, 1980.

Stowe, William W. "Critical Investigations: Convention and Ideology in Detective Fiction." *Texas Studies in Literature and Language*, vol. 31, no. 4, 1989, pp. 570–591. *JSTOR*, www.jstor.org/stable/40754910.

Symons, Julian. *Bloody Murder: From the Detective Story to the Crime Novel: A History.* Penguin Books Ltd.1974.

Winks, Robin W. "American Detective Fiction." *American Studies International*, vol. 19, no. 1, 1980, pp. 3–16. *JSTOR*, www.jstor.org/stable/41262202.

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Semester III (Open Elective 2)

ENOE 460: DETECTIVE FICTION

Time: 3 hours Max Marks: 70

Note: 1) Answer one question each from all Sections

2) Bland summaries and irrelevant answers will not be considered

SECTION A 1X15=15

1. A question on the prescribed texts from Section 'A'
2. A question on the prescribed texts from Section 'A'

SECTIONB 1X15=15

3. A question on the prescribed texts from Section 'A'
4. A question on the prescribed texts from Section 'A'

SECTION C 1X15=15

5. A question on the prescribed texts from Section 'A'
6. A question on the prescribed texts from Section 'A'

SECTION D 1X15=15

7. A question on the prescribed texts from Section 'A'
8. A question on the prescribed texts from Section 'A'

MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

Semester III (Hard Core 1)

ENH 501: TWENTIETH CENTURY POETRY

- Hard Core/ 4 Credits (4 lectures and one tutorial)
- End semester Examination 70 Marks
- Internal Assessment 30 Marks – Monthly Tests/Assignments/Class Reports.

LEARNING OBJECTIVES:

The core seeks to introduce the students to an in depth understanding of

- The ethos of modern age
- Concepts of modernity and Freudian psychology
- The influence of modern science and technology
- Wartime politics and realities

COURSE OUTCOME:

The student is expected to achieve the following objectives by the end of the semester

- The concept and ideologies of modernity and modernism
- The transition from the Victorian to the modern (W. B. Yeats and T. S. Eliot)
- Phases and varieties of modernity such as represented by Yeats, Eliot and Auden
- An intimate understanding of poetry of Yeats, Eliot and Auden
- Change in the poetic language in changed cultural contexts
- The skill of understanding a modern poem by analytical means
- Familiarisation with modern style of writing poetry especially the use of images, symbols etc.

Semester III (Hard Core 1)

ENH 501: TWENTIETH CENTURY POETRY

- Hard Core/ 4 Credits (4 lectures and one tutorial)
- End semester Examination 70 Marks
- Internal Assessment 30 Marks – Monthly Tests/Assignments/Class Reports.

SECTION A

W. B. Yeats: "Adam's Curse"

"No Second Troy"

""Easter 1916"

"The Second Coming"

"A Prayer for My Daughter"

"Sailing to Byzantium"

"Byzantium"

"Leda and the Swan"

"Among School Children"

"Crazy Jane Talks with the Bishop"

"Michael Robartes and the Dancer"

"The Tower"

"Lapis Lazuli"

"Long Legged Fly"

"The Circus Animals' Desertion"

SECTION B

T. S. Eliot: "The Love Song of J Alfred Prufrock"

"The Portrait of a Lady"

"Preludes"

The Wasteland

SECTION C

W. H. Auden: "Consider this …"

"Musee des Beaux Arts"

"In Memory of W. B. Yeats"

"The Unknown Citizen; Spain"

ENH 501: TWENTIETH CENTURY POETRY (Contd.)

SECTION D: BACKGROUND

The Influence of the French Symbolists

Avante Garde Movements

British Modernism

World Wars and the Labour Movement

References

Matei Calinescu*, Five Faces of Modernity: Modernism, Avant-Garde, Decadence, Kitsch, Postmodernism.* Durham: Duke UP, 1987.

Roberts, Neil. *A Companion to Twentieth Century Poetry.* Oxford: Blackwell, 2001

Patridge, A. C. *The Language of Modern Poetry: Yeats, Eliot, Auden.*Deutsche, 1976.

Hibberd, Dominic, ed. *Poetry of the First World War: A Selection of Critical Essays.* London: Macmillan, 1981. Casebook Ser. Gen. ed. A.E. Dyson.

Cox, C. B and Arnold P. Hinchliffe, eds. *T. S. Eliot: The Wasteland: A Selection of Critical Essays*. London, Macmillan, 1968.(Casebook Ser. Gen. ed. A.E. Dyson)

Moody, David. *The Cambridge Companion to T. S. Eliot.* Cambridge UP, 1994.

Southam, B.C. ed. *T. S. Eliot*: *"Prufrock', 'Gerontion', 'Ash Wednesday" and Other Shorter Poems'. A Selection of Critical Essays*. London: Macmillan, 1978. (Casebook Ser. Gen. ed. A.E. Dyson)

Howes, Marjorie and John Kelly,eds. *A Cambridge Companion to W.B.Yeats*. Cambridge: Cambridge UP, 1994

Smith, Stan, ed. *The Cambridge Companion to W. H Auden*. Cambridge UP, 2005

Model Question Paper

Third Semester M.A, Degree Examination, December 20…

(New Choice Based Credit System)

ENH 501: TWENTIETH CENTURY POETRY

Time: 3 Hours Max. Marks: 70

Note: 1) Answer one question each from all the sections.

2) Bland summaries of texts and irrelevant answer will not be considered.

Section A **20**

- Question on texts in Section A
- Question on texts in Section A

Section B **20**

- Question on texts in Section B
- Question on texts in Section B

Section C **20**

- Question on texts in Section C
- Question on texts in Section C

Section D **10**

- Short Note Question on texts in Section D
- Short Note Question on texts in Section D
- Short Note Question on texts in Section D

MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

Semester III (Hard Core 2)

ENH 502: LITERARY CRITICISM – PART I

- Hard Core/ 4 Credits (4 lectures and one tutorial)
- End semester Examination 70 Marks
- Internal Assessment 30 Marks – Monthly Tests/Assignments/Class Reports.

LEARNING OBJECTIVES:

This course is designed with the objective of:

- Introducing students to the literary movements, major thinkers and theoretical debates
- Teaching the specifics of each critical schools in terms of the concepts and technical languages employed.
- Applying some of the tenets of the critical schools to literary texts already studies in other courses.
- Making comparative evaluation of the arguments of the major critical schools.

COURSE OUTCOME

- Students will learn to recognize the various periods, movements, thinkers and schools from Plato down to T.S. Eliot.
- Students will identify each school with its concepts and major debates and its linkages to the previous and subsequent schools
- Students will learn to apply some of these concepts to the texts they have already studied.
- Students will learn to analyse texts in accordance to the arguments of the major schools of thought they have studied.
- Students will learn t formulate critical statements on new texts based on what they have done in 1-4.
- Students will learn to make a comparative valuation of the critical statements that can be made on a text based on two or more critical schools.

Semester III (Hard Core 2)

ENH 502: LITERARY CRITICISM – PART I

- Hard Core/ 4 Credits (4 lectures and one tutorial)
- End semester Examination 70 Marks
- Internal Assessment 30 Marks – Monthly Tests/Assignments/Class Reports.

SECTION A: CLASSICAL TEXTS

Plato: *Ion*

Republic, Book X

Aristotle: *Poetics*

SECTION B: NINETEENTH CENTURY TEXTS

Wordsworth: Preface to *Lyrical Ballads* (1802)

Arnold: "The Function of Criticism at the Present Time"

SECTION C: MODERN TEXTS

Eliot: Tradition and the Individual Talent

Leavis: The Great Tradition (Introduction and Chapter 1)

New Criticism: Intentional Fallacy

Affective Fallacy

The Poem as Autotelic entity

SECTION D: PRACTICAL CRITICISM

Practical criticism of an unseen Poem (Students should be taught to write the art of practical appreciation based on the reading of Section C. Students must be told very clearly that a prose summary of the given poem or a stanza-by-stanza paraphrase is not practical criticism)

ENH 502: LITERARY CRITICISM – PART I

References

Cooper. *Plato's Complete Works*

Jowett, Benjamin. *The Dialogues of Plato* (5 Vols.)

Bywater, Ingram. Aristotle's *Poetics*

Butcher, S.H. trans. Aristotle's *Poetics*

Wordsworth. "Preface to Lyrical Ballads" (any good anthology would do)

Arnold, Matthew. "The Function of Criticism at the Present Time" (any good anthology would do)

Eliot, T.S. "Tradition and the Individual Talent" (any good anthology would do)

Leavis, F.R. "The Great Tradition" (Introduction and Chapter 1) (any good anthology would do)

Ransom, John Crowe. *The New Criticism* (any good edition would do)

Brooks, Cleanth and Robert Penn Warren. *Understanding Poetry* (any good edition would do)

Richards, I.A. "Irrelevant Associations and Stock Responses" in *Practical Criticism – A Study of Literary Judgement*. (Chapter V, Part III)

Model Question Paper

Third Semester M.A, Degree Examination, December 20…

(New Choice Based Credit System)

ENH 502: LITERARY CRITICISM – PART I

Time: 3 Hours Max. Marks: 70

Note: Answer one question from each section without omitting any section.

