

Paper I – Modern Literature I (English Literature from 1400 to 1660)

Objectives :

To give the student a firsthand knowledge of the major literary works of the period.

To provide the student with a knowledge of the political, economic, social and intellectual background so as to enable him to study works as representative of the age.

To acquaint the student with the literary movements, favoured genres and the evolution and development of literary forms, and to encourage further reading so as to obtain a fuller understanding of these.

Course Description :

Political background : Tudor monarchy, the end of feudalism and the growth of the nation state, the struggle for Europe; hegemony and the beginning of the Empire, the struggle between king and parliament under the Stuarts; the Civil War; the Commonwealth.

Economic background

The transition from feudal to mercantile economy, the growth of trade, banking, mining and other industries.

Social background

The rise of the gentry; the ideal courtier, the position of women; the impact of Puritanism on day-to-day living.

Religious background

The Reformation, religious conflict the sixteenth and seventeenth century.

Intellectual background

The Renaissance – individual study of the Classics, exploration, discovery, Continuity with medieval thought, Elizabethan world picture scientific, revolution of the seventeenth century, reason and faith.

Literary background

The Elizabethan theatre-rise of the drama, Miracle and Morality Plays, Interludes, Classical Influence, Interludes, Classical influences, first experiment, the University wits, revenge tragedy, romantic comedy.

Satirical comedy, history play, tragicomedy, sonnet and lyric in the sixteenth century, the long poem, allegory, the metaphysicals; the Cavalier lyricists; the Tudor humanists; the fictional and non-fictional prose in the Elizabethan period; religious prose in the seventeenth century.

Modern Literature – I

FOR DETAILED STUDY:

Chaucer	: Prologue to the Canterbury Tales
Spenser	: Prothalamion and Epithalamion
Donne	: Extasie, the Good-morrow, Death, Be not proud.
Bacon	: Four essays from Bacon's Essays Ed.F.G.Selby (Macmillan)
	1. Of Truth
	2. Of Death
	3. Of Revenge
	4. Of Adversity
Kyd, Thomas	: The Spanish Tragedy

For Non-Detailed Study :

Wyatt	: Selection – Peacock Vol-I
Surrey	” ”
Sidney	Sonnets – Peacock Vol-I
Drayton	Peacock Vol-I
Bellads	Peacock Vol-II
Herbert	1. Affiliction 2. The Pulley
Marvel	: Thoughts in a Garden
Jonson	: The Alchemist
Marlowe	: Dr.Faustus
John Webster	: The Duchess of Malfi
The Bible	: The Book of Job

Paper II – Restoration and Eighteenth Century English Literature

Objectives : As in Paper I

Course Description :

The restoration of monarchy and the Restoration of the public theatre in England, Restoration comedy, comedy of manners; Restoration tragedy; the attack on the immorality of the English stage, satiric verse, the mock heroic, satire in prose; neo-classicism and the enlightenment; the Battle of the Books; the periodical Essay; Women's liberation in the eighteenth century, literary criticism, the art of biography, the transition poets, the graveyard poets, the rise of the English novel, the novel of Sentiment, the Gothic novel.

For Detailed Study :

Milton	: Paradise Lost : Book IX
Dryden	: Absalom and Achitophel
Pope	: Epistle to Dr. Arbuthnot
Swift	: The Battle of the Books

For Non-Detailed Study :

Gray	: Selections from Peacock Volume – III
Collins	: ” ” ”
Blake	: Songs of Innocence
Bunyan	: The Pilgrim's progress
Fielding	: Joseph Andrews
Sterne	: Tristram Shandy
Richardson	: Pamela
Goldsmith	: The Vicar of Wakefield
Adison & Steele	: Selections from the Coverly papers Deighton (ed) Macmillan
Sheridan	: School for Scandal
Congreve	: The Way of the World

Paper III – Nineteenth Century English Literature

The Romantic Movement, concepts of nature, reason and imagination, the writing of the Lyrical Ballads, reactions to the French Revolution, reactions to the eighteenth century literary tradition.

