

# **Jyoti Nivas College Autonomous**

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**Details of the Syllabus of**

**M.A IN ENGLISH LITERATURE**

**ACADEMIC YEAR 2018 ONWARDS**

**(Under CBCS Scheme)**

## **STRUCTURE OF THE SYLLABUS**

### **SEMESTER I**

MA101: British Literature I  
MA102: British Literature II  
MA103: Indian Writing In English I  
MA104: Gender and Literature  
MA105: Reading Mythology and Folktales (Indian)  
MA106: Soft Core Paper I: Reading Popular Literature

### **SEMESTER II**

MA201: British Literature III  
MA202: British Literature IV  
MA203: Indian Writing in English II  
MA204: Textual Analysis and Interpretation  
MA205: Introduction to the Study of English Language  
MA206 Soft Core Paper II(a): Reading Indias  
Soft Core Paper II(b): Cultural Studies: Theory and Method

### **SEMESTER III**

MA301: Teaching of English Language and Literature  
MA302: Indian Literatures in Translation I  
MA303: Post-Colonial Literature and Thought I  
MA304: Visual and Media Texts  
MA305: European Literature  
MA306: Open Elective: Approaches to Texts

### **SEMESTER IV**

MA401: Modern Critical Theory  
MA402: Indian Literatures in Translation II  
MA403: Post-Colonial Literature and Thought II  
MA404: American Literature  
MA405: Diasporic Writing  
MA406: Elective Paper I: Research Project

**JYOTI NIVAS COLLEGE AUTONOMOUS**  
**SYLLABUS FOR M.A ENGLISH – 2018 BATCH ONWARDS**  
**(Under the CBCS Scheme)**  
**SEMESTER I**

**MA101: BRITISH LITERATURE-I**

[64]

**Course Objectives:**

- To introduce the students to the beginnings of British Literature and its developments.
- To enable the students to critically interrogate canonical texts in a broader framework.

**Learning Outcomes:**

- Ability to critically interrogate canonical as well as unconventional texts that mark the beginnings of British Literature and its developments
- Familiarity with literary, cultural and social context of British Literature in the 16<sup>th</sup> and 17<sup>th</sup> centuries

**UNIT-I**

(10)

Chaucer and his contemporaries  
Elizabethan Poetry; Elizabethan Drama  
The Puritan Age  
The Metaphysicals

**UNIT-II**

[22]

Chaucer: selections from ‘The General Prologue’ The Canterbury Tales (Knight, squire, prioress, wife of bath)  
Wyatt: Whoso list to hunt  
Sidney: Sonnet 20 from Astrophel and Stella  
Spenser: Sonnet 65 from Amoretti; Extract from Faerie Queene, Book I  
Shakespeare: My mistress’s eyes  
Mary Sidney: To the Angell Spirit of...Sir Philip Sidney  
Aemelia Lanyer: Extract from Salve Deux Rex Judaeorum  
Donne: Batter My Heart; The Canonisation  
Marvell: To His Coy Mistress; The Horation Ode  
Herbert: Collar  
Milton: selections from Book II and Book 9 of Paradise Lost; On Cromwell

**UNIT-III**

[24]

Marlowe: Doctor Faustus  
Shakespeare: Hamlet; The Tempest  
Webster: Duchess of Malfi

**UNIT-IV**

[8]

Queen Elizabeth’s speech to Troops at Tilbury  
Bacon: Of Studies  
Dorothy Osborne: Letters (selections)

**Background Reading:**

C.S Lewis: Courtly Love

A.Bradley: *Shakesperean Tragedy*

Lamming : “Monster, Slave and Child”

Helen Gardner: The Metaphysical Poets

Lorna Sage: Milton in Literary History

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**SEMESTER I**

**MA102: BRITISH LITERATURE-II**

[64]

**Course Objectives:**

- To introduce the students to the Augustan, Pre-Romantic and Romantic ages of British Literature.
- To enable the students to critically interrogate canonical texts in a broader framework.

**Learning Outcomes:**

- Ability to critically interrogate canonical as well as unconventional texts Augustan, Pre-Romantic and Romantic ages of British Literature
- Familiarity with literary, cultural and social context of British Literature in the 17<sup>th</sup> and 18<sup>th</sup> centuries

**UNIT-I**

(10)

The Age of Satire  
Restoration Prose and poetry  
Sentimental and Anti-sentimental Drama  
The Age of Transition and the Pre-Romantics  
Romantic Movement

**UNIT-II**

[20]

Pope: The Rape of the Lock (extract)  
Burns: For a' that and a' that  
Blake: Selections from Songs of Innocence and Songs of Experience  
Gray: Elegy Written in a Country Churchyard  
Wordsworth: Tintern Abbey  
Coleridge: Frost at Midnight  
Shelley: To a Skylark  
Keats: Ode on a Grecian Urn; To Autumn

**UNIT-III**

[8]

Sheridan: The School for Scandal  
Goldsmith: She Stoops to Conquer

**UNIT-IV**

[10]

Swift: Extract from Battle of the Books  
Steele: The Spectator Club  
Addison: Sir Roger and the Gypsies.  
Lamb: Dream Children, A Reverie  
Mary Wollstonecraft: Introduction to the Vindications of the Rights of Women

**UNIT-V**

[16]

Aphra Behn: Oroonoko  
Mary Shelley: Frankenstein  
Austen: Persuasion  
Daniel Defoe: Robinson Crusoe (extract)

**Background Reading:**

Wordsworth: The Preface

M.H Abrams: Extracts from The Mirror and the Lamp

Ian Jack: The Silver Age of the European Renaissance

Ian Watt: Introduction from The Rise of the Novel

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**SEMESTER I**

**MA103: INDIAN WRITING IN ENGLISH-I**

[64]

**Course Objectives:**

- To introduce students to the issues and concerns of the area of Indian Writing in English.
- To examine the various nuances of the term 'Indian'.

**Learning Outcomes:**

- Acquire skills required to read and analyse literary texts from Indian Writing in English in its cultural and social contexts
- Understanding of issues and concerns in the area of Indian Writing in English

**UNIT-I (Background)**

[6]

- V.K Gokak: The Concept of Indianness with Reference to Indian Writing in English  
Ganesh Devy: 'Multiculturalism' from In Another Tongue: Essays on Indian English Literature  
C. D. Narasimhaiah: Towards an Understanding of the Species called Indian Writing in English

**UNIT-II**

[8]

- Gandhi: A Vindication of Caste  
Ambedkar: A Reply to Mr. Gandhi by Dr. B.R Ambedkar  
Nehru: selections from Discovery of India  
Sarojini Naidu: Women in National Life (1915)

**UNIT-III**

[14]

- Aurobindo: Krishna  
Toru Dutt: Casuarina Tree; Sita  
Tagore: Selections from Gitanjali (6 poems)  
Sarojini Naidu: Damayanti to Nala in the Hour of Exile  
A.K Ramanujan: History; River  
Nissim Ezekiel: Island; The Patriot  
R. Parthasarathy: Rough Passage (extract)

**UNIT-IV**

[24]

- Raja Rao: Kanthapura  
Mulk Raj Anand: Untouchable  
R.K. Narayan: The Guide  
Kushwant Singh: Train to Pakistan  
Rokeya Hussain: 'Sultana's Dream'  
Attia Hosain: Sunlight on a Broken Column (extract)

**UNIT-V**

[12]

- Tagore: Chandalika

Karnad: Tughlaq  
Gurucharan Das: Larins Sahib

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**SEMESTER I**

**MA104: GENDER AND LITERATURE**

[64]

**Course Objectives:**

- To examine different representations of gender in texts.
- To explore literary images of men and women and spaces of negotiations, within the various cultural contexts, primarily Indian.
- To be introduced to the genre of gynocriticism and the politics of the text.
- To understand construction of gendered identities in popular discourse.