Section A **20**

- One question on Plato
- One question on Aristotle

Section B **20**

- One question on Wordsworth
- One question on Arnold

Section C **20**

- One question on Eliot
- One question on Leavis
- One question on New Criticism

Section D **10**

- One unseen poem of at least 3 stanzas for practical criticism

MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

Semester III (Hard Core 3)

ENH 503: GENDER STUDIES

- Hard Core/ 4 Credits (4 lectures and one tutorial)
- End semester Examination 70 Marks
- Internal Assessment 30 Marks – Monthly Tests/Assignments/Class Reports

LEARNING OBJECTIVES:

The course seeks to introduce students to an in-depth study of

- Theories of Gender.
- Concepts and terms in Gender Studies.
- Texts that interrogate the commonsense of gender within a hetero-normative society.
- The social construction of masculinities and femininities.

COURSE OUTCOME:

The students will have achieved the following at the end of the semester

- The ability to interrogate commonsensical and oppressive constructions and practices of gender.
- The capacity to decouple sex from gender and look at the performance of gender in a self reflexive manner.
- Have a critical insight into the intersections of gender, religion, region and caste.
- Have a knowledge of the evolving terms and concepts within gender studies which try to articulate the nuances and complexities of gender as a lived experience.
- Have the capacity to intelligently participate in and respond to contemporary debates and legislations on gender.
- Be critically sensitive to social practices of gender discrimination.

Semester III (Hard Core 3)

ENH 503: GENDER STUDIES

- Hard Core/ 4 Credits (4 lectures and one tutorial)
- End semester Examination 70 Marks
- Internal Assessment 30 Marks – Monthly Tests/Assignments/Class Reports.

SECTION A: THEORY

Niveditha Menon: "Body" (Chapter from *Seeing like a Feminist*)

Uma Chakravarti: "Caste, Class and Gender: The Historical Roots of Brahminical Patriarchy" (Chapter from *Gendering Caste: Through a Feminist Lens)*

Judith Butler: "Subversive Bodies" (Chapter from *Gender Trouble*)

Gayle Rubin: *The Traffic in Women: Notes on the 'Political Economy' of Sex*

R W Connell: "The Social Organization of Masculinity" (Chapter from *Masculinities)*

SECTION B: AUTOBIOGRAPHICAL WRITING

A Revathi : *The Truth about Me : A Hijra Life Story*

Ashok Row Kavi : The Contract of Silence (From *Yaarana)*

Selections from *A Grief to Bury: Memories of Love, Work and Loss*":

- **K Saradamoni,**
- **Rameswari Varma**
- **Ela Bhatt**
- **Shanta Rameshwar Rao**
- **Rukmini Parthasarathy**
- **Meenakshi Mukherjee**

ENH 503: GENDER STUDIES (Contd.)

Hoshang Merchant: Autobiography (From *Yaarana*)

Urmila Pawar*: A Childhood Tale*

SECTION C: SHORT STORY

Ismat Chugtai: "Lihaaf"

Suniti Namjoshi: Selections from *Feminist Fables*:

"The Little Prince"

"The Female Swan"

"The Gods"

"The Quiet Life"

"The Oyster Child"

"Heart"

Isak Dinesen: "The Blank Page"

Jane Rule: "His not Hers"

Mahasweta Devi: "Bayen"

SECTION D: FILM TEXT

Sairaat

OR

Dance Like a Man

ENH 503: GENDER STUDIES (Contd.)

References

Anne Cranny-Francis et.al. *Gender Studies: Terms and Debates*

David Glover and Cora Kaplan. *Genders* (The New Critical Idiom)

Hoshang Merchant. Introduction to *Yaraana: Gay Writing from India*

Judith Butler. *Gender Trouble*

Kath Woodward. *The Short Guide to Gender*

Niveditha Menon. *Seeing Like a Feminist*

Radhika Chopra, ed. *Reframing Masculinities*

Uma Chakravarti. *Gendering Caste through a Feminist Lens*

V Geetha. *Gender*

Vasanth Kannabiran. *A Grief to Bury: Memories of Love, Work & Loss*

Model Question Paper

Third Semester M.A, Degree Examination, December 20…

(New Choice Based Credit System)

ENH 503: GENDER STUDIES

Time: 3 hours Max Marks: 70

Note: 1) Answer ONE question each from Sections A, B, C and D.

- Bland summaries and irrelevant answers will not be considered.

SECTION A **20**

- A question on texts in Section A
- A question on texts in Section A
- A question on texts in Section A

SECTION B **20**

- A question on texts in Section B
- A question on texts in Section B
- A question on texts in Section B

SECTION C **20**

- A question on texts in Section C
- A question on texts in Section C
- A question on texts in Section C

SECTION D **10**

- A question on texts in Section D
- A question on texts in Section D
- A question on texts in Section D
- A question on texts in Section D

MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

Semester III (Soft Core 1)

ENS 504: TWENTIETH CENTURY AMERICAN LITERATURE

- Soft Core: 4 credits(3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – monthly tests/ assignments/ class reports

LEARNING OBJECTIVES:

- To acquaint the student with major currents in twentieth century American life.
- To introduce them to some important literary texts of the time, including some from the margins.

COURSE OUTCOME:

At the end of the course the student will:

- comprehend the complexities that determined twentieth century American life
- interpret the prescribed texts in keeping with the cultural and ideological issues of the time
- draw parallels between the American and the Indian contexts from the points of view from the margins

Semester III (Soft Core 1)

ENS 504: TWENTIETH CENTURY AMERICAN LITERATURE

- Soft Core: 4 credits(3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – monthly tests/ assignments/ class reports

• POETRY

Robert Frost : "Mending Wall"
"The Road Not Taken"
"Two Tramps in Mud Time"
"Birches"

Sylvia Plath : "Lady Lazarus"
"Daddy"

Langston Hughes: "Harlem"
"The Negro Speaks of Rivers"
"Theme for English B"

B. FICTION

Hemingway : *The Old Man and the Sea*

Ralph Ellison : *Invisible Man*

Bernard Malamud: *The Tenants*

C.PROSE

W.E.B. DuBois : *The Souls of Black Folk* (chapters 1 and 14)

Tillie Olsen : *Silences* (the first chapter)

ENS 504: TWENTIETH CENTURY AMERICAN LITERATURE (Contd.)

D. BACKGROUND

The Women's Movement

The Harlem Renaissance

The Civil Rights Movement

The Great Depression

References

Bradbury, Malcolm and Howard Temperley. eds. *Introduction to American Studies*. 3rd edition. London: Longman, 1998.

Campbell, Neil and Alasdair Kean. *American Cultural Studies*. London: Routledge, 1997.

Franklin, John Hope and Evelyn Higginbotham. *From Slavery to Freedom: A History of African Americans*. 9th edition. McGraw-Hill, 2011.

Giles, Paul. *The Global Remapping of American Literature*. Princeton University Press, 2011.

Godden, Richard. *Fictions of Capital: The American Novel from James to Mailer*. Cambridge University Press, 1990.

Graham, Maryemma and Jerry Ward (eds)., *Cambridge History of African American Literature*. Cambridge, 2011.

Gray, Richard. *A History of American Literature*. Wiley-Blackwell, 2004.

Grice, Helena, et al. *Beginning Ethnic American Literatures*. Manchester: Manchester University Press, 2001.

Levander, Caroline F. *Where is American Literature?* Wiley, 2013

Maier, Pauline at al. *Inventing America: A History of the United States*, Vol.2. Norton, 2006.

McDonald, Gail. *American Literature and Culture 1900-1960*. Oxford: Blackwell, 2007.

Mitchell, Jeremy and Richard Maidment, eds., *The United States in the Twentieth Century: Culture*. Hodder & Stoughton, 1994.

Moreley, Catherine. *Modern American Literature*. Edinburgh University Press, 2012.

Stoneley, Peter and Cindy Weinstein, ed., *A Concise Companion to American Fiction 1900-1950*. Blackwell, 2008.

Ruland, Richard & Malcolm Bradbury. *From Puritanism to Postmodernism: A History of American Literature*. London: Penguin Books, 1991.

Tallack, Douglas. *Twentieth-Century America: The Intellectual and Cultural Context*. London: Longman, 1991.

Yannella, Philip. *American Literature in Context after 1929*. Wiley-Blackwell, 2011.

Model Question Paper

Third Semester M.A. Degree Examination, December 20..