The renaissance of wonder; the return to nature; idealism, introversion, impact of German idealist philosophy, Rousseau, Kant, Goethe, the impact of Indian thought, the attitude to science and industrialism, romantic irony, the machine and the city.

For Detailed Study :

Wordsworth : Ode on the Intimations of Immortality

Shelley : Ode to the skylark
Keats : Ode to a Nightingale
Ode on a Grecian Urn
Tennyson : Lotus Eaters
Browning : Andrea Del Sarto
Arnold : Dover Beach
Ruskin : Sesame and Lilies

For Non-Detailed study

Byron : The Prisoner of Chillon
Wordsworth : The Prelude Book I
Coleridge : The Rime of the Ancient Mariner
Arnold : Thyrsis
Browning : Rabbi Ben Ezra
Tennyson : Ulysses

For Non-Detailed study

Carlyle : Hero as Poet
Scott : Ivanhoe
Jane Austen : Emma
Dickens : Oliver Twist
George Eliot : The Mill on the Floss
Hardy : The Mayor of Casterbridge

Paper IV – Indian and Other Commonwealth Writers in English

Objectives : To introduce to the students, the different kinds of literary movements in Indian Writing in English. To present through the texts, a historical awareness regarding the development of Indian writing in English. To introduce the student to certain well – known commonwealth writers in English.

For Detailed study :

1. Tagore : Gitanjali
2. Aurobindo : The Renaissance in India

Non-Detailed study :

Toru Dutt }
Aurobindo } Golden Treasury of Indian Poetry in English.
Sarojini Naidu }

Nissim Ezekiel }
A.K.Ramanujan } Ten Twentieth Century poets OUP
R.Parthasarathy }

Asif Currimbhoy	Goa
A.M.Klein	Bestrang, Autobiographical, Montreal
Nulk Raj Anand	The Untouchable
R.K.Narayan	The English Teacher
Raja Rao	Kanthapura
Anita Desai	Cry the peacock
N.S.Naipaul	House for Mr.Biswas
Jawaharlal Nehru	Autobiography
Hargaret Laurence	The Stone Angel
Achebe	Things Fall apart
Patrick White	Voss

Paper V – History of the English Language & Structure of Modern English

Course Objectives :

1. To give the student an adequate knowledge of the history of the English Language through a diachronic study of the language tracing its development from the time of the earliest records in the language to the present day.
2. To make the student understand the historical and sociological factors involved in the growth and evolution of a language with particular reference to the political and social changes which have made a lasting impact on the English Language.
3. To trace the numerous changes which have taken place in the English Language from the old and Middle English periods till the modern period, phonological changes, changes in spelling, morphological and syntactical changes and semantic changes.
4. To make the student understand the various processes of word-formation in English
5. To draw the attention of the student to the way in which the English Language has grown and matured through the contributions of the great markers of English like Shakespeare, Spenser, Milton and Johnson who have enriched the language by their indigenous exploitation of the resources of the language.
6. To growth and development of scientific English and the emergence of new registers, new dialects, creoles, pidgins and new varieties of English in countries outside England.

Course Objectives (Structure of Modern English)

1. To give the student an adequate knowledge of English Grammar so that he is able to understand and describe the structure of English sentences and phrases.
2. To teach him English usage at the appropriate level
3. To make him familiar with the terminology of grammar so that he is able to consult a reference grammar and a learner's dictionary on points of grammar and usage.

Part I

The English Language

Prescribed Text :

F.T.Wood : An outline of the History of the English language.

Books for Reference :

1. Barbira Strong : History of the English language
2. A.C.Baugh : The History of the English language
3. Jespersen : The growth and structure of the English language.
4. Robertson and Cassiedy : English structure
5. K.Bradley : The making of English

Part II – Phonetics

Prescribed Text :

A.C.Gimson : An Introduction to the Pronunciation of English (ELBS edition paperback).

