

**Rajarshi Shahu Mahavidyalaya (Autonomous),
Latur**

Syllabus

PG Program

UNDER:CBCS

**M. A. Second Part
(Semester Pattern)
(MCQ + Theory)**

w.e.f. June, 2018-2019

1. Introduction

The students of our area cannot profit greatly by the study of English literature unless they clearly understand its underlying principles. To serve as a stepping stone, English literature with its various genres has been introduced as the courses for PG in English.

Learners of this programme must opt these courses (papers) so that they can study various genres of English literature during the first part of their post graduation. Literature makes the learners to feel for others. It acquaints us with various thoughts, challenges, attitudes, decisions, life styles, noble passions, social, political, historical, religious, economic, philosophic, scientific and many other traditions and customs and how human beings with their tradition and individual talent have made this life what it is. All these things through pseudo experiences make the literates sensitive and sensible enough to survive in this would be ideal world. Literature is the lie that enables we the learners to realize the truth.

Title of Programme

M A II English

3. Learning Objectives

Literature courses in the Department of English offer students the opportunity to study influential writings from the British, American, and global Anglophone traditions. Courses may focus on a historical period, an issue or theme, a critical approach, or a literary genre. Literature provides imaginative and critical insights into all areas of human experience—war and peace, nature and culture, love and sexuality, selfhood and social identity, justice and atrocity, the sacred and the profane, the burdens of history and the dreams of the future. Learning to attend to the complexities of literary texts helps students become more active and critical readers, and the creative aspects of literary texts highlight the ability of the written word to elicit feeling, to cultivate an imaginative openness to others' experiences, and to call us to account as humans. Studying literature at the college level encourages all PLU graduates to view the reading of challenging and imaginative texts as an essential and rewarding part of a life-long commitment to learning and growth.

Course Outcomes

Students will gain a knowledge of the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within—and sometimes marginalized by—those traditions. They will develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves as situated historically and culturally.

Students will Value literature, language, and imagination, they will develop a passion for literature and language. They will appreciate literature's ability to elicit feeling, cultivate the imagination, and call us to account as humans. They will cultivate their capacity to judge the aesthetic and ethical value of literary texts—and be able to articulate the standards behind their judgments. They will appreciate the expressive use of language as a fundamental and sustaining human activity, preparing for a life of learning as readers and writers. Students will develop an appreciation of how the formal elements of language and genre shape meaning. They will recognize how writers can transgress or subvert generic expectations, as well as fulfill them. And they will develop a facility at writing in appropriate genres for a variety of purposes and audiences.

4. Advantages of the Program

Literature or the fine arts contribute to the gradual civilization of man by activating his sense-perceptions sharply so as to be quick enough to react to their appeal. These arts appeal to the emotional aesthetic reflective intellectual meditative and spiritual faculties of man. Utility is the criterion of mechanical arts. On the other hand, literature is a mode of reflecting reality, intending to appeal to the various faculties of sensitive sensible and sentient man. It also offers pleasure. In addition, it helps the learner to know the noble values in life making him/her a responsible citizen of this world and leads him/her to make the place more worth living. Besides, this programme will help the students to improve communicative skills in English.

Course M A II English

| Class | Semester | Course Code | Course Title | Lectures | | Marks | Credits | |
|-------------------|------------|-------------|--|--------------------------------------|-------|-------|---------|----|
| | | | | Per week | Total | | | |
| M A II | III | P-RMT-351 | Research Methodology | 04 | 60 | 100 | 04 | |
| | | P-CIT-352 | Women's Writings | 04 | 60 | 100 | 04 | |
| | | P-WWR-353 | Literary and Critical Theory | 04 | 60 | 100 | 04 | |
| | | P-IWE-354 | Indian Writing In English (A) | 04 | 60 | 100 | 04 | |
| | | | The Structure of Modern English | 04 | 60 | 100 | 04 | |
| | IV | | | English Language Teaching | 04 | 60 | 100 | 04 |
| | | | | Special Author | 04 | 60 | 100 | 04 |
| | | | | Literary and Critical Theory | 04 | 60 | 100 | 04 |
| | | | | Indian Writing In English (B) | 04 | 60 | 100 | 04 |

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M A II English
Semester III Paper IX
Course Title – Research Methodology

Max. Marks: 100

Credits: 04

Objectives

1. To introduce the students to the concept of research
2. To enable them to understand the stages of research
3. To familiarize the learners to the procedures involved in research
4. To sensitize them to the requirements of cohesion and coherence in continuous composition.
5. To highlight the significance of systematic planning and execution of research activity.
6. To give the students practice in the use of various tools and techniques of research.
7. To prepare them for undertaking research.