(New Choice Based Credit System)

ENS 504: TWENTIETH CENTURY AMERICAN LITERATURE

Time: 3 hours Max Marks: 70

Note: 1. Answer one question each from Sections A, B, C and D

2. Bland Summaries and irrelevant answers will not be considered

Section A **20**

- A question on texts in Section A
- A question on texts in Section A
- A question on texts in Section A

Section B **20**

- A question on texts in Section B
- A question on texts in Section B
- A question on texts in Section B

Section C **20**

- A question on texts in Section C
- A question on texts in Section C

Section D **10**

Write a short note on any one of the following:

- One short note out of three questions on background topics
- One short note out of three questions on background topics
- One short note out of three questions on background topics

Semester III (Soft Core 2)

MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

Semester III (Soft Core 2)

ENS 505: AFRICAN-AMERICAN FICTION

- Soft Core: 4 credits(3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – Monthly Tests/ Assignments/ Class Reports

LEARNING OBJECTIVES:

This course seeks to introduce students to:

- The historical issues of the American colour problem
- Some of the important texts produced by the African-Americans in the USA

COURSE OUTCOME:

At the end of the course the student will possess

- a clear understanding of how race class colour and gender have shaped American life.
- be acquainted with some of the important texts by African-American writers with a gendered perspective.

ENS 505: AFRICAN-AMERICAN FICTION

- Soft Core: 4 credits(3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – Monthly Tests/ Assignments/ Class Reports

SECTION A

Ralph Ellison: *Invisible Man*

Zora Neale Hurston: *Their Eyes were Watching God*

Chester Himes: *If He Hollers, Let Him Go*

SECTION B

Gloria Naylor: *The Women of Brewster Place*

Toni Morrison: *The Bluest Eye*

SECTION C: BACKGROUND

The Rise of Slavery in the United States of America

Abolitionism and the American Civil War

The Reconstruction and Jim Crowism

The Harlem Renaissance

The Struggle for Civil Rights

References

John Hope Franklin *From Slavery to Freedom*

Gunnar Myrdal *An American Dilemma*

Luther Luedtke *Making America: The Society and Culture of the United States*

Booker T Washington *Up from Slavery*

W.E.B. DuBois *The Souls of Black Folk*

Eldridge Cleaver *Soul on Ice*

Alain Locke *The New Negro*

Robert Bone *The Negro Novel in America*

Model Question Paper

Third Semester M. A. Degree Examination, December 20...

(New Choice Based Credit System)

ENS 505: AFRICAN-AMERICAN FICTION

Time: 3 hours Max Marks: 70

Note: 1) Answer one question each from Sections A and B

- Bland Summaries and irrelevant answers will not be considered.

SECTION A **20**

- A question on *Invisible Man*
- A question on *Their Eyes were Watching God*
- A question on *If He Hollers, Let Him Go*

SECTION B **20**

- A question on *The Women of Brewster Place*
- A question on *The Bluest Eye*

SECTION C

Write a short note on any one of the following: **10**

- Short note questions on background topics
- Short note questions on background topics
- Short note questions on background topics

MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

Semester III (Soft Core 3)

ENS 506: MODERN INDIAN DRAMA

- Soft Core: 4 credits (3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – Monthly Tests/ Assignments/ Class Reports

COURSEOBJECTIVES

1. To introduce the student to the significant works of Indian drama in English translation
2. To providea location for the student to understand modern Indian drama as a pan-Indian phenomenon
3. To focus on questions of language, authenticity, readership, gender, caste, class, community and nation in the dramatic texts

LEARNINGOUTCOMES

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

1. understand the spread of modern Indian drama as a distinct discursive genre
2. problematisethe socio-cultural and political implications of literary imaginations
3. to appreciate the theatre of roots as a point of departure for modern Indian drama
4. understand the process of translation in the creation of filmic narratives based on dramatic texts

Semester III (Soft Core 3)

ENS 506: MODERN INDIAN DRAMA

- Soft Core: 4 credits (3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – Monthly Tests/ Assignments/ Class Reports

SECTION A: BACKGROUND

Growth of modern Indian drama

The Indian Progressive Theatre movement

Theatre institutions: Sangeet Natak Akademi, National School of Drama, Bharat Bhavan, Rangayana

Theatre groups: Gubbi Theatre, Sopanam, Naya Theatre, Ninasam, Kalaangann

Theatre directors: Ebrahim Alkazi, B. V. Karanth, Safdar Hashmi, Habib Tanvir

Theatre of Roots: Girish Karnad, K. N. Panikkar, B. V. Karanth, Dharamvir Bharati, Badal Sarkar, Ratan Thiyam, Mohan Rakesh

Karnad's World Theatre Day Address

Women Playwrights

SECTION B

Girish Karnad: *Yayati*

Chandrashekhar Kambar: *Jokumaraswamy*

SECTION C

Badal Sarkar: *Evam Indrajit*

Mahasweta Devi: *Mother of 1084*

Vijay Tendulkar: *Kamala*

SECTION D

Govind Nihalani: *Hazar Chaurasi ki Ma* (film)

or

Arjun Sajnani: *Agnivarsha* (film)

ENS 506: MODERN INDIAN DRAMA (Contd.)

References

Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*.

---. Three Plays *Nagamandala*,*Hayavadana* , *Tughlaq* , New Delhi: Oxford

---."World Theatre Day Address. 2002

Amur, G. S. *Modern Indian Literature.* Writers Workshop.

Bhatia, Nandi. *Acts of Authority/Acts of Resistance: Theatre and Politics in Colonial and Postcolonial India.*

Bhatta, S. Krishna. *Indian English Drama: A Critical Study.*

Boulton, Marjorie. *The Anatomy of Drama*.

Brooks, Cleanth and Robert B. Heilman. *Understanding Drama*.

Butler, Judith, and Gayatri Chakravorty Spivak. *Who Sings the Nation-State? Language, Politics, Belonging.*

Chandra, Lakshmi, ed. *Lights On! Indian Plays in English*.

Chatterjee Partha,Nationalist Thought And the ColonialWorld.

Dalmia, Vasudha. *Poetics, Plays, and Performances: The Politics of Modern Indian Theatre*.

Dawson, S. W. *Drama and the Dramatic*. Critical Idiom ser.

Dharwadker, Aparna Bhargava. Introduction. *Collected Plays*. By Girish Karnad. Vol.

Elam, Keir. *Semiotics of Drama*.

Gokak, V. K. *The Concept of Indian Literature*.

Helen Gilber An Joanne Tompkins. *Post-Colonial Drama*: *Theory, Practice, Politics*.

Iyengar, K. R. Srinivasa. *Indian Writing in English.*. 1962. Third edn. With a Postscript Chapter on "The Seventies and After," in collaboration with Prema Nandakumar. 1983.

Jean Arasanayagam. *Coloniser/Colonised*

Joshi, Sanjay. *Fractured Modernity: Making of a Middle Class in Colonial North India*.

Karnad, Girish. Introduction. *Three Plays*. New Delhi: OUP, 2011. 3-18. Print.

Krishnaswamy, N., and Lalitha Krishnaswamy. *The Story of English in India*. 2006.

Kumar, Nand. *Indian English Drama: A Study in Myths.*

ENS 506: MODERN INDIAN DRAMA (Contd.)

Lal, Ananda. *The Oxford Companion to Indian Drama.*

Lal, P. *Concept of an Indian Literature*.

Mee, Erin. B. T*heatre Of Roots: Redirecting the Modern Indian Stage*.

Mehrotra, Arvind Krishna. *An Illustrated History of Indian Literature in English*.

Mukerjee, Tutun, ed. *Girish Karnad's Plays: Performance and Critical Perspectives.*

Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*.

Mukherjee, Tutun. *Staging Resistance: Plays by Women in Translation.*

---. - - -. *Theatres of Independence: Drama, Theory, and Urban Performance in India since 1947*.

Naik, M. K. *A History of Indian English Literature*. 1982.

Naik, M. K., and Shyamala A. Narayan. *Indian English Literature 1980-2000: A Critical Survey*.

Naik, M. K., ed. *Indian Literature since Independence.*

- - -. *Critical Perspectives on Indian Drama in English.*

P. Lal. *The Concept of an Indian Literature*.

Performance and Critical Perspectives. Ed. Tutun Mukherjee. Delhi: Pencraft

Pickering, Kenneth. *Key Concepts in Drama and Performance.*

Plays: Performance and Critical Perspectives. Ed. Tutun Mukherjee. Delhi:
Prasanna. "A Tribute to Vijay Tendulkar." Indian Literature 52.3 (245) (2008): 11-14.

Sanga, Jaina C., ed. *South Asian Literature in English*

Singh, Avtar. *Perspectives on Western Drama*.

Styan, J. L. *The Dramatic Experience: A Guide to the Reading of Plays.*

Model Question Paper

Third Semester M. A. Degree Examination, December 20…

(New Choice Based Credit System)

ENS 506: MODERN INDIAN DRAMA

Time: 3 hours Max Marks: 70

Note: 1. Answer one question each from Sections A, B, C and D

2. Bland Summaries and irrelevant answers will not be considered

Section A 20

- A question on texts in Section B
- A question on texts in Section B

Section B 20

- A question on texts in Section C
- A question on texts in Section C

Section C 20

- A question on the texts in Section D
- A question on the texts in Section D

Section D

Write a short note on *any one* of the following 10

- One short-note topic from Section A
- One short-note topic from Section A
- One short-note topic from Section A

Semester III (Soft Core 4)

MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

Semester III (Soft Core 4)

ENS 507: INTRODUCTION TO INDIAN CINEMA

- Soft Core: 4 credits (3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – Monthly Tests/ Assignments/ Class Reports

COURSE OBJECTIVES

- To understand the socio-cultural moorings of Indian cinema and related issues of ideology and representation.
- To provide conceptual foundations to help students problematisehe ground of Indian cinema.
- To acquire dome familiarity with the technicalities of filming through practicals.
- To understand the genre of cinema and its relevance to the world.