Books for Reference :

D.Jones a) An outline of English Pronunciation
b) An English Pronunciation Dictionary

O' Conner Better English

Abercrombie Elements of General Phonetics

T.Balasubramanian : A Text book of English Phonetics for Indian students.

Prescribed Text Book :

F.R.Palmer : Grammar (Penguin, Paperback)

Jespersen - Essentials of English Grammar

Hornby - A Guide to English Pattern

R.W.Zandvoort - A Hand book of English Grammar

Barbara Strang - Modern English Structure

Paul Roberts - English Sentences

Jacob and Rosenbaum - English Transformational Grammar

Lang - Sentences and its parts

Wallwork - Language and Linguistics

Syllabus

Phonetics

PAPER VI – MODERN LITERATURE IV (Twentieth Century English Literature)

Objectives : As in paper I

Course Description :

Political Background: Turn of the century, reaction against Victorianism; the fading of liberalism and the rise of militant labour; power rivalry between Britain and Germany; first world war; attempts at a new world order; Bolshevik Revolution, rise of Facism in Italy; rise of Hitler and Nasism, Spanish civil war; Munich Agreement; Nazi Soviet pact; second world war; disintegration of the empire; postwar ennui, Coldwar; Contemporary situation.

Economic Background :

Imperial expansion: pre-world war affluence of the upper middle classes; trade union movement in the twenties; the decay of the aristocracy, the Depression – postwar reconstruction, Marshall plan, social democracy, libertarian socialism and the welfare state.

Intellectual Background :

Rabianism, New Utopianism, Spengler's The Decline of the West; Marxist theory and practices; post world war Waste land, fragmentation, abandonment of the old and search for new beliefs, disillusionment with science and reaction against the machine, Marxist euphoria of the thirties, disillusionment and disbeleief; Freud, Jung and indepth psychology, women's liberation movement.

Literary Background :

Controversy regarding the form and function of the novel poetry of the first world war; problem play; the Irish dramatic movement, poetic drama, stream of consciousness novel; poetry between the two world wars; 'pink Decad' dystopias; theatre of protest;

For Detailed study :

Hopkins	: The Windover, Spring and Fall
Eliot	: The Waste Land
Yeats	: Sailing to Byzantium, Among school children
E.M. Forester	: Selections (Macmillan) (Notes on English character, My Wood, Hymn Before Action)
Eliot	: Cocktail Party

For Non-Detailed study :

Ted Hughes	: Selections from Faber Book of Modern verse
Philip Larkin	: Selections from Faber Book of Modern verse
Francis Thomson	: The Hound of Heaven
Oscar Wilde	: The importance of Being Ernest
John Osborne	: Look Back in Anger
Synge	: Riders to the Sea
Beckett	: Waiting for Godot
Pinter	: The Birthday party
Virginia Woolf	: Mrs.Dalloway
D.H.Lawrence	: Sons and Lovers
Greene G.	: The Power and the Glory
James Joyce	: Dubliners

Paper VII – American Literature

1. To initiate the student into a study of American life and culture against the background of American history.
2. To give the student an outline knowledge of not only those aspects of American literature but also its vital links with British literature; the stimulus and inspiration it has received from the literature it has inherited from the past literatures of England and Europe.
3. To help the student understand the great influence the American world of letters has been exercising on both the creative writing and critical trends in other countries.

Course Description :

The birth of the American nation – Colonial America and its emancipation from the control of the Government of England. The uniqueness of the American experience which accounts for the uniqueness of its writing – The controversy about American Literature – being separate literature different from British literature – America's historical and cultural links with Europe – its mixed population and heritage.

The double consciousness of old modes and world possibilities. The preminences of critical, historical and polemic writing in the earlier phase of the emergence of American literature – The Calvinism of colonial New England.