Outcomes:

By the end of the course the students should be able to-

- 1 Identify appropriate research topics
2. Demonstrate the ability to choose methods appropriate to research aims and objectives.
3. Organize and conduct research in a more appropriate manner.
4. Understand the limitations of particular research methods.
- 5 Develop advanced critical and fact finding thinking skills
6. Demonstrate enhanced writing skills to write a research proposal.

Unit I: Meaning and Nature of Research

What is research?

Objectives of Research

Characteristics of Research

Purpose of Research

Types of research

What Makes People do Research?

Qualities of a Good Researcher

Research Methods and Research Methodology

Unit II:

A) Materials and Tools of Research

Primary and Secondary sources Books, Anthologies, Biographies, Thesauruses, Encyclopedia, Conference proceedings, Unpublished theses, Newspaper articles, Journals, e-journals, Monographs, Translations, Web references, Library catalogues, Literature Resource Center, Govt. publications, Special libraries, Advanced study centers, Virtual libraries, Web search engines, CDs, DVDs etc.

B) Research Process

Entering into Research, Various stages of Research

Selection of Research Topic and Problem,

Identification of a Research Topic and Problems

Definition and Formulation of a Problem

How do you Assess Whether the Defined Problem as a Good Problem?

Unit III: Research in Literature and Language

Literary research and research in other Disciplines

Literary research-Interpretative, Theoretical, Biographical etc

Research methods in Linguistics

Research methods in Literature How research in language is different from research in literature

Emerging areas of research in language and literature

Use of literary and linguistic theories in research

Unit IV: Research Writing

Research Report

Research Paper,

M.Phil. Thesis,

Doctoral Dissertation

References:

1. Itick, Richard D. *The Art of Literary Research*. New York: Norton, 1963. Print.
2. Eliot, Simon, and W R. Owens. *A Handbook to Literary Research*. London: Routledge in association with the Open University, 1998. Print.
3. Gillespie, Bryan. *A Short Guide to Independent Study and Research in Literature*. DeLand, Fla: Everett/Edwards, 1975. Print.
4. *Literary Research: Lr*. College Park, MD: Literary Research Association, 1986. Print.
5. Patterson, Margaret C. *Literary Research Guide*. Detroit: Gale Research Co, 1976. Print.
6. Sanders, Chauncey. *An Introduction to Research in English Literary History: With a Chapter on Research in Folklore*. New York: Macmillan, 1952. Print.

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M A II English

Semester III Paper X

Course Title – Women’s Writings

Max. Marks: 100

Credits: 04

Objectives:

1. To understand the scope, development and major trends in women’s writings
2. To acquaint the students with literary achievements of some of the significant women writers
3. To create an awareness among the students of significant developments in women’s writings
4. To acquaint the students with different themes and styles as reflected in women’s writings

Outcomes:

1. The students will understand the scope, development and major trends in women’s writings
2. The students will be acquainted literary achievements of some of the significant women writers.
3. The students will understand the significance and development of women’s writings.
4. The students will analyze the different themes and styles as reflected in women’s writings

Unit I

Literary background of women’s writings

Feminine, Feminist, Female, Womanism, Gynocentric Criticism,

Eco- Feminism, Radical Feminism, Woman's Language

A) Virginia Woolf – *Mrs Dalloway*

Unit II

A) Background

B) George Eliot – *Mill On The Floss*

C) Seminar on background & contemporary Novelists

Unit III

A) Background

B) Jane Eyre – Charlotte Bronte

C) Seminar on background & contemporary Novelists

Unit IV

A) Background

B) Jean Rhys: *Wide Sargasso Sea*

C) Seminar on background & contemporary Novelists

References:

George Eliot, *The Mill on the Floss*: Oxford Publication, Delhi. 2014

The Mill on the Floss: George Eliot (Annotated-the novel with Introduction, Characters and Summary) Kindle Edition

George Eliot, The Mill on the Floss [Norton Critical Edition] (Annotated) Kindle Edition
by George Eliot

Virgi, Mrs. Dalloway Paperback – September 24, 1990

A. N. Dwivedi , Anita Desai's 'The Fire on the Mountain' (Roman Critical Context)

Rama Kundu, Anita Desai'S Fire on the Mountain Hardcover – September 9, 2005

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M A II English

Semester III Paper XI

Course Title – Literary and Critical Theory

Max. Marks: 100

Credits: 04

Objectives:

- 1) To introduce the students to the various theories and schools of criticism from classical times to the present.
- 2) To acquaint them with major critical concepts, theories, movements and approaches to literature
- 3) To develop the critical sensibility of the students and provide insight for analysis and interpretation of literary works
- 4) Enable them to comprehend the philosophical base behind the various literary and critical theories

Outcomes:

1. Students will apply literary theories and principles of criticism to the literary texts from classical times to the present and evaluate it.
2. Students can apply various approaches and principles from literary theories to understand the literary text from different perspectives.
3. Students will analyze a literary text critically and interpret it.
4. Students will understand the philosophical base behind various literary texts by reading the philosophical ideas reflected in literary texts.

Unit I Classics

Plato

Aristotle

Horace

Unit II English Criticism

Philip Sidney- *An Apology for Poetry*

John Dryden - *Essay on Dramatic Poesy*

Unit III

S T Coleridge - *Biographia Literaria* (Chapter XIII to XVII)

T S Eliot - *The Metaphysical Poets*

Unit IV

F. R. Leavis

I. A. Richards

References:

Prasad, B. *Introduction to English Criticism*. Madras: Macmillan, 1973.

Enright, D J and Chickera, Ernst (Eds) *English Critical Texts*. London: OUP, 1962.

Sethuraman, V S (Ed) *Contemporary Criticism An Anthology*. New Delhi: Macmillan India, 1989.

Barry, Peter *Beginning Theory*. Manchester: Manchester University Press, 2002.

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M A II English

Semester III Paper XII

Course Title – Indian Writing In English (A)

Max. Marks: 100

Credits: 04

Objectives:

1. To acquaint the students with major trends in Indian Writing In English
2. To enable students to read and appreciate poems written in English.
3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.
4. To sensitize students for the thorough understanding of the implicit and explicit meaning of the poem.
5. To improve the literary and critical competence of the students.
6. To improve the linguistic competence along with the literary and critical competence of the students

Outcomes:

- 1 The students will understand the major trends in Indian Poetry through detailed study of prescribed poetical works of Indian poets.
2. The students will read and critically appreciated the poems with poetical stanzas forms
3. By doing the study of poetry, the students will acquaint with the society and become human beings by the exposure to literature.
4. The students thoroughly understand the meaning of the prescribed poems.
5. The students will improve the literary and critical competence by doing the study of poetry.
6. The students will improve the linguistic competence.

Unit I

Background Study of Indian Writing in English
Poetry, Drama, Novel and Prose

Unit II Poetry

- A) A K Ramanujan: A River, Snake
- B) Arun Kolatkar: The Priest, An Old Woman

Unit III Drama

- A) Background
- B) Rabindranath Tagore: The Post Office
- C) Seminar on background & contemporary Dramatist

Unit IV Novels

- A) Background
- B) MulkRaj Anand: Untouchable
- C) Seminar on background & contemporary Novelists

References:

Ramanujan A.K. Collected Poems of A.K.Ramanujan : Oxford University Press , 1999

Kolatkhar, Arun. Collected Poems in 2010 Bloodaxe Books Ltd Publisher, 2010

A Study Guide for Rabindranath Tagore's the Post Office: Gale, Study Guides publisher, 2004

Mulk Raj Anand - Untouchable - A Critical Evaluation: Unique publisher, Lahore 2000