**Learning Outcomes:**

- Understanding of the theoretical positions within gender studies
- Ability to think and act with sensitivity to the various representations of gender in society.
- Awareness to empower themselves and the women around them

**UNIT-I**

[14]

Bhasker A Shukla: Feminism – An Overview

Vasanthi Sankaranarayan: Subversion from Within- Three Rebels from Literature

Joanna Russ: ‘Prohibitions’ and ‘Denial of Agency’ from How to Suppress Women’s Writing

Elaine Showalter: ‘The Female Tradition’ from A Literature of their Own

Susie Tharu & K.Lalitha: Introduction from Women Writing in India

Mangesh Kulkarni: Indian Masculinities: A Million Mutations

Jonah Gokova: Challenging Men to Reject Gender Stereotypes

Janice Raymond: The Politics of Transgenderism (extracts)

**UNIT-II**

[38]

Robert Browning: My Last Duchess

Daphne Du Maurier: Rebecca

Charlotte Gilman: The Yellow Wallpaper

Lalithambika Antharjanam: Goddess of Revenge

Anupama Niranjana: The Incident and After

Ismat Chughtai: The Quilt

Mahasweta Devi: Dopdi

M.T Vasudevan Nair: Mist

Ashokamitran: On Top of the World

Shashi Deshpande: The Stone Woman

Mrinal Pande: Girls

B Chandrika: The People’s Court

Jyoti Lanjewar: I Never Saw You

Damodar Mauzo: Theresa’s Man

Gita Hariharan: The Remains of the Feast

R. Chudamani: The Strands of Void

Varsha Adalja: Bichari Champudi  
Natraj Hulyar: Magic Nymph

Iftikhar Naseen: Her/Man

A Revathi: The Truth About Me: A Hijra Life Story (extract)

Extract from We Were Making History: Women in Telangana People's Struggle

Selections from Shadow Lives: Writings on Widowhood

### **UNIT-III**

[12]

Popular Culture and Media

Construction of Gendered Identities in Popular Culture – Television, films,  
Advertisements, Journalism and Music.

Various texts from different genres will be taken up for classroom discussion and  
analysis (this section will be assessed through classroom presentations)

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**SEMESTER I**

**MA105: READING MYTHOLOGY AND FOLKTALES (INDIAN)**

[64]

**Course Objectives:**

- To introduce students to the various theoretical approaches and concepts to studying folktales and mythology.
- To familiarise them to the various contemporary uses of mythology and folktales and its revisions, in literature, cinema and other media.

**Learning Outcomes:**

- Familiarity of the theoretical approaches to mythology and folktale
- Ability to analyse mythological and folk texts from a socio-cultural, psychoanalytical and political perspectives.
- Ability to recognise and interpret contemporary revisions and adaptations of mythical and folkloric texts

**UNIT-I:**

14 hours

Carl Wilhelm Von Sydow: Geography and Folktale Oieotypes

Peter J. Claus & Frank J. Korom: 'Folk, Folklore and Folkloristics' from Folkloristics and Indian Folklore

C G Jung: The Psychology of the Child Archetype (extract)

Sadhana Naithani: 'Theory: Colonial Theories of Folklore' from The Story-Time of the British Empire: Colonial and Postcolonial Folkloristics

Lauri Honko: The Problem of Defining Myth

A.K Ramanujan: 'Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation'; 'Towards a Counter-system: Women's Tales'

**UNIT-II: Mythology**

22 hours

R.B Sreedevi: Woman of Stone

Sarah Joseph: Asoka

G Sasi Madhuravelli: Shambuka

Poile Sengupta: Thus Spake Shoorpanakha, So Said Shakuni

Rukmini Bhaya Nair: Kali

Taslina Nasrin: Eve Oh Eve

Paul Zachariah: Who Knows

Shashi Tharoor: The Great Indian Novel (selections)

Iravati Karve: Yuganta (selections)

Dharamvir Bharati: Andha Yug

Gracy: Panchali

Adil Jussawalla: A Song for Ekalavya

**UNIT-III: Folktales**

20 hours

Animal Stories: A Jackal King  
Sister Crow and Sister Sparrow  
The Story of Pebet (Manipur)  
Stories about Stories: A Story in Search of an Audience (Telugu)  
A Story and a Song  
Woman Centered Stories: The Pomegranate Queen  
The Clever Daughter-in-law (Kannada)  
The Serpent Lover  
Akbar and Birbal Stories – Son-in-law  
Tenali Rama Stories – Tenali Rama and the Brahmins  
Chadrashekar Kambar: Siri Sampige  
Malayatoor Ramakrishnan: Yakshi  
Easterine Kire: Son of the Thundercloud

**UNIT-IV: Mythology and Folktales in Popular Culture and Media**

8 hours

Use of mythology and folktales in contemporary popular culture – popular fiction, television, film and media.

Various texts of these genres will be taken up for classroom discussion and analysis (this will be part of internal assessment)

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**SEMESTER I**

**MA106 SOFT CORE PAPER I - READING POPULAR LITERATURE** [48]

**Course Objectives:**

- To enhance students' basic reading, comprehension and analytical skills.
- To familiarise students with easy and accessible literature as a bridge to understanding genre, characterisation, nuances of language, and narrative.
- To provide a platform for reading more complex and challenging texts of the core papers

**Learning Outcomes:**

- acquire enhanced reading, comprehension and analytical skills
- Ability to analyse popular fiction

**UNIT I: (Theoretical/ Background Essays)**

6 hours

William W. Stowe: "Popular Fiction as Liberal Art" (extract)

Peter Swirski, "Popular and Highbrow Literature: A Comparative View" (extract)

Peter Hunt: "Introduction: the expanding World of Children's Literature" (extract)

Milda Danyt : Introduction to The Analysis Of Crime Fiction ( extracts)

**UNIT II: (Popular short fiction)**

6 hours

Saki : "The Open Window"

Jeffrey Archer: "One Man's Meat"

Hernando Tellez: "Just Lather, that's All"

**UNIT III: (Children's literature, Humour, and Romantic fiction)**

20 hours

R.K. Narayan: Swami and Friends (extracts)

Roald Dahl: Matilda

John Boyne: The Boy in the Striped Pyjamas

Kathryn Erskine: Mocking-bird

P.G.Wodehouse: Uncle Fred in the Springtime

Terry Pratchett and Neil Gaimon: Good Omens

**UNIT IV: (Mystery, Crime Fiction, and Thriller)**

16 hours

Enid Blyton: The Mystery of Tally- Ho Cottage

Agatha Christie: The Murder of Roger Ackroyd

Satyajit Ray: "The Locked Chest"

Alexander McCall Smith: Morality of Beautiful Girls

James Hadley Chase: An Ace up My Sleeve

Paula Hawkins: The Girl on the Train

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**SEMESTER II**  
**MA201: BRITISH LITERATURE-III** [64]

**Course Objectives:**

- To introduce students to the Victorian age in British Literature and new genres.
- To enable the students to critically interrogate canonical texts in a broader framework.