The American belief in self-Reliance – Almost a national idea. The American belief in democracy, in liberty and equality – The American didacticism, particularly in the nineteenth century literature – The American psyche – The conflicts and tensions faced by the average American.

American citizen and the dilemmas faced by writers – The growth of the American theatre – The American Black literature and Jewish literature.

The Authors and Texts Prescribed for Study :

Texts prescribed for detailed study :

Walt Whitman : When lilacs last in the Dooryard Bloom'd
Emily Dickinson : I Taste a liquor never brew'd, Because
I could not stop for Death
Robert Frost : Mending Wall, Birches
Emerson : The American scholar
Eugene O' Neill : The Hairy Ape

Tests prescribed for Non-detailed study

Adgar Allen Poe : Helen
Hawchrone : The Raven
Malville : Moby Dick
Henry James : The Ambassadors
Bernard Malamud : The Asistant
Aarthur Miller : All my sons
Edward Albee : Who is afraid of virginia woolf?
Ernest Heingway : Farewell to Arms
Lorraine Hansberry : A Raisin in the sun
Wallace Stevens : The Emperor of Ice cream

Background Readings:

Marcus Cunliffe : The literature of the United States
F.G.Marthissen : The American Renaissance
Richard Chase : The American Novel and its tradition
Leslie Fiedler : Love and death in the American novel
Howard Jones : The theory of American, Literature
R.W.B.Lewis : The American Adam: Innocence, Tragedy, and
Tradition in the Nineteenth Century
Robert Spiller : Modern American Literature (1961)
Howard Nemerov : Contemporary American Poetry (1965)
Henning Cohan : Landmarks of American writing (1978)
Richard Kostelanetz : American writing today (1982) 2 vols.

Paper VIII – Shakespeare

Objectives :

1. To give the student a first hand knowledge of the plays of Shakespeare
2. To provide the student with a knowledge of the social and intellectual background to the author and his works and to help him understand Shakespeare as a product of his age and its socio-cultural conditions.
3. To help the student understand the distinctiveness of Shakespeare's play with special reference to the immortal characters he created his intuitive understanding of human nature and the greatness of his craftsmanship.
4. To help the student understand the plays of Shakespeare as drama, as plays written for the contemporary stage.
5. To draw the attention of the student to the language of Shakespeare's plays, his images, his word-play and his original and creative use of the language.
6. To create in the student an awareness of the high place Shakespeare has not only in the history of literature and theatre but also in the history of the language.

Course Description :

Political background – The age of Elizabeth and its unique achievement in the political, religious, social and cultural spheres. The intellectual temper of the Age – An age of exploration, discovery and action – The ideal of the golden mean and the keynote of Elizabeth's reign – the country's political success and its maritime victories, its successful handling of religious strifes, the creation of new colonies – beginnings of the British expansionism and colonization.

The intellectual temper of the age – The Renaissance and its impact – the new thirst for knowledge – paralleled by a thirst for exploration and adventure – the new learning and its gifts to the intellectual activities of the age – Beginnings of that intellectual curiosity which led to scientific discoveries.

The Rise of the drama in England and the growth of the theatre – The development of Tragedy and Comedy – The influence of the popular tastes and preferences on the contemporary stage – Elizabethan theatre and stage conditions.

The classification of Shakespeare plays both chronological and generic – Tragedies, comedies, problem plays and Romances.

Shakespeare criticism – The major trends from the beginnings – Eighteenth and Nineteenth century criticism – The Bradleyan approach – The trends set by critics like Raleigh, Dowden, Hudson, Granville, Barker, Dover Wilson, Wilson Knight, Wolfgang Clemen, Caroline Sturgeon Textual criticism – Current trends – involving the structuralist, existentialist and linguistic approaches.

The need to study Shakespeare's plays in an overall perspective as parts of a larger whole rather than as individual plays the sonnets and criticism relating the sonnets.