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M A II English

Semester III Paper XIII

Course Title –Modern English Structure

Max. Marks: 100

Credits: 04

Objectives

1. To familiarize them with language as a means of communication
2. To familiarize students with the phonological system of English language
3. To let them know importance of appropriateness and important of grammatical correctness
4. To help them improve their language skills-listening, speaking, reading and writing
5. To acquaint them with the main geographical varieties of English

Outcomes:

1. Students will understand different perspectives communication
2. They will be able to use phonologically refined English language
3. They will use grammatically correct and appropriate English
4. They will master their language skills-listening, speaking, reading and writing
5. They will be able to use varieties of English to cope with specific situation

Unit I Communication

Definitions of Communication, forms of communication, barriers to effective communication, characteristic of communication in general, non-verbal communication. Communication Process Models

Unit II Phonology

Phonology, Phonemes and allophones, The English Vowels and Consonants, Three-term labels Production of speech sounds; The Organs of Speech weak forms in connected speech, sense group, tones falling, rising, falling rising, rising falling focus and emphasis

Unit III Grammar

Elements of grammar, The Structure of NP and VP Determiners, pre-determiners, modifiers phrase analysis of the noun phrase, the verb phrase, the adjective phrase, adverb phrase, prepositional phrase, concord and its types

Unit IV Varieties of English

British English, American English, Indian English, Australian English, African English etc

References:

- Syal, P. & D.V. Jindal, 1998. An Introduction to Linguistics: Language, Grammar & Semantics. New Delhi: Prentice-Hall of India
- Balasubramium, T. 1984. A Textbook of Phonetics for Indian Students. New Delhi: Macmillan
- Sethi, J. & P. V. Dhamija, 1997. A Course in Phonetics and Spoken English. New Delhi, Prentice-Hall
- O'Connor, J. D. Better English Pronunciation . Jones, Daniel et al English Pronouncing Dictionary. UBS New Delhi
- Crystal, D. 1985. Rediscover Grammar with David Crystal. Longman
- Bowman J P & Branchaw B P 1997, Understanding and Using Communication in Business, San Francisco Harper collins

- Krishnaswamy, N. Modern English – A Book of Grammar, Usage & Composition. Macmillan India Ltd.
- Hewings, M. 1999. Advanced English Grammar. Cambridge University Press
- Greenbaum, S. 1991. An Introduction to English Grammar. London: ELBS
- Bansal, R.K. & J.B. Harrison, 2007. Spoken English. Mumbai: Orient Longman
- Kansakar, T.R. 2007. A Course in English Phonetics. Chennai: Orient Longman
- Quirk, R. 1962. The Use of English. London: Longman
- 1- Green Contemporary English Grammar: Structures & Composition. Macmillan India Ltd.
- Hewings, M. 1999. Advanced English Grammar. Cambridge University Press
- Bloomfield, L. 1935. Language. UK edn. Allen and Unwin
- Yule, G. 1985. The Study of Language. Cambridge: CUP

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M A II English

Semester IV Paper XIV

Course Title – English Language Teaching

Max. Marks: 100

Credits: 04

Objectives:

- 1** To acquaint the students with a comprehensive understanding of the important aspects of English Language Teaching
- 2** To enable the students to use language skills in different situations with ease and confidence
- 3** To acquaint the students with different theoretical and practical aspects of language teaching.
- 4** To improve the linguistic competence to understand the literature.
- 5** To introduce students to the concepts like effective teaching methods, L1 L2 concept, evaluation, role of ICT in teaching English.

Outcomes:

- i)** Students will know the major trends in English Language Teaching.
- ii)** Students will equip with necessary abilities to become competent teachers of English.
- iii)** Students will develop the exact nature of language teaching in Indian background.
- iv)** Language teaching perceptive will develop the linguistic competence and performance of the students.