**Learning Outcomes:**

- Ability to critically interrogate canonical as well as unconventional texts that mark the Victorian age in British Literature as well as the new genres of this period
- Familiarity with literary, cultural and social context of British Literature in the 19<sup>th</sup> Century

**UNIT – I** [8]

Victorian Poetry; The Victorian Novel  
Woman Writer in the Victorian Age  
The War Poetry

**UNIT-II** [14]

Tennyson: Morte D'Arthur (extract)  
Browning: Fra Lippo Lippi  
Elizabeth Barrett Browning: Aurora Leigh (selections)  
Hopkins: The Windhover  
Christina Rossetti: Goblin Market  
Rupert Brooke: The Dead  
Owen: Anthem for Doomed Youth

**UNIT-III** [8]

Shaw: Pygmalion  
Synge: Riders to the Sea

**UNIT-IV** [4]

Arnold: Study of Poetry (extract)  
Dickens: Pickwick Papers (extract)

**UNIT-V** [30]

Emily Bronte: Wuthering Heights  
Charlotte Bronte: Jane Eyre  
Bram Stoker: Dracula  
Hardy: Mayor of Casterbridge  
Conrad: Heart of Darkness  
Lawrence: 'The Virgin and the Gypsy'  
Sir Arthur Conan Doyle: 'Five Orange Pips'

**Background Reading:**

Jerome Hamilton Buckley: Victorianism

Frank Kermode: 'The Modern Apocalypse' from The Sense of an Ending

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**SEMESTER II**

**MA202: BRITISH LITERATURE-IV**

[64]

**Course Objectives:**

- To introduce the students to the areas of Modernism and Post-Modernism of British Literature.
- To enable the students to critically interrogate canonical texts in a broader framework.

**Learning Outcomes:**

- Ability to critically interrogate canonical as well as unconventional texts of Modernism and Post-Modernism within British Literature
- Familiarity with literary, cultural and social context of British Literature in the 20<sup>th</sup> century.

**UNIT – I**

[8]

Modernism  
Poetry of the 1930s  
Theatre of the Absurd  
Postmodern Fiction

**UNIT-II**

[17]

T.S Eliot: Hollow Men  
W.B Yeats: The Second Coming  
Auden: The Unknown Citizen  
Spender: Elementary School Classroom  
Dylan Thomas: Fern Hill  
Larkin: Mr. Bleaney  
Hughes: Jaguar  
Fleur Adcock: Weathering  
Seamus Heaney: From the Frontier of Writing

**UNIT-III**

[8]

Osborne: Look Back in Anger  
Samuel Beckett: Waiting for Godot

**UNIT-IV**

[7]

Eliot: Tradition and the Individual Talent  
Fay Weldon: In the Great War  
James Joyce: Eveline  
Doris Lessing: Between Men

**UNIT-V**

[24]

Orwell: Animal Farm  
Virginia Woolf: Mrs. Dalloway  
C.S Lewis: The Lion, the Witch and the Wardrobe  
A J Cronin: Citadel  
Byatt: Possession  
Fowles: French Lieutenant's Woman

**Background Reading:**

Irving Howe: The Idea of the Modern

Malcolm Bradbury: Introduction to the Novel Today  
Martin Esslin: The Theatre of the Absurd

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**SEMESTER II**

**MA203: INDIAN WRITING IN ENGLISH-II**

[64]

**Course Objectives:**

- To introduce the students to contemporary issues and concerns of Indian Writing in English.
- To teach students to debate and engage with a variety of texts.

**Learning Outcomes:**

- Understanding of contemporary issues and concerns of Indian Writing in English and Indian society
- Acquire skills required to read and analyse literary texts from Indian Writing in English in its cultural and social contexts

**UNIT-I (Background)**

[6]

Meenakshi Mukherjee: Anxiety of Indianess

Jon Me: After Midnight: The Novel in the 1980s and 1990s

Shashi Deshpande: 'Where Do We Belong?' from Writing from the Margin

**UNIT-II**

[8]

Ruskin Bond: Susanna's Seven Husbands

Arundhati Roy: The Greater Common Good (extract)

Bhavani Bhattacharya: A Moment of Eternity

Temisula Ao: The Last Song

**UNIT-III**

[18]

Kamala Das: The Stone Age; Introduction

Jayanta Mohapatra: Dawn at Puri

Keki N. Daruwalla: The People

Arun Kolatkar: Selections from Jejuri

Eunice D'Souza: Feeding the Poor; Autobiographical

Rukmani Bhaya Nair: Gender Roles

Imtiaz Dharkar: Purdah I

Adil Jussawalla: Waiters

Robin S Ngangom: Native Land

**UNIT-IV**

[24]

Shashi Deshpande: That Long Silence

Salman Rushdie: Midnight's Children

Amitav Ghosh: Hungry Tide

Siddharth Gigoo: The Garden of Solitude

Meena Kandasamy: The Gypsy Goddess

**UNIT V**

Cyrus Mistry: Doongaji House  
Dattani: Final Solutions

[8]

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**SEMESTER II**

**MA204: TEXTUAL ANALYSIS AND INTERPRETATION** [64]

**Course Objectives:**

- To teach the students how to read texts and their contexts.
- To introduce issues of interpretation across genres.
- To help students make comparisons of texts across media.

**Learning Outcomes:**

- Ability to recognise the various interpretative approaches and techniques for analysis of texts
- Ability to read texts across genres and media

**UNIT-I**

[20]

Terms and concepts for textual analysis - literary and non-literary texts, including visual texts. (A list of concepts is provided for discussion)\*

**UNIT-II**

[16]

1. Generic Criticism.
2. Narratology and Narrative.
3. The Language of Poetry.
4. Heteroglossia and dialogism.
5. Text and Performance.
6. Reading a Poem.
7. Reading a Prose Text.
8. Reading a Media Text.

**UNIT-III**

[20]

1. Texts and their contexts ( history, culture, class, caste, gender, ethnicity)
2. Ideology
3. Locating the text; Intertextuality
4. Reader-response.

**UNIT-IV**

[8]

Texts in various media – films, visual texts, advertisements and photography.

**\*List of Concepts:**

1. Realism/Naturalism
2. Stream of consciousness
3. Subaltern

4. Postmodernism
5. Point of view
6. New criticism
7. Metafiction
8. Magic realism/Surrealism
9. Inter-textuality
10. Implied author/reader
11. Deconstruction
12. Anxiety of influence
13. Hero/Anti-hero
14. Alienation effect
15. Symbol
16. Satire
17. Imagery
18. Archetype
19. Parody
20. Icon
21. Semiotics
22. Pastiche/Collage
23. Subjectivity
24. Allegory
25. Picaresque
26. New Historicism
27. Mis-en scene
28. Montage
29. Hegemony
30. Subversion
31. Discourse
32. Utopia/Dystopia
33. Avant Garde

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**SEMESTER II**

**MA205: INTRODUCTION TO THE STUDY OF ENGLISH LANGUAGE** [64]

**Course Objectives:**

- To familiarize students with the four levels of linguistic organization-phonology, morphology, syntax and semantics
- To introduce them to different approaches to linguistic and discourse analysis
- Focus on both theory and application in study of language

**Learning Outcomes:**

- Ability to understand the different approaches to linguistic and discourse analysis
- Able to grasp the various branches within linguistics – phonology, morphology and syntax and semiotics
- Application of the linguistic structure to study a language

**UNIT-I: PHONOLOGY** 10 hours

The Sounds of English  
Description of Vowels and Consonants  
Structure of Syllable  
Stress and Intonation  
Strong and Weak Forms

**UNIT-II: MORPHOLOGY** 10 hours

Free and Bound Morphemes  
Derivational and Inflectional Affixes  
Word Formation Process

**UNIT-III: SYNTAX**

Structure of Noun Phrase 10 hours

- Determiners and Modifiers
- Articles and Reference

Structure of Verb Phrase 10 hours

- Tense
- Aspect
- Auxiliaries and Modals

Adverbials

Clauses – Structure and Function

**UNIT-IV: SEMANTICS, PRAGMATICS AND DISCOURSE ANALYSIS** 24 hours

Lexical Relations – synonymy, antonymy etc.