LEARNING OUTCOMES

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

- appreciate the ground of Indian cinema
- understand Indian cinema as a pan-Indian phenomenon.
- shoot videos at an amateur level and apply these learnings to the appreciation of cinema.
- become familiar with the essential glossary of cinema

ENS 507: INTRODUCTION TO INDIAN CINEMA

- Soft Core: 4 credits (3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – Monthly Tests/ Assignments/ Class Reports

SECTION A: THEORY

- The semiotics of cinema
  Ideology and representation

  Auteur theory
- Film movements: Italian neo-realism, French new wave,
  German expressionism
- Film genres, Documentary cinema, middle cinema, new wave,
  parallel cinema, art cinema, film noir, counter cinema, queer cinema,
- Growth of Indian cinema
  Bollywood and its avatars

  The cult actors: Raj Kumar, MGR, Rajanikanth
- Deep focus, emblematic shot, flashback, mise-en-abime, mise-en-scene
  Mediation, scopophilia, the gendered spectator

SECTION B

Franz Osten and Himanshu Rai: *Achhut Kanya*

Chetan Anand: *Neecha Nagar*

Mehboob: *Mother India*

Ritwik Ghatak: *Meghe Daka Tara*

M. S. Sathyu: *Garam Hawa*

SECTION C

Pattabirama Reddy: *Samskara*

B. V. Karanth: *Chomana Dudi*

Shyam Benegal: *Manthan*

Girish Kasaravalli: *Ghatashraddha*

Ashutosh Gowarikar: *Lagaan*

ENS 507: INTRODUCTION TO INDIAN CINEMA (Contd.)

References

Altman, R. *Film/Genre*

Baudry, Jean Louis. *Ideological Effects of Basic Cinematographic Apparatus*

Bazin, Andre. *What is Cinema*

Bhowmik, S. *Indian Cinema: Colonial Contours*

Braudy, Leo and Marshall Cohen, *e*ds. *Film Theory and Criticism*: *Introductory Readings*.

Chakravarti, S. S. *National Identity in Indian Popular Cinema*

Dasgupta, Chidananda. *Seeing is Believing*

Dickey, Sara. *Cinema and the Urban Poor in South India*

Dwyer, Rachel. *Filming the Gods*

Eisenstein, Sergei. *Word and Image*

Fischer, L. *Shot/Countershot: Film Tradition and Women's Cinema*

Geiger, Jeffrey and R. L. Rutsky, eds. *Film Analysis: A Norton Reader*

Gill, J. *Queer Noises*

Gokulsing, M. and W. Dissanayake, eds. *Indian Popular Cinema: A Narrative of Cultural Change*

Grierson, John. *First Principles of Documentary*

Gupta, Dipankar. *Culture, Space and Nation State*

Hayward, Susan. *Key Concepts in Film Studies*

Kakar, Sudhir. *Cinema as Collective Fantasy.*

Lal, Vinay and Ashis Nandy. *Fingerprinting Popular Culture: The Mythic and Iconic in Indian Cinema*

Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature*

Metz, Christian. *On the Notion of Cinematographic Language*

Mulvey, Laura. *Visual Pleasure and Narrative Cinema*

Nagaraj, D. R. "An Essay on the Fears of the Spectator"

Novell-Smith, G. *The Oxford History of World Cinema*

Rajadhyaksha, A. and Willeman P. *Encyclopaedia of Indian Film*

Ray, Satyajit. *Our Films, Their Films*

Sarkar, Bhaskar. *Mourning the Nation: Indian Cinema in the Wake of Partition*

Sengupta, Sakri. Discovering Indian independent Cinema: The Films of Girish Kasaravalli.

Stam, R. *Film Theory: An Introduction*

Vaidyanathan, T. G. *Hours in the Dark: Essays on Cinema*

Varma, Vidhu. *Unequal Worlds: Discrimination and Social Inequality in Modern India*

Villarep, Amy. *Film Studies: the Basics*

Williams, Linda. *Beginning Film Studies*.

Model Question Paper

Third Semester M. A. Degree Examination, December 20…

(New Choice Based Credit System)

ENS 507: INTRODUCTION TO INDIAN CINEMA

Time: 3 hours Max Marks: 70

Note: 1. Answer four questions from Section A and one question each from Sections B, C and D

2. Bland Summaries and irrelevant answers will not be considered

Section A (5 x 4 = 20)

- Question on concepts in Section A (a)
- Question on concepts in Section A(b)
- Question on concepts in Section A (c)
- Question on concepts in Section A (d)

Section B 20

- A question on film texts in Section B
- A question on film texts in Section B

Section C 20

- A question on film texts in Section C
- A question on film texts in Section C

Section D 10

Write a short note on *any one* of the following:

- One short-note question from Section A(e)
- One short note question from Section B
- One short note question from Section C

MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

Semester III (Open Elective 1)

ENE 508: THE SHORT STORY: AN INTRODUCTION

- Open Elective 3 credits (4 lectures)
- End semester examination 70 marks
- Internal Assessment 30 marks - Monthly Tests/ Assignments/ Class Reports

LEARNING OBJECTIVES:

The course is designed as an elective under the CBCS scheme and targeted at non-literature students. Hence the primary learning objective is to create an awareness of the importance of literary studies in non-literature students. With this in view, the core seeks to introduce the students to

- Specially focus on varieties of short stories
- Have an in-depth understanding of contemporary cultural postures and theories such as feminism, gender discrimination and racial discrimination

COURSE OUTCOME:

The student is expected to achieve the following objectives by the end of the semester

- Develop the skill of reading and appreciating short story
- Gain an intimate knowledge of classical writers like Tolstoy, Achebe, Twain and O Henry
- Learn to discriminate the varieties of short story writing
- Get an exposure to short stories and the ways in which social and personal issues are handled in them

Semester III (Open Elective 1)

ENE 508: THE SHORT STORY: AN INTRODUCTION

- Open Elective 3 credits (4 lectures)
- End semester examination 70 marks
- Internal Assessment 30 marks - Monthly Tests/ Assignments/ Class Reports

- **Leo Tolstoy:** "Death of Ivan Ilyich"
- **Chinua Achebe:** "Girls at War"
- **O Henry**: "The Gift of the Magi"
- **Lafcadio Hearn:** "A Living God"
- **Mark Twain:** "The Million Pound Bank Note"
- **Saadat Hasan Manto:** "Toba Tek Sing"
- **Isaak Dinesen:** "The Blank Page"
- **Ismat Chugtai:** "Lihaaf"
- **Chimamanda Ngozi Adichie:** "A Private Experience"
- **Vaidehi:** "Akku"
- **Sarah Joseph:** "Rain"
- **Mahashwetha Devi:** "Draupadi"

ENE 508: THE SHORT STORY: AN INTRODUCTION (Contd.)

References

Florence Goyet. *The Classic Short Story, 1870-1925: Theory of a Genre*

James Cooper Lawrence. A Theory of the Short Story- in *The North American Review* Vol. 205, No. 735 (Feb., 1917), pp. 274-286.

Charles E May Ed.: *Short Story Theories*

Erin Fallon, R.C. Feddersen, James Kurtzleben, Maurice A. Lee, Susan Rochette-Crawley Eds. *A Reader's Companion to the Short Story in English*

Ian Reid. *The Short Story* (Critical Idiom Series)

Model Question Paper

Third Semester M.A, Degree Examination, December 20…

(New Choice Based Credit System)

ENE 508: THE SHORT STORY: AN INTRODUCTION

Time: 3 hours Max Marks: 70

Note: 1) Answer SEVEN questions from Section A

2) Bland summaries and irrelevant answers will not be considered

SECTION A (10 Marks each)

Answer any SEVEN of the following **7X10=70**

- A question on the prescribed texts
- A question on the prescribed texts
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MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

- **Semester III (Open Elective 2)**
-
- **ENE 509: INDIAN FICTION IN TRANSLATION**

- Open Elective 3 credits (4 lectures)
- End semester examination 70 marks
- Internal Assessment 30 marks - Monthly Tests/ Assignments/ Class Reports

LEARNING OBJECTIVES:

The course is designed as an elective under the CBCS scheme and targeted at non-literature students. Hence the primary learning objective is to create an awareness of the importance of literary studies in non-literature students. With this in view, the core seeks to introduce the students to

- Specially focus on regional fictional heritage
- Have an understanding of regional variations of the Indian Socio Cultural realities.
- The dynamics of translation and multi linguist cultures.