Syllabus for Shakespeare

Part A – Detailed :

Hamlet
Henry IV Part I
The Tempest

Part B – Non-Detailed

Measure for Measure
Twelfth Night
Antony and Cleopatra
Sonnets

General Shakespeare

The age of Shakespeare
Shakespeare's Theatre and Audience
Shakespeare Text
Shakespeare Criticism – The principal milestones in its history and growth
Shakespeare Imagery
Shakespeare's use of Language

Paper IX Literary Criticism

1. To acquaint the student with the works of significant criticism from Aristotle to the present time
2. To familiarize him with important critical movements.
3. To give him first hand knowledge of some of the works of the great critics.
4. To enable him to apply principles of criticism to literary texts.
5. To encourage him to undertake further reading in critical movements and critical theories.

CRITICISM AND CREATIVITY : The beginnings of criticism in European Plato and Aristotle; the Greek theory of tragedy; Aristotle on epic, on catharsis, criticism in Roman times Horace and Longinus, the Middle Ages.

Renaissance criticism : Graeco-Roman influence, Sidney's Defense of Poetry; neoclassicism; Dryden's method, the comparative and historical modes, the eighteenth century trend, Johnson's LIVES OF THE POETS and his criticism of Shakespeare.

The Romantic Revolt, new theories of imagination, poetic diction, Coleridge and the German influence; Shelly and Keats as critics of the Romantic period.

The Victorian transition, Mathew Arnold on the choice of subjects; Poetry as religion of the future; 'art for art's sake' and the Pre-Raphaelites; the symbolist – movement, the 'New Critics; and the modernist movement; formalism, the autonomy of art; Eliot's view of tradition, the impact of psychoanalysis on criticism, the sociological school, the Marxist approach, tension, paradox etc, structuralism and post-structuralism.

The application of all these theories and principles in the explication of literary texts. Practical exercises to be done in stylistic analysis of literary texts.

Aristotle

Sidney
Dryden
Dryden
Johnson
Wordsworth

Poetics

Apologie for Poetic
Essay on Dramatic poetry
Preface to Shakespeare
Preface to the Lyrical Ballads
Biographic literaria Chapter XIV

Arnold

Eliot

Leavis, F.R.

Northrop Frye

I.A.Richards

Edmund Wilson

Cleanth Brooks

Study of Poetry

Tradition and individual

Talent, The Metaphysical poets

Keats

Archetypes of literature

Four kinds of Meaning

Marxism and literature

The language of Paradox

Paper X – Optional (one to be chosen) (A) or (B)

1. Comparative Literature and Classics in Translation
2. English Language Teaching
 - a) To Introduce the student to the discipline of the comparative study of more than one literature.
 - b) To familiarize him with the concepts, approaches, problems and techniques of the study of comparative literature.
 - c) To introduce him to be the basic elements of comparative aesthetics especially Indian and Western.

Course Description :

What is comparative literature? Different definitions. The theoretical component; general literature, etc., how this differs from the study of a single literature. The scope and relevance of the subject in the Indian context. The methodology of the study of comparative literature; the study of genres; a theory of genres major genres in world literature identified and compared; how originate and spread.

The study of influence; a theory of influence, analogy parallelism, conditions facilitating influences across languages. The study of reception of one literature / movements / author / work in another literature, a theory of reception, related concepts, course study.

The study of translation, a theory of literary translation, adaptation, abridgment; literal Vs. literary rendering, Literature and other arts, music, architecture, theatre; dance; other disciplines like psychology, biography, history, philosophy, sociology.

(A) Comparative Literature and Classics in Translation

Syllabus

Definitions of Comparative Literature

Comparative Literature and General Literature Methodology of the study of Comparative Literature Theory and study of genres.