Context and Deixis

Speech Acts and Conversational Principles

Mode, Tenor, Domain of DA

Coherence and Cohesion  
Developing Listening Skills  
Developing Speaking Skills  
Developing Reading Skills  
Developing Writing Skills  
Understanding Functional Grammar

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**SEMESTER II**

**MA206 SOFT CORE PAPER II A- READING INDIAS**

[48]

**Course Objectives:**

- To introduce to students the intellectual, socio-political and cultural background of India
- To act as a background for the various papers that deal with Indian Literatures.
- To sensitise students to issues and debates relevant to their world.

**Learning Outcomes:**

- Promote discussion and debate the intellectual, socio-political and cultural background of India
- Ability to understand the history and development of concepts like nation, culture and identity in India

**UNIT I: Poetics**

(6hrs)

Bharathamuni: 'Model Spectator' from NatyaShastra

Amir Khusrau: 'Multi-lingual Literary Culture'

Ananda Coomaraswamy: 'Hindu View of Art: Theory of Beauty' from Dance of Shiva

**UNIT II: Nation**

(14 hrs)

Gandhi: Hindswaraj (extract)

Ambedkar: The Grammar of Anarchy (excerpts)

Kancha Ilaiah: 'Cow and Culture' and 'Cows, Buffaloes and Nationalism' from Buffalo Nationalism

Ashis Nandy: The Intimate Enemy (extract)

Romila Thapar: The Past as Seen in Ideologies Claiming to be Nationalist

David Arnold: The Colonial Prison: Power, Knowledge and Penology in Nineteenth-Century India

Ramachandra Guha: Extract from India After Gandhi

**UNIT III: Caste and Gender**

(8 hrs)

Raj Kumar: Caste, Culture and Politics: Towards a Definition of Dalit Autobiography

Susie Tharu & Tejaswini Niranjana: Problems for a Contemporary Theory of Gender

Anupama Rao: The Sexual Politics of Caste: Violence and the Ritual Archaic

Hoshang Merchant: 'Introduction' from Yaarana

**UNIT IV: Contemporary Debates**

(12 hrs)

Sanjib Baruah: North East India: Beyond Counter Insurgency and Developmentalism (extract)

Basharath Pir: Curfewed Night (extract)

Partha Chatterjee: Secularism and Tolerance (extract)

N Krishnaswamy and Lalitha Krishnaswamy: 'The Globalisation Phase' from The Story of English in India

Shashi Deshpande: The Writer as Activist (extract)

Manoj Mitta and H.S Phoolka: Block 32

Shiv Visvanathan and Harsh Sethi: Bhopal: A Report from the Future (excerpts)

**UNIT V: Documentaries (only for internal assessment)**

(8 hrs)

Anand Patwardhan: Father ,Son and Holy War

Vani Subramaniam: Ayodhya Gatha

Nakul Singh Sawhney: Muzaffarnagar Baaqi Hai

P Sainath: Nero's Guests

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**SEMESTER II**

**MA206: SOFT CORE PAPER II B- CULTURAL STUDIES: THEORY AND METHOD [48]**

**Course Objectives:**

- To introduce students to the field of cultural studies.
- To familiarize them with the analytical and interpretative strategies and terms commonly employed in cultural studies.
- To expose students to the debates in the field of cultural studies

**Learning Outcomes:**

- Ability to understand the analytical and interpretative strategies, debates and terms within cultural studies
- Skills to analyse a variety of texts – conventional and the unconventional

**Unit I: Culture**

(10hrs)

F R Leavis: 'Mass Civilisation and Minority Culture' (extract) A Critical and Cultural Theory Reader

Raymond Williams: Analysis of Culture from Cultural Theory and Popular Culture: A Reader

Dick Hebdige: From 'Culture to hegemony' (extract) from Subculture, the Meaning of Style

Stuart Hall: Cultural Studies and its Theoretical Legacies

Tejaswini Niranjana: The Desire for Cultural Studies

**Unit II: Nation**

(12hrs)

Benedict Anderson – Imagined Communities

Ashish Rajadhyaksha: The Bollywoodisation of Indian Cinema: Cultural Nationalism in a Global Era

Arjun Appadurai: How to make a National Cuisine: Cookbooks in Contemporary India

Patricia Uberoi: 'Unity in Diversity?' Dilemmas of Nationhood in Indian Calendar Art'

Thapati Guha-Thakurta: The Museumised Relic: Archeology and the first Museum of Colonized India.

Tagore: Nationalism (extract)

**Unit III: Identity and Representation**

(12hrs)

Susie Tharu: The Dalit Woman Question

Anita Ghai : Disabled Women: An Excluded Agenda of Indian Feminism

Ramachandra Guha: Cricket and Caste: The Heroic Struggles of the Palwanker Brothers

Stuart Hall: Representation, Meaning and Language from Representation: Cultural Representation and Signifying Practices

Pramod K Nayar: Bodies and Biosurveillance (extract) from Citizenship and Identity in the Age of Surveillance

Madhava Prasad: Teaching Capitalism as a Native Language (extract) from Re-figuring Culture: History, Theory and the Aesthetic in Contemporary India

**Unit IV: Terms**

(14hrs)

Culturalism  
Representation  
Cultural materialism  
Power  
Ideology  
Identity –cultural, national and social  
Subjectivity  
Globalization/cosmopolitanism  
Cultural politics  
Counter culture  
Polysemy  
Discursive formation  
Texts  
Signification

**Appendix: (suggested texts to explore concepts)**

Gadar Ek Prem Katha (hindi film)  
RMZ Eco World, Bellandur  
National Gallery of Modern Art  
Ravi Varma Painting – shakuntala/damayanti  
Incredible india advertisement campaign  
Make in India logo  
Film hoarding – painted  
Skin Deep by Reena Mohan (dir)  
Amrita Shergill painting  
Bangalore times (any issue of times of India)  
Murtaza Ali on Twitter- Kashmiri Lives Matter Too  
Tribal activist protest outside Kerala Secretariat  
Father Son and holy War and In the Name of Ram by Anand Patwardhan (Dir)  
Kaka Muttai (Tamil film)  
Vishaka Guidelines  
Macaulay's Minutes  
Sheela ki Jawani (song from Tees Maar Khan)  
Mardistaan – Harjant Gill (dir)  
Dostaana (Hindi film)

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**SEMESTER III**

**MA301: TEACHING OF ENGLISH LANGUAGE AND LITERATURE** [64]

**Course Objectives:**

- To prepare the students for a career in undergraduate teaching of English language and literature
- To train them to exploit literary texts for imparting language skills.

**Learning Outcomes:**

- Skills to take a language or literature class at school or college level
- Skills to make a lesson plan
- Skill in Curriculum design

**UNIT-I**

[6]

The socio-historical background to TELL in India.