Unit I

Status of English in India
History of ELT in India
Objectives of Teaching English

Unit II

Psychology of Language learning
Behaviourists Theory and Cognitivist Theory
L1 L2 and Foreign language learning and acquisition
Language acquisition and language learning

Unit III

A Teaching English: Methods and Approaches

Grammar Translation Method
Direct Method
Bilingual Method
Audio lingual Method
Micro Teaching
Structural Approach

B Role of ICT in Teaching Language

Use of Audio visual Methods and computer in Language teaching
Specific advantages provided by Language lab

Unit IV

A Teaching and Planning of Language Skills

Lesson Planning

Structure of Lesson plan

Lesson plan of teaching of language

Teaching Language skills: listening, speaking, reading, writing

B Testing and Evaluation

Test and Evaluation

Formative and Summative evaluation

Types of Tests and Qualities of a good test

Assessment Method

References:

- Babu,Prabhakar(1993), Teaching Spoken English in Colleges(CIEFL,Hydrabad)
Brumfit, C. and K. Johnson(1979) The Communicative Approach to Language Teaching(OUP)
Brumfit, C. and R. Carter (1986), Literature and Language Teaching (OUP)
Carter, R.AND D.Nunan(2001), Teaching English to Speakers of Other Languages(OUP)
Hugehes,A.(1989),Testing for Language Teachers(CUP)
Kaushik,Sharda and Bindu Bajwa(Ed.) (2009), A Handbook of Teaching English(OBS)
Krishnaswamy,N. and Lalitha Krishnaswamy Methods of Teaching English(Macmillan)
Krishnaswamy,N. and T. Sriraman (1994),English Teaching in India(T.R.Publications, Madras)
Krishnaswamy,N. and T. Sriraman(2006), The Story of English in India(Foundation Books)
Kudchedkar,S,(Ed.)(2002), English Language Teaching in India(Orient Longman)
Larsen-Freeman, Daine(2004),Techniques and Principals in Language Teaching(OUP)
Nagraj,G.(1996),English Language Teaching: Approaches, Methods and Techniques(Orient Longman)
Ramji Dass Wadhwa,(2005), Audio-Visual Aids for Teaching English(ABD)
Sarsvati,V.(2004),English Language Teaching: Principles and Practice(Orient Longman)
Tickoo, M.L.(2002),Teaching and Learning English(Orient Longman)

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M A II English

Semester IV Paper XV

Course Title – Special Author

Max. Marks: 100

Credits: 04

Objectives:

1. To acquaint the students with the special author Toni Morrison
2. To enable students to read and appreciate the novels by Toni Morrison.
3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature by Toni Morrison.
4. To sensitize students for the thorough understanding of the implicit and explicit meaning of the novels by Toni Morrison.

Outcomes:

- 1 The students will understand the major themes in the writings of Toni Morrison
2. The students will read and critically appreciated the novels by Toni Morrison.
3. By doing the study of novels, the students will be acquainted with the black society and become human beings by the exposure to literature in black writings.
4. The students thoroughly understand the meaning of the prescribed novels.

Unit I

- A) Background of the Novel
- B) Sula
- C) Seminars

Unit II

- A) Background of the Novel
- B) Beloved
- C) Seminars

Unit III

- A) Background of the Novel
- B) The Bluest Eye
- C) Seminars

Unit IV

- A) Background of the Novel
- B) Tar Baby
- C) Seminars

References:

Sula by Toni Morrison, Vintage Publication, London, 2004

Sula Toni Morrison's Novel Sula. Identity and Subalternity: Grin Publishing house, San Francisco, 2007

Beloved by Toni Morrison, Vintage Publication, London, 2010

The Bluest Eye by Toni Morrison, Vintage Publication, London, 2016

Tar Baby by Toni Morrison, Vintage Publication, London, 2016

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M A II English

Semester IV Paper XVI

Course Title – Advanced Critical Theories

Max. Marks: 100

Credits: 04

Objectives:

- 1) To introduce the students to the various theories and schools of criticism from classical times to the present.
- 2) To acquaint them with major critical concepts, theories, movements and approaches to literature
- 3) To develop the critical sensibility of the students and provide insight for analysis and interpretation of literary works
- 4) Enable them to comprehend the philosophical base behind the various literary and critical theories

Outcomes

- 1.Students will apply literary theories and principles of criticism to the literary texts from classical times to the present and evaluate it.
- 2.Students can apply various approaches and principles from literary theories to understand the literary text from different perspectives.
- 3.Students will analyze a literary text critically and interpret it.
- 4.Students will understand the philosophical base behind various literary texts by reading the philosophical ideas reflected in literary texts.