COURSE OUTCOME:

The student is expected to achieve the following objectives by the end of the semester

- Get aquatinted with the cultural and linguistic varieties of India.
- Learn the close relationship between socio cultural realities and fiction writing.
- Have a broad idea of the changing phases of modernism in Indian Life

Semester III (Open Elective 2)

ENE 509: INDIAN FICTION IN TRANSLATION

- Open Elective 3 credits (4 lectures)
- End semester examination 70 marks
- Internal Assessment 30 marks - Monthly Tests/ Assignments/ Class Reports

- **Rabindranath Tagore**: *The Home and the World*

- **Premchand**: *Godan*

- **U. R. Ananthamurthy**: *Samskara*

- **O. V. Vijayan**: *The Legends of Khasak*

References

Dutta, P.K. ed. *Rabindranath Tagore's The Home and the World: A Critical Companion*. New Delhi: Permanent Black, 2003.

Nandy, Ashis. *The Illegitimacy of Nationalism: Rabindranath Tagore and the Politics of Self*. New Delhi: OUP, 1994.

Obeyesekere, Ranjini. Women' Rights and Roles in Premchand's "*Godan"*. *Journal of South Asian Literature.* Vol.21. No.2, Essays on Premchand (Summer, Fall 1986) p.p. 57-64.

Rao, Venkat, et al. *U.R. Anantha Murthy's Samskara: A Critical Reader*, Pencraft, 2005

Kallimani, Madhushri. "Samskara as an Existential Novel: A Critique*". International Journal of Language, Literature and Humanities.* Vol. III. Issue VIII. October 2015

Dhar, T.N. *History-Fiction Interface in Indian English novel: Mulk Raj Anand, Nayantara Sahgal, Salman Rushdie, Shashi Tharoor, O.V. Vijayan*. New Delhi: Prestige, 1999

Model Question Paper

Third Semester M.A, Degree Examination, December 20…

(New Choice Based Credit System)

ENE 509: INDIAN FICTION IN TRANSLATION

Time: 3 Hours Max. Marks: 70

Note: 1) Answer **three** questions from Sections A, and **one** question from D.

2) Bland summaries of texts and irrelevant answer will not be considered.

Section A 3X20= 60

- Question on *The Home and the World*
- Question on *The Home and the World*
- Question on *Godan*
- Question on *Godan*
- Question on *Samskara*
- Question on *Samskara*
- Question on *The Legends of Kasak*
- Question on *The Legends of Kasak*

Section B 1X10= 10

- Short Note Question on any prescribed novel
- Short Note Question on any prescribed novel
- Short Note Question on any prescribed novel

MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

Semester IV (Hard Core 1)

ENH 551: TWENTIETH CENTURY FICTION

- Hard Core/ 4 Credits (4 lectures and one tutorial)
- End semester Examination 70 Marks
- Internal Assessment 30 Marks – Monthly Tests/Assignments/Class Reports.

LEARNING OBJECTIVES:

The core seeks to introduce the students to an indepth understanding of

- The ethos of modern age
- Concepts of modernity and Freudian psychology
- The influence of modern science and technology
- Wartime politics and realities
- Theories concerning novel writing, narratology etc.

COURSE OUTCOME:

The student is expected to achieve the following objectives by the end of the semester

- The impact and the determining influence of socio-cultural realities, industrialisation, colonialism and the World Wars on fiction.
- An introduction to the study of fiction in varied ways
- An intimate understanding of the novels of Conrad, Lawrence and Woolf
- The skill of reading, understanding and analysing full length narratives.

Semester IV (Hard Core 1)

ENH 551: TWENTIETH CENTURY FICTION

- Hard Core/ 4 Credits (4 lectures and one tutorial)
- End semester Examination 70 Marks
- Internal Assessment 30 Marks – Monthly Tests/Assignments/Class Reports.

SECTION A

D.H. Lawrence: *Women in Love*

SECTION B

Joseph Conrad: *Heart of Darkness*

SECTION C

Virginia Woolf: *Mrs. Dalloway*

SECTION D: BACKGROUND

British, Modernism and *Avante Garde*

The British Novelists' Perception of Freud and Psychoanalysis

Modernism, Imperialism, and Colonialism

Modernist Narrative Strategies

ENH 551: TWENTIETH CENTURY FICTION (Contd.)

References

Hazell, Stephen, ed. *The English Novel: Developments in Criticism Since Henry James*. London: Macmillan, 1978. Casebook Ser. Gen. ed. A. E. Dyson.

Calinescu, Matei. *Five Faces of Modernity: Modernism, Avant-Garde, Decadence, Kitsch, Postmodernism.* Durham: Duke UP, 1987.

Sitesh, Aruna, ed. *D. H. Lawrence: An Anthology of Recent Criticism*. Delhi: Pencraft, 2005.

Clarke, Colin, ed. *D. H. Lawrence: The Rainbow and Women in Love*. London: Macmillan, 1969. Casebook Ser. Gen. ed. A. E. Dyson.

Stape, J. H., ed. *The Cambridge Companion to Joseph Conrad*. New York: Cambridge UP, 1996.

Moore, Gene M., ed. *Joseph Conrad's Heart of Darkness: A Casebook.* Oxford University Press, 2004

Reid, Su, ed. *Mrs Dalloway and To the Lighthouse: Contemporary Critical Essays*. London: Macmillan, 1993. New Casebooks.

Model Question Paper

Fourth Semester M.A, Degree Examination, May 20…

(New Choice Based Credit System)

ENH 551: TWENTIETH CENTURY FICTION

Time: 3 Hours Max. Marks: 70

Note: 1) Answer one question each from all the sections.

2) Bland summaries of texts and irrelevant answer will not be considered.

Section A **20**

- Question on texts in Section A
- Question on texts in Section A

Section B **20**

- Question on texts in Section B
- Question on texts in Section B

Section C **20**

- Question on texts in Section C
- Question on texts in Section C

Section D **10**

- Short Note Question on Background (Section D)
- Short Note Question on Background (Section D)
- Short Note Question on Background (Section D)

MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

Semester IV (Hard Core 2)

ENH 552: LITERARY CRITICISM –PART II

- Hard Core/ 4 Credits (4 lectures and one tutorial)
- End semester Examination 70 Marks
- Internal Assessment 30 Marks – Monthly Tests/Assignments/Class Reports.

LEARNING OBJECTIVES:

- The objective of this course is to introduce students to major literary movements of the twentieth century.
- The aim is to enable students to identify major critical schools in terms of the concepts employed in their arguments.
- The course seeks to encourage students to apply some of the critical arguments to the texts they have already studies.
- To be able to make a comparative evaluation of the strengths and weakness of the critical schools.

COURSE OUTCOME:

- Students will learn about the major schools and ideological movements in criticism such as Formalism, Avant-garde movements, New Criticism, Structuralism, Poststructuralism, Orientalism and Deconstruction.
- The students will learn to identify and explain each school on the basis of the technical terms and concepts that they have learnt in each of the above critical school/movement.
- Students will practice criticism of the above schools by applying them to the texts they have studied.
- Students will learn to analyse and examine texts in applying critical tenants.
- Students will learn to state arguments of the above schools coherently by putting together major concepts in applying them to the texts.
- Students shall try to evaluate their textual experience in the application/extension of these critical schools in relation to the texts they have studied.

Semester IV (Hard Core 2)

ENH 552: LITERARY CRITICISM –PART II

- Hard Core/ 4 Credits (4 lectures and one tutorial)
- End semester Examination 70 Marks
- Internal Assessment 30 Marks – Monthly Tests/Assignments/Class Reports.

SECTION A

***Avant-Garde* and Modernism**

The *avant-garde* movement

Modernism and *avant-garde*

Modernity and Modernism

Modernism, the City and the Emigre population

Modernism and the Little Magazines

SECTION B

Structuralism and Poststructuralism

Saussure and the Linguistic Paradigm

Language as the analogue of Culture

Levi Strauss

The Problematization of Structuralism and the Rise of Poststructuralism

Poststructuralism, Time, Space, the Text and the Narration.

SECTION D

Orientalism and Postcolonialism

Said and Orientalism

The Orient-Geography and Imagination

Orientalism, Intertextuality and Authority

The centre and the Periphery

Indian and the Three Phases of Orientalism

The question of the "post" in Postcolonialism

The Empire writing Back

ENH 552: LITERARY CRITICISM –PART II (Contd.)

References

Armstrong, Tim. *Modernism* (2005)

Bradsha, David, ed. *A Concise Companion to Modernism* (2003)

Nichollas, Peter. *Modernisms: A Literary Guide* (1995)

Bertens, Hans. *Literary Theory: the Basics* (Verso Publications)

Wexler, Philip. *Critical Theory Now* (Verso Publications)

Said, Edward. *Orientalism* (esp. Introduction and Chapter 1)

Said, Edward. *Culture and Imperialism*

Facfie Lyon Alexander. *Orientalism: A Reader*

Ashcroft, Bill, et al. Eds. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*

Bhabha, Homi K. *The Location of Culture*

Chatterjee, Partha. *Nationalist Thought in the colonial World: A Derivative Discourse?*

Guha, Ranajit. *Selected Subaltern Studies*

Williams, Patrick and Laura Chrisman, eds. *Colonial Discourse and Postcolonial Theory*

Model Question Paper

Fourth Semester M.A, Degree Examination, May 20…

(New Choice Based Credit System)

ENH 552: LITERARY CRITICISM –PART II

Time: 3 Hours Max. Marks: 70

Note: Answer one question from each section without omitting any section.