1. The post-independence phase
2. The globalization phase- Changing role of English  
Neo-colonialism, globalization and English language teaching  
The IT Revolution

**UNIT-II**

[8]

The sociolinguistic context of TELL in India

1. Jon Saklofske :Plays Well with Others: The Value of Developing Multiplayer Digital Game spaces for Literary Education by
2. Makarand Paranjape: Beyond English: Teli's (Teaching English Literature in India) Larger Agenda
3. Dr. Damodar Tahakur: Teaching Language Through Literature
4. Rukmini Bhaya Nair: Dissimilar Twins: Language and Literature

**UNIT-III**

[34]

1. Pedagogical Aspects
2. Task based Language Teaching
3. Communicative Language Teaching
4. Competency Based Language Teaching
5. Error analysis and remedial teaching
6. Learner-centered approach
7. Syllabus design , Structural and Functional Syllabus, situational syllabus, Content and Skill based Syllabus
8. Literature in Language Teaching - methods and approaches.
9. 'Text and Activities' - using select Literary Texts for the Study of literary forms
10. Exploring Linguistic and literary Features of Literary Texts.
11. Lecture method vs interactive approach
13. Use of Information and Communication Technology (ICT) Language Lab

**Suggested Reading:**

Krishnaswamy and Krishnaswamy. The Story of English in India

S. Kudchedkar. Readings in English Language and Literature in India

Marathe, Ramanan, Bellarmine (eds). Provocations— The Teaching of English Literature in India

Rajeshwari Sunder Rajan (ed). The Lie of the Land: English Literary Studies in India

Jack C Richards. Approaches and Methods of Language Teaching

P D Pathak. Teaching of English in India

Peter Watkins. Learning to Teach English/A Practical Introduction for New Teachers

Long, M. & Crookes, G. (1992). Three approaches to task-based syllabus design. *TESOL Quarterly*, 26, 27-56.

Diane Larsen Freeman & Martin Anderson. Techniques and Principles in Language Teaching.

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**SEMESTER III**

**MA302: INDIAN LITERATURES IN TRANSLATION-I** [64]

**Course Objectives:**

- To expose students to the different regional literatures of India in English translation.
- To help them understand the different socio- cultural and political milieus, that produced these texts.
- Enable students to approach these texts from a contemporary perspective.

**Learning Outcomes:**

- Ability to understand literatures and literary styles from the various regional literatures in India
- Skills for comparative study of texts across regional boundaries

**UNIT-I: Reading Traditional Texts** [14]

Kalidasa: Abhijnanashakuntalam

Bharthari: Why is Poetry, Her face is not the moon

Raghavanka: Harischandrakavya (Extract)

Illango Adigal: Silapadikaram (Extract)

**UNIT II: Bhakti Poetry** [16]

Appar: Song 38, 50 (from Hymns of the Tamil)  
Sambandar: Song 18 (Saivite Saints – F Kingsbury  
& G.E Phillips [online Resource])  
Manikavachagar: Song 132, 136  
Avvayar: i) Take it not always; ii) The anger of the little-minded  
Andal: Nacchiyar Thirumozhi song 13; Thiruppavai song 4  
Basavanna: Song 59, 586, 820 (from Speaking of Shiva -  
A. K Ramanujan [ed])  
AkkaMahadevi: Song 184, 199, 328  
Janabai: God, my darling  
Meera: I knew the queen had sent me poison (song 38); O my mind (song 195)  
(from Devotional Poems of Meera Bai – A J Alston)  
Kabir: If khuda lives only in Masjid; It's all skin and bone;  
Jayadeva: Geeta Govinda (extract)

**UNIT-III: The Emergent Nation** [18]

Tagore: Home and the World

Premchand: The Chess Players

Ismat Chughtai: Vocation

Manto: 'The Dog of Tetval'

Bisham Sahni: Tamas

Gulzar: Footprints on Zero Line (Extracts)

Lalithambika Antharjanam: Agnisakshi

**UNIT- IV:** [10]

Bankim Chandra: Vande Mataram  
Bharati: There is no fear  
Iqbal: Tarana-e-Hind, Tazana-e-Milli  
Faiz A Faiz: A Prison Evening  
Sri Sri: The March of History  
Amrita Pritam: Ode to Waris Shah

**UNIT- V: Critical Essays**

[6]

Uma Shankar Joshi: The Idea of Indian Literature  
M. Mukherji: 'Purana to Nuthana'—from Realism and Reality  
Partha Chatterjee: Nation and its Fragments (selections)

**Suggested Reading:**

A.K Ramanujam. Introduction to Speaking of Siva  
G.N Devy. Indian Literature in English Translation  
Meenakshi Mukherjee. Realism and Reality: The Novel and Society in India  
Romila Thapar. Colonialism: Texts and Readings  
Lalithambika Antharjanam: Memoirs

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**SEMESTER III**

**MA303: POST-COLONIAL LITERATURE AND THOUGHT-I** [64]

**Course Objectives:**

- To expose students to key theoretical issues and debates that emerged during the colonial period and thereafter.
- To create an awareness of the diverse voices that constitute post-colonial identity.
- To sensitize the students to issues of culture, marginality and plurality.
- To look at the postcolonial dynamics that comes into play within the African, South African and Caribbean contexts.

**Learning Outcomes:**

- Skills to recognise the diverse voices that constitute post-colonial identity within the African, South African and Caribbean contexts
- Skills for comparative analysis of texts from the postcolonial perspective

**UNIT-I** [12]

Edward Said: Orientalism (selections)  
Ngugi wa Thiong’ O: The Language of African Literature from Decolonising the Mind  
Chinua Achebe: The Novelist as Teacher  
Frantz Fanon: from Black Skin, White Masks  
E.K Brathwaite: Nation Language  
Alison Donnell & Sarah Lawson Welsh: Extracts From “General Introduction” from The Routledge Reader in Caribbean Literature

**UNIT-II** [15]

Alan Paton: Cry, the Beloved Country  
Wole Soyinka: The Lion and the Jewel  
Ngugi wa Thiong’O: Matigari

**UNIT-III** [17]

Aime Cesaire: Une Tempete (The Tempest)  
V. S Naipaul: A House for Mr. Biswas (extract)  
Jean Rhys: Wide Sargasso Sea  
Samuel Selvon : Brighter Sun

**UNIT-IV** [10]

David Diop: Africa  
Gabriel Okara: You Laughed and Laughed and Laughed  
Micere Githae Mugo: Where are those Songs?  
Kofi Awonoor: The Weaver Bird  
J. P Clark: The Casualties  
Dennis Brutus: Sharpeville  
Henri Lopes: The Honourable Gentlemen  
Chinua Achebe : Vultures

Chimamanda Adiche : Half of a Yellow Sun

**UNIT- V**

[10]

Derek Walcott: Blues  
E. K. Brathwaite: Calypso  
John Agard : English girl eats her first mango  
Louise Bennett: Jamaica Oman  
Amryl Johnson: Granny in de Market Place  
Pauline Melville: Homeland  
Mervin Morris: A Literary Evening in Jamaica  
Bob Marley: Select Songs

**Suggested Reading**

Ania Loomba. Colonialism/Postcolonialism  
Robert Young. Postcolonialism: A Very Short Introduction  
Padmini Mongia. Contemporary Postcolonial Theory  
Harish Trivedi, Meenakshi Mukherjee, etc (ed). The Nation Across the World.  
Key Concepts in Postcolonial studies  
Pramod Nayar. Postcolonialism: A Guide for the Perplexed