Unit 1

- a) New Criticism, moral formalism and F R Leavis
- b) Russian Formalism and the Bakhtin School

Unit 2

- a) Reader oriented theories
- b) New Historicism and Cultural Materialism

Unit 3

- a) Feminist Theories
- b) Ecocriticism

Unit 4

- a) Postmodernist Theories
- b) Postcolonialist Theories

References:

A Reader's Guide to Contemporary Literary Theory (fifth edition) by Raman Seldon, Peter Widowson, Peter Brooker. Harlow: Pearson Education Ltd, 2005.

Beginning Theory An Introduction to Literary and Cultural Theory (third edition) by Peter Barry, Viva, New Delhi, 2010.

Adorno, T. W., with Max Horkheimer. *Dialectic of Enlightenment*. Trans. Edmund Jephcott. Stanford: Stanford UP, 2002.

Arac, Jonathan. *Critical Genealogies: historical Situations for Postmodern Literary Studies*, New York: Columbia University press, 1987.

Barthes, Roland, *S/Z* (Translated by Miller) London: Jonathan cape, 1975.

Bloom, Harold. *The Anxiety of Influence*, New York: O.U.P. Brandom, R.. *Making It Explicit*. Cambridge: Harvard University Press, 1994.

Brooks, Cleanth. *The well-wrought urn*, New York: Harcourt Brace, 1947

Coyle, Martin etal (eds) *Encyclopedia of Literature and Criticism*, London; Routledge, 1991

Culler, Jonthan. *Structuralism Poetics: structuralism, Linguistics, and the study of Literature*, London: Rutledge & Kegan Paul, 1975

D. Hiley, J. Bohman and R. Shusterman.(eds.) *The Interpretive Turn*, ed. Ithaca: Cornell University Press, 1991.

Eagleton Terry. *Against the Grain*, London: Faber and Faber, 1928

Fish, Stanley. *Doing what comes naturally: Change, Rhetoric, and the practice of theory in Literary and legal studies*, new yolk: O.U.P, 1989

Gadamer , H.G. *Truth and Method*, London : Sheed & Ward, 1975 Genette, G. *Narrative Discourse : An Essay in Method*, Ithaca : cornell University Press, 1979.

Geuss ,Raymond. *The Idea of a Critical Theory. Habermas and the Frankfurt School*. Cambridge University Press, 1981.

Habermas, J. *The Philosophical Discourse of Modernity*, Cambridge L Polity Press 1987

Horkheimer, Max: *Critical Theory: Selected Essays*. Translated by Matthew J. O'Connell and others. New York: Continuum, 1982.

----. *Critical Theory*. New York: Seabury Press,1982.

Hutcheson, Linda . *A Poetics of Postmodernism*, London : Routledge, 1987.

Jones ,R.W.(ed)*Critical Theory and World Politics*. London: Lynne Reinner,2001.

Kermode, Frank . *The sense of an Ending*, New york : O U P ,1969

Leavis, F.R. *The Common pursuit*, London: chatto and windus, 1952

M. Friedman (ed.)*Feminism in a Global Society*. Oxford: Oxford University Press,2004.

Macherey , Pierre. A Theory of Literary Production, London: Routledge and kegan paul , 1978

Marcuse, H. Negations. Boston: Beacon Press, 1969. McCarthy, T. and D. Hoy. Critical Theory. London: Basil Blackwell, 1994.

Putnam, H. Words and Life. Cambridge: Harvard University Press, 1994.

Rawls, J. Collected Papers. Cambridge: Harvard University Press, 1999.