Section A **20**

- One question on Modernism
  OR
- One question on Modernism

Section B **20**

- One question on Structuralism
  OR
- One question on Poststructuralism

Section C **20**

- One question on orientalism
  OR
- One question on postcolonialism

Section D **10**

(Write one Short Note – 10 Marks)

- One short note question on a topic not covered by questions above
- One short note question on a topic not covered by questions above
- One short note question on a topic not covered by questions above

MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

Semester IV (Soft Core 1)

ENS 553: TEACHING OF ENGLISH AS A SECOND LANGUAGE

- Soft Core: 4 credits(3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – Monthly Tests/ Assignments/ Class Reports

LEARNING OBJECTIVES:

This course seeks to introduce students to:

- The history of English language teaching in India
- The pedagogic concepts relevant to language teaching/learning
- The issues of curriculum framing and the production of materials
- The methodology to be adopted in the college classroom
- Problems of evaluation

COURSE OUTCOME:

At the end of the course the student will possess

- An understanding of the problems that beset English Language Teaching in India and possible solutions.
- An acquaintance with the variation of teaching material and methods of evaluation.
- An understanding of the link between methodology, materials used and evaluation strategy
- Ability to produce some supplementary material for classroom use
- A theoretical understanding of important pedagogic approaches.

Semester IV (Soft Core 1)

ENS 553: TEACHING OF ENGLISH AS A SECOND LANGUAGE

- Soft Core: 4 credits(3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – Monthly Tests/ Assignments/ Class Reports

SECTION A: PROBLEMS AND PRINCIPLES

- English in India–Historical Retrospect and Present Position/ Problems
- Objectives of Teaching English at the +2 and Degree Level
- The Nature of English Studies in India and the relevance of TESOL
- Theories of Language Learning – Behaviouristic, Mentalistic and Cognitive.
- Differences between First Language Acquisition and Second Language Learning.

SECTION B: PRODUCTION OF MATERIALS

- Approaches to Syllabus Design: Structural , Situational, Functional and Communicative; Entry Behaviour and Desired Terminal Behaviour; Four Cs of Curriculum Planning
- Vocabulary: Content Words and Structure Words; Criteria for Selection: Gradation, Frequency, Control and Range.
- Different Courses: Language Through Literature Courses; Remedial and Bridge Courses; Register-based and English for Special purposes Courses.
- Criteria for selection of Passages-Preparation of Exercises -Principles and Types.

SECTIN C: TEACHING METHODOLOGY

- Classroom Strategy and Techniques – The Problem of Motivation-Lecture Method, Strengths and Weaknesses – Group Work, Use of Audio-Visual Teaching Aids – Monolingual and Bi-Lingual Methods of Instruction.
- Introduction to the Teaching of Poetry, Prose, Drama and Fiction to General English Students.

SECTION D: TESTING AND EVALUATION

- Theories of Testing and Evaluation –Essay Type (Traditional) vs New Type (Objective) – Using questions for Teaching vs Testing
- Modes of Testing – Their Strengths and Weaknesses: Comprehension Questions (Informative, Interpretative and Evaluative). Open Questions, Multiple Choice Questions, Matching Sets, Cloze, etc.

ENS 553: TEACHING OF ENGLISH AS A SECOND LANGUAGE (Contd.)

References

Brown, H. D. 1994. *Teaching by Principles.* Upper Saddle River: Prentice Hall Regents

Brumfit, C.J. & Johnson, K. 1979. *The Communicative Approach to Language Teaching.* Oxford: OUP.

Ellis, R. 2003. *Task-Based Language Teaching and Learning*. Oxford: Oxford University Press.

Feez, S., & H. J. 1998. *Text-Based Syllabus Design.* Australia: Macquarie University

Howatt, A.P.R. 2004. *A History of English Language Teaching*. Oxford: Oxford University Press.

Harmer, J. 2009. *The Practice of English Language Teaching* (2nd edn.). London: Longman.

Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes: A Learning Centred Approach*. Cambridge: Cambridge University Press.

Hymes, D. H. 1971. *On Communicative Competence*. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics.* London: Penguin Books Inc.

Johnson, K. 1982. *Communicative Syllabus Design and Methodology*. Oxford: Oxford University Press.

Krahnke, K. 1987. *Approaches to Syllabus Design for Foreign Language Teaching.* Washington, DC: Centre for Applied Linguistics.

Larseen-Freeman, D. 2000. *Techniques and Principles in Language Teaching*, 2nd edition. New Delhi: Oxford University Press.

Littlewood, W. 2008. *Communicative Language Teaching.* New York: Cambridge University Press.

Markee, N. 2002. *Managing Curriculum Innovation*. Cambridge University Press.

ENS 553: TEACHING OF ENGLISH AS A SECOND LANGUAGE (Contd.)

Nostrand, H. (1978). The 'emergent model' structured inventory of a sociocultural system applied to contemporary France. *Contemporary French Civilization II*, ii, 277-294.

Nunan, D. 1991. *Communicative Tasks and the Language Curriculum*. *TESOL quarterly, 25*(2).

Prabhu, N. S. 1987. *Second Language Pedagogy.* Oxford: Oxford University Press.

Richards, J.C. 2006. *Communicative Language Teaching Today*. New York: Cambridge University Press.

Richards, J.C. & T.S. Rodgers. 2001. *Approaches and Methods in Language Teaching*, 2nd Edition. New York: Cambridge University Press.

Richards, J.C. & Renendya,W. 2007. *Methodology in Language Teaching*. New York: Cambridge University Press.

Richards, J.C. 2001. *Curriculum Development in Language Teaching*. Cambridge University Press.

Tomlinson, B. 2003. *Materials Development in Language Teaching*. Cambridge University Press.

Tudor, I. 1996. *Learner-Centeredness as Language Education*. Cambridge University Press.

Widdowson. H. 1987. *Aspects of Syllabus Design*. In M. Tickoo (ed). *Language Syllabuses: State of the Art.* Singapore: Regional Language Centre.

Widdowson, H. G. 1998. *Context, Community, and Authentic Language*. *TESOL Quarterly,* 32(4).

Wilkins, D.A. (1976). Notional Syllabuses. London: Oxford University Press.

Willis, J. 1996. *A Framework for Task-Based Learning.* Harlow: Longman.

Yalden, J. 1983. *The Communicative Syllabus: Evolution, Design and Implementation*. Oxford: Pergamon.

Model Question Paper

Fourth Semester M.A, Degree Examination, May 20…

(New Choice Based Credit System)

ENS 553: TEACHING OF ENGLISH AS A SECOND LANGUAGE

Time: 3 hours Max Marks: 70

Note: 1. Answer one question each from sections A, B, and C.

2. Section D is compulsory.

SECTION A **15**

- A question on problems and principles
- A question on problems and principles

SECTION B **15**

- A question on methods or materials in ELT
- A question on methods or materials in ELT

SECTION C **10**

- A short note question on principles/methods/ materials/testing
- A short note question on principles/methods/ materials/testing
- A short note question on principles/methods/ materials/testing

SECTION D **30**

- Read the following passage and do as directed:
  - On suitability of passage for teaching 6 marks
  - For framing comprehension questions 8 marks
  - Synonym and antonym exercises 8 marks
  - Grammar and lesson planning 8 marks

MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

Semester IV (Soft Core 2)

ENS 554: WOMEN WRITING IN INDIA

- Soft Core: 4 credits(3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – monthly tests/ assignments/ class reports

LEARNING OBJECTIVES:

The course seeks to introduce students to an in-depth study of

- The Socio-religious reform movements of nineteenth century India and the emergence of the 'Women's Question'.
- The writings of Indian women in the nineteenth and early twentieth century.
- The introduction of women's education in nineteenth century India and its impact on women's life.
- The recasting of gender in nineteenth century India and women's response to it as seen in their writings.

COURSE OUTCOME:

The students will have achieved the following at the end of the semester

- Familiarity with the early writings of women in India and the reasons for which they wrote.
- An understanding of the ways in which gender as a social construct informs and shapes the writing of women.
- An insight into the recasting of gender in nineteenth century India.
- A knowledge of the significance of education in the emancipation as well as schooling of women.
- A critical perspective on the upper caste, male dominated reform movements of the nineteenth century. This is enabled by reading the texts of Dalit and lower caste women like Savitribai Phule and Tarabai Shinde which are prescribed in the syllabus.
- A capacity to trace the lineages of contemporary debates on and practices of gender.