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**SEMESTER III**  
**MA304: VISUAL AND MEDIA TEXTS**

[64]

**Course Objectives:**

- To investigate and understand the aesthetics and techniques of visual and aural expression and communication.
- To inculcate an awareness of the cultural, personal values and other criteria that exist in visual and media texts
- To familiarize students with the writing strategies and requirements of new and traditional media

**Learning Outcomes:**

- Ability to analyse and interpret visual texts within literary and media fields
- Ability analyse any graphic novel
- Skills to undertake writing tasks like technical writing, content writing, copy writing and writing for social media
- Familiarity with the signs and symbols of editing

**UNIT I:**

[13]

R. Altman : What is generally understood by the notion of film genre?

Aditya KumarPanda : Case Study: Film Censorship In India

Donna Haraway: A Cyborg Manifesto (extract)

Sarah Caldwell: Adaptation Studies Revisited: Purposes, Perspectives and Inspiration  
(from The Literature/Film Reader: Issues of Adaptation)

Laura Mulvey: Visual Pleasure and Narrative Cinema

**UNIT II:**

[12]

Marjane Satrapi: Persepolis

Frank Miller: Batman: The Dark Knight Returns or Adventures of Tin Tin (selections)

H. Chute: Comics as Literature?: Reading Graphic Narrative

Hollis Margaret Rudiger: Reading Lessons: Graphic

Novels 101.

**UNIT III:**

[21]

John Berger: Ways of Seeing (extracts)

Stuart *Hirschberg* : *The Rhetoric of Advertising*

Ruth Page: Blogging on the Body, Gender and Narrative (extract) (from New Narratives: Stories and Storytelling in the Digital Age)

Bronwen Thomas: Update Soon! Harry Potter Fanfiction and Narrative as a Participatory Process (from New Narratives: Stories and Storytelling in the Digital Age)

Lee McIntyre: The Decline of Traditional media (from Post Truth)

Stuart Hall: Encoding/Decoding (extract) (from Media Studies: A Reader)  
Nicholas Mirzoeff: Network Subjects or the Ghost is the Message (extract) (from New Media, Old Media)  
Peter Krapp: Hypertext Avant La Lettre (extract) (from New Media, Old Media)  
Richard Grusin: YouTube at the End of New Media (extract) from (The YouTube Reader)

**UNIT IV:**

[16]

Technical Writing and editing  
Content Writing  
Copy Writing  
Copy Editing  
Writing for Social Media (facebook, twitter, blog etc)

**Suggested Reading:**

Dawn Sova : Forbidden Films: Censorship Histories of 125 Motion Pictures  
Daniel Biltereyst and Roel Vande Winkel (eds): Silencing Cinema: Film Censorship Around the World  
What Comics Are and What They Aren't (from Reading Comics)  
Adams, Henry F.: Advertising and Its Mental Laws  
Sandy Bulmer : Visual Complexity (extract) from Seeing Into It: The Role of Visual Rhetoric In Global Advertising  
Donna Elliott: Rhetorical Devices in Advertising  
Mathew G. Kirschenbaum: What is Digital Humanities and What is it Doing in English Departments (from Defining Digital Humanities: A Reader)  
Lev Manovich: What is New Media (from The New Media Theory Reader)  
Aimee Morrison: Blogs and Blogging: Text and Practice  
Carolyn Guertin: Handholding, Remixing and the Instant Replay: New Narratives in a Postnarrative World (from A Companion to Digital Literary Studies)

**List of Concepts:**

Perception  
Signification  
Adaptation  
Neo-realism  
Expressionism  
Figuration  
Gutter  
Bleed  
Frame  
Layout  
Foreground  
Midground  
Background  
Multimedia  
Hypertext  
New media

Post truth

Blog

Fanfiction

Encoding and decoding

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**SEMESTER III**  
**MA305: EUROPEAN LITERATURE**

[64]

**Course Objectives:**

- To acquaint students with different genres of European writing
- To discuss the literary/critical trends that have characterized European writing

**Learning Outcomes:**

- Ability to read literary texts from the context of the movements, history and politics prevailing in Continental Europe
- Ability to place European literature in its specific contexts.

**UNIT-I:**

[14]

Sappho: Some there are who say that the fairest thing seen

Dante: All my thoughts always speak to me of love; My lady carries love within her eyes

Petrarch: My ship laden with forgetfulness pass through a harsh sea; It was the day when  
the sun's rays turned pale with grief

Homer: The Iliad (extracts)

Pushkin: To Chaadayev (Not long did youth's....)

Rainer Maria Rilke: The Duino Elegies 1(extract)

Czeslaw Milosz: In Warsaw

Anna Akhmatova: Requiem

Wisława Szymborska: Poetry Reading

**UNIT-II:**

[16]

Euripides: Iphigenia at Aulis

Ibsen: Ghosts

Brecht: Mother Courage and her Children

Eugene Ionesco: The Lesson

**UNIT-III:**

[18]

Aristotle: Poetics (extract)

Rousseau: Confessions (extract)

Tolstoy: 'Death of Ivan Ilych'

Dostoevsky: 'The Legend of the Grand Inquisitor' (from The Brothers Karamazov)

Kafka: 'The Hunger Artist'

Nabokov: 'Cloud, Castle and Lake'

Herta Muller: The Funeral Sermon

Ludmilla Ulitskaya: March 1953

**UNIT-IV:**

[16]

Cervantes: Don Quixote (extracts)

Camus: The Fall

Elie Wiesel : Night

Ismail Kadare: Agamemnon's Daughter

**Suggested Reading:**

J.M Cohen. A History of Western Literature

Robert Graves. The Greek Myths

Thomas Bulfinch. The Golden Age of Myth and Legend

Philip Gaskell. Landmarks in Continental Literature

Mack, Knox, etc (ed). The Continental Edition of World Masterpieces

Pelican Guide to European Literature Vols 1-3

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**SEMESTER III**

**MA306: OPEN ELECTIVE PAPER 1: APPROACHES TO TEXTS** [64]

**Course Objectives:**

- To introduce students from other streams to a variety of literary, mythological, visual and popular texts from different genres and areas.
- To familiarize students to the different approaches to texts and the many ways of analyzing and interpreting them.
- To sensitize them to different issues of the contemporary world through a reading of these texts.
- To hone their language skills

**Learning Outcomes:**

- Improvement of spoken and written language
- Impart rudimentary analytical and critical thinking skills
- Awareness of socio-political issues

**UNIT-I : LANGUAGE AND USE**

[8]

1. Vocabulary
2. Subject verb agreement
3. Prepositions and articles

**UNIT-II: LITERARY TEXTS**

[26]

1. William Blake: The Clod and the Pebble
2. Robert Frost: Stopping by the Woods
3. Shelley : Ozymandias
4. Toru Dutt : The Lotus
5. Khushwant Singh : Karma
6. Shashi Deshpande: The Stone Woman
7. Popati Hirnandani : Husband
8. Wole Soyinka: Telephone Conversation
9. Saki : Dusk

**UNIT-II: TEXT AND MYTHOLOGY**

[10]

1. Mahaswetha Devi : Five Women
2. Adil Jussawalla : Song for Ekalavya
3. Daya Pawar : Oh Great Poet!
4. Taslima Nasreen: Eve Oh Eve!