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M A II English

Semester IV Paper -XVII

Course Title – Indian Writing In English (B)

Max. Marks: 100

Credits: 04

Objectives:

1. To acquaint the students with major trends in Indian Writing In English
2. To enable students to read and appreciate poems.
3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.
4. To sensitize students for the thorough understanding of the implicit and explicit meaning of the poem.
5. To improve the literary and critical competence of the students.
6. To improve the linguistic competence along with the literary and critical competence of the students

Outcomes:

- 1 The students will understand the major trends in English Poetry from Chaucer to the Modern period through detailed study of prescribed poetical works of English poets.
2. The students will read and critically appreciated the poems with poetical stanzas forms
3. By doing the study of poetry, the students will acquaint with the society and become human beings by the exposure to literature.
4. The students thoroughly understand the meaning of the prescribed poems.
5. The students will improve the literary and critical competence by doing the study of poetry.
6. The students will improve the linguistic competence.

Unit I

Background Study of Indian Writing in English

Unit II Poetry

- A) Nissim Ezekiel: The Professor, Night of the Scorpion
- B) Jayanta Mahapatra: Indian Summer, Hunger

Unit III Drama

- A) Background
- B) Girish Karnad: Hayavadana
- C) Seminar on background & contemporary Dramatist

Unit IV Novel

- A) Background
- B) Arvind Adiga: The White Tiger
- C) Seminar on background & contemporary Novelist

References:

Das, Sisir Kumar. *A History of Indian Literature 1800-1910; Western Impact: Indian Response*. New Delhi: Sahitya Academy. 1991

Winternitz , Moriz. *A History of Indian Literature*. Delhi: Motilal Banarsidas,1996.

Ezekiel, Nissim .*Collected Poems, 1952-88 (Oxford India Paperbacks) Paperback – 19 Nov 1992*

Mahapatra, Mahapatra. *Selected poems: Oxford University Press, 1987*

Karnad, Girish. *Hayavadana; Oxford University Press, 1987*

Dattani Mahesh. *Final Solution; Penguin Indian Publisher, 2014*

Deshpande.Shashi. *that Long Silence Critical Studies edt A.N. Dwivedi Atlantic publisher, 2015*

Singh Kushwant: *Train to Pakistan: Roli Books Pvt Ltd, Noida, 2009*

Adiga, Aravind. *The White Tiger: HarperCollins Publisher, 2015*

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M A II English

Semester IV Paper -XVII

Course Title – American Literature

Max. Marks: 100

Credits: 04

Objectives:

- 1) To introduce the students to the American Literature.
- 2) To acquaint them with major literary works of American Literature.
- 3) To develop the interest of the students to read various genres of American Literature.
- 4) Enable them to comprehend the cultural and social values through American Literature.

Outcomes:

- 1) The students will acquaint with the American Literature
- 2) They will acquaint with the major works of American writers including Poet, Dramatist, and Novelist etc
- 3) The students will develop the interest of reading various genres of American Literature.
- 4) They will enable to comprehend the cultural and social values through American Literature

Unit-I:

Background of American Literature

Unit-II: Poetry

- A) Wallace Stevens: i) "The Snowman" ii) "A Mythology Reflects Its Region"
B) Sylvia Plath: i) "Daddy" ii) "Tulips"

Unit-III: Drama

- A) Background
B) Death of a Salesman: Arthur Miller
C) Seminar on contemporary dramatists

Unit-IV: Fiction

- A) Background
B) Grapes of Wrath: John Stienbeck
C) Seminar on contemporary Novelists

References:

Blanck, Jacob, comp. Bibliography of American literature. New Haven, 1991.

Earl N. Harbert and Robert A. Rees. (eds.)Fifteen American authors before 1900; bibliographic essays on research and criticism. Madson,1984.

Jackson R. Bryer (ed.) Sixteen modern American authors; a survey of research and criticism. Durham, N.C., 1974.

Lauter, Paul. The Heath Anthology of American Literature. Lexington, MA: D.C. Heath, 1990.

Lentricchia, Frank and Thomas McGlaughlin. Critical Terms for Literary Study. Chicago: U of Chicago Press, 1990.

Millwood Literary writings in America; a bibliography., N.Y., 1977. Nilon, Charles H. Rees, Robert A. and Harbert

Rubin, Louis D. A bibliographical guide to the study of Southern Literature. Baton Rouge, 1969.

Spiller Robert et al (eds) Literary history of the United States 4th ed., rev. New York, 1974.

Woodress, James. Eight American authors; a review of research and criticism. Rev. ed. New York, 1972. R810.9 St761