Semester IV (Soft Core 2)

ENS 554: WOMEN WRITING IN INDIA

- Soft Core: 4 credits(3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – monthly tests/ assignments/ class reports

SECTION A: BACKGROUND

Socio-religious reforms and the women's question in nineteenth century India

The debate on sati, widow remarriage and age of consent

The education of women

Patriarchal anxieties regarding the reformed woman

SECTION B: AUTOBIOGRAPHICAL TEXTS

Krupa Sattianadhan: *Saguna* (Section I, IV and VI)

Ramabai Ranade: Selections from *Ranade: His Wife's Reminiscences*:

"My Marriage"

"The Beginning of My Education"

"Acquaintance with Pandita Ramabai"

"The Discourses of Anasuyabai"

"Punishment of Silence"

Kashibai Kanitkar: "My Education" (Selection from *Feminist Vision orTreason against Men: Kashibai Kanitkar and the Engendering of Marathi Literature*)

Selections from *Women Writing in India- Vol I*:

- **Lakshmibai Tilak**: *Smriti Chitre*
- **Cornelia Sorabji:** *India Calling Part II (1894-1902)* Chapter 4, "The Imprisoned Rani"

ENS 554: WOMEN WRITING IN INDIA (Contd.)

SECTION C: LETTERS AND ESSAYS

Kashibai Kanitkar *Review of Pandita Ramabai's The Peoples of the United States* (December 1889) (Selections from *Feminist Vision or Treason against Men*)

Pandita Ramabai:

- "The Condition of Women" (Chapter in *Pandita Ramabai's America: Conditions of Life in the United States)*

Selections from *The Letters and Correspondences of Pandita Ramabai*:

- Letter to Sister Geraldine (May 12, 1885)
- Letter to Sister Geraldine (1892)

- "Married Life" (Chapter 3 in *The High Caste Hindu Woman*)

Rakhmabai: Letter to the *Times* (9 April 1887) (Selection from *Women's Voices: Selections from Nineteenth and Early Twentieth Century Indian Writing in English*)

Selections from *Women Writing in India- Vol I***:**

- **Tarabai Shinde**: "Stri Purush Tulana"
- **Savithribai Phule**: "Letter to Jotiba Phule"
- **Mukthabai:** "About the Grief of the Mangs and the Mahars"

References

A.B. Shah, ed. *The Letters and Correspondence of Pandita Ramabai*

Braj Ranjan Mani and Pamela Sardar, ed. *A Forgotten Liberator: The Life and Struggle of Savitribai Phule.*

Eunice de Souza & Lindsay Pereira, ed. *Women's Voices: Selections from Nineteenth and Early Twentieth Century Indian Writing in English.*

Geraldine Forbes. *The New Cambridge History of India-IV .2: Women in Modern India*

Judith Walsh. *Domesticity in Colonial India: What Women Learned When Men Gave Them Advice.*

Kumkum and Sangari Sudesh Vaid. *Recasting Women: Essays in Colonial History*

Meera Kosambi, ed. *Feminist Vision or Treason against Men: Kashibai Kanitkar and the Engendering of Marathi Literature*

Meera Kosambi, ed. *Pandita Ramabai Through Her Own words: Selected Works*

Pandita Ramabai. *Pandita Ramabai's America: Conditions of Life in the United States*. Ed. R.E. Frykenberg

Ramabai Ranade. *Himself: The Autobiography of a Hindu Woman*

Susie Tharu and K. Lalita, eds. *Women Writing in India: 600 B.C. to the Present. Volume I*

Tarabai Shinde. *A Comparison Between Women and Men*. Ed. Rosalind O Hanolan

Thorner, Alice and Krishnaraj Maithreyi, eds. *Ideals, Images and Real Lives: Women in Literature and History*

Uma Chakravarti. *Rewriting History: The Life and Times of Pandita Ramabai*

Model Question Paper

Fourth Semester M.A, Degree Examination, May 20…

(New Choice Based Credit System)

ENS 554: WOMEN WRITING IN INDIA

Time: 3 hours Max Marks: 70

Note: 1) Answer ONE question each from Sections A, B, C and D

- Bland summaries and irrelevant answers will not be considered.

SECTION A **20**

- A question on texts in Section A
- A question on texts in Section A
- A question on texts in Section A

SECTION B **20**

- A question on texts in Section B
- A question on texts in Section B
- A question on texts in Section B

SECTION C **20**

- A question on texts in Section C
- A question on texts in Section C
- A question on texts in Section C

SECTION D **10**

Write Short Notes on any ONE of the following

- A short note on texts in Section A
- A short note on texts in Section B
- A short note on texts in Section C

MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

Semester IV (Soft Core 3)

ENS 555: AMERICAN DRAMA

- Soft Core: 4 credits (3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – Monthly Tests/ Assignments/ Class Reports

COURSEOBJECTIVES

- To understand the location of American drama between its European forbears and aspirations for an American location
- To understand the emergence, development and spread of American drama as a distinct discursive genre
- To assess the works of authors within the tradition and conventions of American drama

LEARNING OUTCOMES

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

- critically assess the prescribed works as performative texts
- appreciate the texts in the context of the quest for a unique American identity
- understand the intersection of race, gender and ethnicity in American dramatic texts

Semester IV (Soft Core 3)

ENS 555: AMERICAN DRAMA

- Soft Core: 4 credits (3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – Monthly Tests/ Assignments/ Class Reports

SECTION A: BACKGROUND

The American Dream in American drama

European Influences on American drama

The Harlem Renaissance and Black American drama

Broadway and the American musical

The American Alternative Theatre movement

American drama and film

SECTION B

Arthur Miller: *Death of a Salesman*

Tennessee Williams: *A Streetcar Named Desire*

SECTION C

Lorraine Hansberry: *A Raisin in the Sun*

or

David Henry Hwang: *M. Butterfly*

SECTION D

Film versions of the prescribed plays

Norman Jewison: *Fiddler on the Roof* (film)

ENS 555: AMERICAN DRAMA (Contd.)

References

Balachandran, K. *Critical Essays on American Literature*.
Boulton, Marjorie. *The Anatomy of Drama*.
Cashmore, Ellis, and James Jennings. *Racism: Essential Readings.*
Cohen, Hennig, ed. *Landmarks of American Writing*. VOA Forum ser.
Cunliffe, Marcus. *The Literature of the United States*.
Current, Richard N., et al. *The Essentials of American History.*
Derry, John. *English Politics and the American Revolution.*
D'Souza, Dinesh. *The End of Racism: Principles for a Multiracial Society*.

Douglas, Ann. *The Feminisation of American Literature.*

Elam, Keir. *Semiotics of Drama.*
Encyclopaedia Americana.
Feidelson, Charles, Jr., and Paul Brodtkorb, Jr., eds. *Interpretations of American Literature.*
Gates, Jr., Henry Louis. *Black Literature and Literary Theory.*
- - -. *Figures in Black: Words, Signs, and the "Racial" Self*.
- - -. *The Signifying Monkey: A Theory of African-American Literary Criticism*.
Gattel, F. O. and Allen Weinstein, eds. *American Themes: Essays in Historiography.*
Hoffman. *Harvard Guide to Contemporary American Writing*.
Kalaidjian, Walter, ed. *The Cambridge Companion to American Modernism.*
Kar, P. C., and Ramakrishna, eds. *American Classics Revisited.*
Kelley, Robert L. *The Shaping of the American Past.*
Kiernan, Robert F. *American Writing Since 1945*: *A Critical Survey*.
Kramer, Michael P. and Hana Wirth-Nesher. *The Cambridge Companion to Jewish American Literature.*
Lawrence, D. H. *Studies in Classic American Literature.*
Lewis, R. W. B. *The American Adam*.

ENS 555: AMERICAN DRAMA (Contd.)

Lerner, Max. *America as a Civilization*.
Matterson, Stephen. *American Literature: The Essential Glossary.*
McDermott, John J. S*treams of Experience: Reflections on the History and Philosophy of American Culture*.
Miller, James E., Jr. *Quests Surd and Absurd: Essays in American Literature*.
Mishra, Kshamanidhi. *American Leftist Playwrights of the 1930s.*
Morison, Samuel Eliot, et al. *A Conscise History of the American Republic*.
Narasimhaiah, C. D., ed. *Asian Response to American Literature*.
Peter, Carroll N. and Noble W. David. *The Free and the Unfree: A New History of the United States*.
Porter, Thomas E. *Myth and Modern American Drama*.
Pradhan, N. S. *Modern American Theories of Drama and Sociological Thought*.
Rajnath, ed. *Twentieth Century American Criticism*.
The Revels History of Drama in English. Vol.8.
Sampson, George. *The Concise Cambridge History of English Literature*. Ch. 15
Singh, Avtar. *Perspectives on Western Drama*.
Spiller, Robert E., et al, eds. *Literary History of the United States*. 3rd edn.
Spindler, Michael. *American Literature and Social Change*.
Sullivan, William, et al, eds. *Habits of the Heart: Individualism and Commitment in American Life.*
Tucker, Sterling. *For Blacks Only: Black Strategies for Change in America.*
Wager, Willis. *American Literature: A World View.*
Woodward, Vann C. *A Comparative Approach to American History.*
Zinn, Howard. *A People's History of the United States*.