**UNIT-III: POPULAR LITERATURE**

[10]

1. Chetan Bhagat : Extract from Two States

2. Satyajit Ray : The Locked Chest
3. Anurag Mathur: Extract from Inscrutable Americans
4. Roald Dahl: Little Red Riding Hood

**UNIT –IV: MEDIA (only for Internal Assessment)**

[10]

1. Monsoon Wedding
2. Boy in Blue Striped Pajamas (film text)
3. Adiche: The Danger of a Single Story (Ted talk)
4. Advertisements

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**SEMESTER IV**  
**MA401: MODERN CRITICAL THEORY** [64]

**Course Objectives:**

- To understand the inter-connections of language, literature and culture as well as the variety of ways in which texts can be studied and to be able to apply various approaches to the critical analysis of texts.
- To explore and examine the major theoretical approaches, texts and movements in the contemporary rhetorical tradition.

**Learning Outcomes:**

- Ability to analyse a variety of texts from a variety of current theoretical approaches within literary study
- Familiarity with the main theoretical approaches within literary studies in the twentieth and twenty-first centuries

**UNIT-I: New Criticism, Structuralism, Post structuralism** [14]

Saussure: Course in General Linguistics (extract)  
Roland Barthes: The Death of the Author  
Wimsatt and Beardsley: Intentional Fallacy

**UNIT-II: Postmodernism, Deconstruction** [18]

Linda Hutcheon: Beginning to Theorise Postmodernism  
Bell hooks: Postmodern Blackness  
Jacques Derrida: Structure, Sign and Play in the Discourse of the Human Sciences (extract)  
Michel Foucault: What is an Author

**UNIT-III: Psychoanalytical criticism, Feminism, Queer Theory, Ecocriticism** [16]

Helene Cixous: The Laugh of the Medusa  
Monique Wittig: One is Not Born a Woman  
Vandana Shiva: Science, Nature and Gender (extract) (from Staying Alive)  
Harold Bloom: The Anxiety of Influence (extract)

**UNIT-IV: Marxism, Postcolonialism, Cultural Studies** [16]

T.W Adorno: Commitment (extract) (from Marxist Literary Theory: A Reader).  
Gayatri Spivak: Can the Subaltern Speak? (Extract)  
Homi Bhabha: 'Of Mimicry and Man: The Ambivalence of Colonial Discourse (extract) (from The Location of Culture)  
Hughie Mackay: Technological Reality: Cultured Technology and Technologised Culture (extract) (from Theorising Culture).

**Suggested Reading:**

Patricia Waugh. Literary Theory and Criticism  
Peter Barry. Beginning Theory  
M.A.R Habib. A History of Literary Theory and Criticism  
Jonathan Culler. Literary Theory: A Very Short Introduction  
Joseph Chandra: From Classical to Contemporary Theory

**LIST OF CONCEPTS:**

1. Langue and parole
2. Sign, signifier, signified
3. Differance
4. Bricolage
5. Centre, margin
6. Grand Narrative
7. Binary
8. Base and superstructure
9. Gynocriticism
10. Ecriture Feminine
11. Other; and othering
12. Hyper real
13. Sublimation
14. Under Erasure
15. Simulation
16. Deep Ecology
17. Simulacrum
18. Ideology and Ideological State Apparatus
19. Fetishism
20. Subculture
21. Hybridity
22. Diachronic and synchronic
23. Dialogism
24. Heteroglossia
25. Supplement
26. Condensation
27. Displacement
28. Dream-work
29. Carnavalesque
30. Logocentrism
31. Repression
32. Mirror stage
33. Ecofeminism

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**SEMESTER IV**  
**MA402: INDIAN LITERATURES IN TRANSLATION II** [64]

**Course Objectives:**

- To expose students to regional literatures in translation in the post-independence phase of the nation.
- To enable the students to critically understand the emerging subaltern voices.
- To give them insight into the field of translation studies.

**Learning Outcomes:**

- Ability to analyse literatures and literary styles from the various regional literatures in India that emerge post-independence
- Skills for comparative study of texts across regional boundaries

**Unit I:**

[28]

U. R Ananthamurthy: Samskara  
Mahasweta Devi: Mother of 1084  
O. V Vijayan: The Saga of Dharmapuri  
Tendulkar: Ghasiram Kotwal  
Chandrashekhara Kambara: Scapegoat  
Mohan Rakesh: Halfway House  
Bhama: Sangatti

**Unit II:**

[16]

Jayaprabha; Chupulu  
Adiga: Do Something Brother  
K. Nissar Ahmed: America, America  
N. Pichamurti: National Bird  
Namdeo Dasal: Song of the Dog and the Republic  
Daya Pawar: Oh Great Poet  
Baburao Bagal: Before the Vedas  
Ali Sardar Jafri: Morsel  
Salma: No Traces Left  
Yumlembam Ibomcha; Battleground of the Victorious

**Unit III:**

[12]

Rentala Nageshwara Rao: Tiladaanamu  
Sarah Joseph: The Moonlight Knows  
Vaidehi: Gulabi Talkies  
Mogalli Ganesh; Paddy Harvest  
Asha Kardaley: Abyss

Nongthongbam Kunjamohon: Ine Leipaklei  
Usha Priyamvada: Homecoming

**Unit IV: Critical Essays**

[8]

Sujit Mukherjee: The Craft not Sullen – Art of Translation  
K. Satchidanandan: Translation as Writing. Text, Translation, Authenticity.  
Aijaz Ahmad: 'Ind Lit' - Notes Towards the Definition of a Category  
Sudipta Kaviraj: 'The Imaginary Institution of India' (extract)

**Suggested Reading:**

K. R Srinivasa Iyengar (ed). Indian Literature Since Independence  
Shravan Kumar Limbale. Towards Aesthetics of Dalit Literature  
K. Satchidanandan. Positions and Propositions

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**SEMESTER IV**

**MA403: POST-COLONIAL LITERATURE AND THOUGHT II** [64]

**Course Objectives:**

- To expose students to key theoretical issues and debates that emerged during the colonial period and thereafter.
- To create an awareness of the diverse voices that constitute post-colonial identity.
- To sensitize the students to issues of culture, marginality and plurality.
- To look at the postcolonial dynamics that comes into play within the Space of the Settler Colonies.

**Learning Outcomes:**

- Ability to understand the diverse voices that constitute post-colonial identity within the context of Colonial and Postcolonial Canada and Australia
- Skills for comparative analysis of texts from the postcolonial perspective

**Unit I:** [10]

Richard Wright: *Inventing Australia*  
Ashcroft, Tiffin et.al: *The Empire Writes Back*  
Judith Wright: *Australia's Double Aspect*  
Margaret Atwood: *Survival: A Thematic Guide to Canadian Literature (Chap I &II)*  
Rosemary Sullivan: *The Centric and Eccentric Debate*  
Iva Polak : *Postcolonial Imagination and Postcolonial Theory*

**Unit II:** [15]

David Malouf: *Fly Away, Peter*  
Jane Harrison: *Stolen*  
Peter Carey : *True History of the Kelly Gang*

**Unit III:** [15]

Margaret Atwood: *Surfacing*  
George Ryga: *The Ecstasy of Rita Joe*  
Jeanette Armstrong : *Whispers in the Shadows( Extracts)*

**Unit IV:** [12]

Judith Wright: *Niggers Leap, New England*  
James McAuley: *From 'The True Discovery of Australia'*  
Oodgeroo Noonuccal: *Aboriginal Charter of Rights*  
Laurie Duggan: *Australia, Holocaust*  
Selina Marsh : *The young and the Restless*  
Henry Lawson : *The Drover's Wife*  
Allen Curnow: *New Zealand City*