Influence studies

Analogy, Parallelism

Theory of Reception

Epoch, Period, Generation, Movement

Thematology

Literature and other Arts

CLASSICS IN TRANSLATION :

- | | |
|--------------------|--|
| 1. Homer : Iliad | - IX robber Fitzgerald (First 2 books) |
| 2. Aeschylus | - Any translation |
| 3. Agamemnon | |
| 4. Herman Hesse | - Siddharta |
| 5. Goethe | - Faust (Part I) |
| 6. Doestoevsky | - Crime and punishment |
| 7. Ibsen | - Wile Duch |
| 8. Kalidas | - Sakuntala |
| 9. Thakazhi | |
| Sivasankarampillai | - Chemmeen |

PERIODIZATION

Required Reading

Ulrich Weisstein - Comparative literature and Literary theory

Recommended Reading :

- | | |
|------------------------|--|
| 1. Aldridge | - Comparative Literature Matter & Method. |
| 2. Rene Wellek | - Theory of literature, chapter on comparative literature |
| 3. James Thrope (ed) | - Relations of literary study essays on inter
Disciplinary contribution |
| 4. Jadavpur University | - Journal of comparative literature |
| 5. I ITS - Madars | - Anthology of comparative literature |

6. K.Chellappan - Shakespeare and Ilango Tragedians.
7. Stallenckht & Frenz - Comparative literature
8. Concepts of Literature - Comparative literature series
9. K.Ananda Coomaraswamy – Fundamentals of Indian Art
10. L.M.George (Ed) - Comparative Literature (2v), Macmillan, Madras
11. Praver - Comparative Literature

(B) English Language Teaching

To equip the student to teach English at +2 and undergraduate levels.

Note : Practical work is important part of the course. The tasks are listed under the various topics with which they are linked.

Syllabus

1. Problem and principles of ELT

The role of English in India; is it a second language or a foreign language?

Objectives of teaching English at the +2 and undergraduate levels

Survey of the school syllabus and teaching methods. Level of proficiency at the point of entry.

The need for bridge courses and remedial teaching;

The theories of language learning and their relevance to language teaching; cognitive code; communicative competence; learning Vs acquisition, speech act theory, Differences between first and second language learning, attitudes to error in language.

2. Syllabus, methods, materials :

Approaches to syllabus design; structural, situational, functional communicative, emergence (process Vs product) A critical scrutiny of the syllabuses for +2 or B.A., B.Sc.,

3. Approaches to Teaching Methodology

Audio-lingual (structural drills) : grammar translation (rules and exercise) : Communicative Language Teaching. Structuring a lesson and classroom interaction appropriate to other types of syllabus, learner centered teaching.

4. The classroom situation, problems of teaching large classes, group work, learner strategies and their implications, for teaching.
5. The teaching of reading: macro-skills, micro-skills
 The teaching of writing : macro-skills, micro-skills
 The teaching of listening comprehension: Macro-skills, micro-skills.
 The teaching of speaking: macro-skills.
6. The teaching of English for special purposes
 Training of study skills
7. A critical scrutiny of course books with a view to obtaining suggestions for designing course-materials suited to local needs.
8. Practical work: Preparation of teaching materials for each of the four skills; simplification of passages for use in reading comprehension.

The teaching of literature : the use of literary texts for language teaching.

Books for Reference :

1. M/K. Halliday et al	: The linguistics science and language Teaching
2. Pit Corder	: Introducing Applied linguistics
3. Lyons	: Recent trends in Linguistics
4.	: Theoretical Linguistics
5. R.Lado	: Language Teaching
6. W.R.Lee	: English Language Teaching Selections I & II
7. W.Rivers	: The Psychologist and the Foreign Language teacher
8. Helgard, Ernest R.Bower, Gordon H.	: Theories of Learning
9. Mackey W.R.	: Language Teaching Analysis
10. Yardi V.V.	: Teaching English in India Today
11. Forester, Jean	: Teaching without lecturing
12. Brumfit and Johnson	: The communicative approach to Language Teaching
13. Wilkins D.A.	: Second Language learning and Teaching
14. West M	: Teaching English in difficult circumstances
15. Deenay Ee.F.	: Teaching and procedure in second language English language service.