Model Question Paper

Fourth Semester M.A, Degree Examination, May 20…

(New Choice Based Credit System)

ENS 555: AMERICAN DRAMA

Time: 3 hours Max. Marks: 70

Note: 1) Answer one question each from Sections A, B, C and D

2) Bland Summaries and irrelevant answers will not be considered

Section A 20

- A question on the text in Section B
- A question on the text in Section B

Section B 20

- A question on the text in Section C
- A question on the text in Section C

Section C 20

- A question on the text in Section D
- A question on the text in Section D

Section D

Write a short note on *any one* of the following 10

- One short note question on a background topic from Section A
- One short note question on a background topic from Section A
- One short note question on a background topic from Section A

MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

Semester IV (Soft Core 4)

ENS 556: DALIT WRITING

- Soft Core: 4 credits(3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – Monthly Tests/ Assignments/ Class Reports

LEARNING OBJECTIVES:

The course seeks to introduce students to an in-depth study of

- Theories and critiques of the Caste system.
- The narrativisation of caste.
- Dalit writings from Karnataka in translation.
- The emergence of Dalit writing in Kannada.

COURSE OUTCOME:

The students will have achieved the following at the end of the semester

- A knowledge of the emergence of Dalit writings within the struggles of Dalit movements.
- An insight into how Dalit writing creates an aesthetics of radical interrogation.
- An ability to read the ways in which Dalit writing recasts and renews narrative conventions.
- The ability to read Dalit writing as a powerful critique of caste structured society.
- Familiarity with important texts of Dalit writing.
- A greater sensitivity to the oppressions and privileges of caste.

Semester IV (Soft Core 4)

ENS 556: DALIT WRITING

- Soft Core: 4 credits(3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – Monthly Tests/ Assignments/ Class Reports

SECTION A: DALIT LITERATURE AND AESTHETICS

Sharmila Rege: "Debating the Consumption of Dalit Autobiographies" (Selection from *Writing Caste, Writing Gender*)

Selections from *Steel Nibs are Sprouting: New Dalit Writing from South India, Dossier II, Kannada and Telugu*:

- **K. Satyanarayana and Susie Tharu:** "Introduction" to *Steel Nibs are Sprouting* (The section on Telugu writing (p31-36) may be omitted.)

- **B M Puttaiah:** "Does Dalit Literature Need Poetics"

- **B.Krishnappa:** "Dalit Life Portraits in Kuvempu's Novels"

SECTION B: AUTOBIOGRAPHICAL WRITING

Selections from *Writing Caste, Writing Gender:*

- **Mukta Sarvagod**

- **Urmila Pawar**

Selections from *Steel Nibs are Sprouting:*

Aravind Malagatti: My Grandfather's Turban and Sceptre, The Bride in a Procession Holding the Buffalo's Tail

- **Thumbadi Ramaiah:** Manegara

- **N.K.Hanumanthaiah:** Wedding Lamps on Holeya Street

ENS 556: DALIT WRITING (Contd.)

SECTION C: SHORT STORIES AND NOVEL

Selections from *Steel Nibs are Sprouting*:

- **Mogalli Ganesh:** "The Top"

- **Du Saraswathi:** "Tip"

Irathina Karikalan: "Oorkali" (Selection from *Translating Caste*)

Devanura Mahadeva: *Odalala*

References

B.R. Ambedkar. *The Annihilation of Caste*

D R Nagaraj. *The Flaming Feet and Other Essays*

Gail Omvedt. *Understanding Caste*: *From Buddha to Ambedkar and Beyond*

K.Satyanarayana & Susie Tharu, eds. *Steel Nibs are Sprouting: New Dalit Writing from South India, Dossier II, Kannada and Telugu*

K.Satyanarayana & Susie Tharu, Eds. *No Alphabet in Sight*

Sharmila Rege. *Writing Caste, Writing Gender: Reading Dalit Women's Testimonios*

Sharankumar Limbale. *Towards an Aesthetic of Dalit Literature*

Tapan Basu, ed. *Translating Caste*

Uma Chakravarti. *Gendering Caste through a Feminist Lens*

Model Question Paper

Fourth Semester M.A, Degree Examination, May 20…

(New Choice Based Credit System)

ENS 556: DALIT WRITING

Time: 3 hours Max Marks: 70

Note: 1.Answer ONE question each from Sections A, B, C and ONE short note from Section D

2. Bland summaries and irrelevant answers will not be considered

SECTION A **20**

- A question on texts in Section A
- A question on texts in Section A
- A question on texts in Section A

SECTION B **20**

- A question on texts in Section B
- A question on texts in Section B
- A question on texts in Section B

SECTION C **20**

- A question on texts in Section C
- A question on texts in Section C
- A question on texts in Section C

SECTION D **10**

Write a short note on any ONE of the following

- A short note on texts in Section A
- A short note on texts in Section B
- A short note on texts in Section C

MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

Semester IV (Soft Core 5)

ENSC 557: CANADIAN LITERATURE IN ENGLISH

- Soft Core: 4 credits (3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – Monthly Tests/ Assignments/ Class Reports

COURSE OBJECTIVES

- To introduce the student to the significant body of literature produced in Canada in the twentieth century
- To understand the political, historical and cultural factors which led to the emergence and growth of Canadian literature
- To understand the workings of the contemporary literary sensibility in the context of Canadian multiculturalism

LEARNING OUTCOMES

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

- understand the ground of Canadian literature
- relate the prescribed texts to the work of Canadian writers, critics and theorists
- appreciate the differential locations of writers who write in the same historical periods
- critique the policy of Canadian multiculturalism as assessed by the prescribed texts

Semester IV (Soft Core 5)

ENSC 557: CANADIAN LITERATURE IN ENGLISH

- Soft Core: 4 credits (3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – Monthly Tests/ Assignments/ Class Reports

SECTION A: BACKGROUND

The Canadian landscape

The emergence and growth of Canadian Literature

Oliver Goldsmith's *The Rising Village*

The Confederation

Northrop Frye and the Garrison Mentality

First Nation and immigrant writing

Teesri Duniya

Canadian multiculturalism and post-multiculturalism

SECTION B: POETRY

Margaret Atwood: Death of a Young Son by Drowning

Duke Redbird: I am a Canadian

Ann Marriott: The Wind our Enemy

P. K. Page: Planet Earth

Elizabeth Bishop: The Moose

Joan Crate: I am a Prophet

Lakshmi Gill: Letter to a Prospective Immigrant

Himani Bannerji: Paki Go Home

SECTION C: FICTION

Margaret Atwood: *Surfacing*

Joy Kogawa: *Obasan*

Anita Rau Badami: *Can you Hear the Nightbird Call?*

Alice Munro: "How I met my Husband"

SECTION D: DRAMA AND FILM

Sharon Pollock: *The Komagata Maru Incident*

or

Uma Parameswaran: *Sons Must Die*

Ang Lee: *The Life of Pi* (film)

or

Deepa Mehta. *1947: Earth* (film)

ENS 557: CANADIAN LITERATURE IN ENGLISH (Contd.)

References

Coral Ann Howells and Eva Marie Kroeller. *Cambridge History of Canadian Literature*

Cornell, Paul G.K., et al. *Canada: Unity in Diversity*

Daniel David Moses and Terry Goldie, eds. *An Anthology of Canadian Native Literature in English*

Daniel Francis. *National Dreams: Myth, Memory and Canadian History*]

Eli Mandel. *Contexts of Canadian Literature: A Collection of Critical Essays*

Himani Bannerjee. *Dark Side of the Nation: Essays on Multiculturalism, Nationalism and Racism*

Kymlicka, Will. *Multicultural Citizenship*

McCombs, Judith, ed. *Critical Essays on Margaret Atwood.*

McNaught, Kenneth. *The Penguin History of Canada*

Morrison, R. Bruce and C. Roderick Wilson, eds. *Native Peoples: The Canadian Experience*

New, W. H. *Encyclopaedia of Literature in Canada*.

Rosenberg, J. H. "Woman as Everyman in Atwood's *Surfacing*."

Shirin Kudchedkar and Jameela Begum. *Canadian Voices*

VanSpanckeren Kathryn and Jan Garden Castro, ed. *Margaret Atwood: Vision and Forms.*

Vijay Agnew, ed. *Diaspora, Memory and Identity: A Search for Home.*

Model Question Paper

Fourth Semester M.A, Degree Examination, May 20…

(New Choice Based Credit System)

ENS 557: CANADIAN LITERATURE IN ENGLISH

Time: 3 hours Max Marks: 70

Note: 1. Answer one question each from Sections A, B, C and D

2. Bland Summaries and irrelevant answers will not be considered

Section A 20

- A question on texts in Section B
- A question on texts in Section B

Section B 20

- A question on texts in Section C
- A question on texts in Section C

Section C 20

- A question on texts in Section D
- A question on texts in Section D

Section D

Write a short note on *any one* of the following 10

- One short note question on a background topic from Section A
- One short note question on a background topic from Section A
- One short note question on a background topic from Section A