Bernadette Hall: The History of Europe  
Hone Tuwhare: Not by wind Ravaged

**UNIT V:**

[12]

Alexander Mc Lachlan: Song ; Ontario  
Duncan Campbell Scott: The Onondaga Madonna  
F.R Scott: W.L.M.K  
Andrew Suknaski: Indian Site on the Edge of Tonita Pasture  
Margaret Avison: Butterfly  
Milton Acorn: I Shout Love  
Armant Garnet Ruffo : Poem for Duncan Campbell Scott  
Chief Dan George: A Lament for the Confederation

**Suggested Reading:**

Ania Loomba. Colonialism/Postcolonialism  
Padmini Mongia. Contemporary Postcolonial Theory  
Harish Trivedi, Meenakshi Mukherjee, etc (eds). The Nation Across the World.  
Key Concepts in Postcolonial Studies  
Mirko Jurak. Northrop Frye and Margaret Atwood: On National Identity in Canadian Literature  
Adam Shoemaker. Paper Tracks: Indigenous Literature in Canada, Australia and New Zealand

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**SEMESTER IV**  
**MA404: AMERICAN LITERATURE** [64]

**Course Objectives:**

- To expose students to the polyphonic voices that constitute the American identity.
- To study the characteristic features of American Literature in prose, poetry and drama and fiction

**Learning Outcomes:**

- Ability to recognize the polyphonic voices within the area of American Literature
- Skills to engage with issues of race, gender and class in the American context
- Ability to identify the major literary movements and styles within American literature

**UNIT-I:** [7]

The Chief's Daughters – an Otoe legend  
Leslie Marmon Silko: Yellow Woman  
William Apess: An Indian's Looking Glass for the White Man  
Courtney Wilson: Trail of Tears  
Sherman Alexie: Crow Testament

**UNIT-II:** [28]

Walt Whitman: excerpt from Song of Myself  
Emily Dickinson: I Felt a Funeral in my Brain  
Edgar Allan Poe: The Bells  
Washington Irving: Rip Van Winkle  
Mark Twain: Extract from Tom Sawyer and Huckleberry Finn  
Kate Chopin: The Awakening  
F Scott Fitzgerald: The Great Gatsby  
Harper Lee: To Kill a Mockingbird  
Edward Albee: Who's Afraid of Virginia Woolf  
Tennessee Williams: A Streetcar Named Desire

**UNIT-III:** [23]

Slave Songs: Lay dis body down; Steal away  
Lydia Maria Child: Slavery's Pleasant Homes  
Malcolm X: The Ballot or the Bullet  
Martin Luther King Jr.: I Have a Dream  
Maya Angelou: I Know why the Caged Bird Sings (extract)  
Langston Hughes: Florida Roadworkers  
Alice Walker: Nineteen Fifty Five  
Toni Morrison: Sula  
Lorraine Hansberry: A Raisin in the Sun

**UNIT-IV:**

[6]

Bernard Malamud: The Jew bird

Allen Ginsberg: Supermarket in California

Gloria Anzaldua: The Postmodern Llorona (from The Gloria Anzaldua Reader)

Sui Sin Far: In the Land of the Brave

**Suggested Reading:**

Marcus Cunliffe. The Literature of the United States

Sculley Bradley. The American Tradition in Literature

**JYOTI NIVAS COLLEGE AUTONOMOUS**  
**SYLLABUS FOR M.A ENGLISH – 2018 BATCH ONWARDS**  
**(Under the CBCS Scheme)**  
**SEMESTER IV**  
**MA405: DIASPORIC WRITING**

[64]

**Course Objectives:**

- To study varied types of diasporic experiences.
- To examine and explore the different techniques used by writers to narrate the experience of migration.
- To examine the various themes and concerns related to diasporic experience brought out through these texts

**Learning Outcomes:**

- Ability to understand the origins and development of the category of diasporic literature
- Skills to recognize the various types of diaspora and their experiences
- Ability to read and analyse texts from the perspective of migration and how it affects identity, language and socio-cultural ties

**UNIT-I**

[8]

Edward Said: Reflections on Exile  
Stuart Hall: Cultural Identity and Diaspora  
Salman Rushdie: extract from Imaginary Homelands  
Arjun Appadurai: Disjuncture and Difference (extracts)

**UNIT-II**

[15]

Yael Dayan: Death had Two Sons  
Dorit Rabinyan: All the Rivers  
Maryam Anissimov: A Yiddish Writer who Writes in French  
Hassan Blasim: The Nightmares of Carlos Fuentes  
Choman Hardi: Birds  
Mahmud Darwish: We Travel Like all People; Athens Airport  
Adonis (Ali Ahmand Said Esber): The New Noah  
Yehudah Amichai: I Lost my Identity Card

**UNIT – III**

[12]

Julia Alvarez: How the Garcia Girls Lost Their Accents  
Gabriel Garcia Marquez: Bon Voyage Mr. President  
Cristina Peri Rossi: Selections from State of Exile  
Quique Aviles: My Tongue is Divided into Two  
Hersh David Nomberg: Homesick in Buenos Aires

**UNIT-IV**

[29]

Ashini J Desai: Trick or Treating on Diwali  
Jhumpa Lahiri: Hell-Heaven

Tenzin Dickie: Winter in Patlikuhl  
Shyam Selvadurai: The Hungry Ghosts (extracts)  
Mohsin Hamid: The Reluctant Fundamentalist  
Jean Arasanayagam: The Journey  
Tin Moe: Meeting with the Buddha  
Prajwal Parajuly: No Land in Her Land  
Ishiguro: Pale View of the Hills

**Suggested Reading:**

Makarand Paranjpe. In Diaspora  
Uma Parameshwaran. Writing the Diaspora: Essays on Culture and Identity  
Chelva Kanaganayakam. "Exila and Expatriates" (From New National and Postcolonial Literatures by Bruce King)  
Tenzin Tsundue. My Kind of Exile

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**SEMESTER IV**  
**MA406: ELECTIVE PAPER I: RESEARCH PROJECT**

[64]

**Course Objectives:**

- To Initiate the students into the nuances of research
- To enable the students to understand the dynamics of research and to prepare for future research.
- To teach students to frame the research question and understand research methodology.

**Learning Outcomes:**

- Ability to write an abstract or research paper
- Familiarity with the MLA format
- Skills to pursue higher research like MPhil/PhD
- Research mentality

**UNIT I**

[12]

What is Research  
Research Question and Hypothesis  
Research Design  
Importance of Methodology.  
Ethics in Research

**UNIT II**

[8]

Literature Review  
Data Collection and Differentiating between Primary and Secondary Sources  
Writing an abstract

**UNIT III**

[10]

Mechanics of Academic Writing and Styles of Documentation  
- APA, MLA, CMS  
- Capitalization of Titles  
- Underlining and Use of Quotations  
- Paragraph Indentation  
- Use of Punctuations  
- Academic Writing Style  
- Citations  
- Bibliographic Entries  
Writing a Synopsis

**UNIT IV– Research Project**

[34]

1. Students will choose a research area/topic that extends beyond the syllabi
2. Guides will be allotted to the students.
3. They will submit a 500 word proposal of their topic.
4. The thesis should comprise of 3-5 sections and about twenty pages in all.
5. The thesis must contain original thought, argument and writing.
6. Citations and bibliographic entry in the thesis should be according to the MLA handbook, eighth edition.