1. AIM OF THE COURSE

- The course is intended to introduce the student to the interrelationship between paradigms of social formation

2. OBJECTIVES OF THE COURSE

On completion of the course, the student should be able;

- To know and appreciate the location of literature within humanities
- To establish connections across frontiers of disciplines
- To critically engage with culture, gender and marginality
- To become acquainted with narration and representation

3. COURSE OUTLINE

Module (1) 54 HOURS

A: Understanding the humanities - the scientific method – how humanities explore reality – the natural and social sciences – facts and interpretation – study of natural and subjective world - tastes, values and belief systems

B: Language, culture and identity - language in history - language in relation to caste, class, race and gender - language and colonialism.
C: Narration and representation- what is narration-narrative modes of thinking-narration in literature, philosophy and history- reading.

Module (2) 54 HOURS

The following essays are to be dealt with intensively in relation with the methodological questions raised above(module 1)


Note on Course work

The teaching of the course will involve making the student enter into a sort of dialogue with some of the issues raised in the reading material given above.

4. CORE TEXT
   METHODOLOGY AND PERSPECTIVES OF HUMANITIES published by Pearson Longman 2009 (except chapter 4 “Indian Philosophy”)

SOCIAL ROOTS OF LITERATURE. Edited by Dr.K.M.Krishnan and Tom Thomas; to be published by DC BOOKS and M. G.UNIVERSITY.

5. MODEL QUESTION PAPER (To be incorporated.)
1. AIM OF THE COURSE

- To give the students knowledge about the background of English language and literature and the different periods in the history of English literature.
- To familiarize the students with the varieties of English.

2. OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to:
- Appreciate, interpret and critically evaluate literature.
- Form an idea about the various stages in the development of English language.
- Distinguish between the different varieties of English used all over the world.

3. COURSE OUTLINE

Module: I 18 HOURS

What is literature—what is a text—major genres in textual studies

Module: II

36 HOURS

Periods of English literature—theoretical approaches to literature


Module 3

36 Hours

Language Families

**Indo-European Family of Languages**
1. Branches of Indo-European
2. Home of the Indo Europeans
3. Main characteristics of Indo-European

**Germanic family of Languages**
1. Characteristics of the Germanic family
2. Grimm’s law
3. Verner’s Law

**Periods in the History of English Language:**

**Old English Period**
1. Old English Dialect
2. Old English vocabulary
3. Scandinavian Influence
4. Latin influence

**Middle English Period:**
1. Norman Conquest
2. French influence
3. The East Midland Dialect

**Modern English Period—Early Modern English:**
1. The Great Vowel Shift
2. Renaissance and Reformation
3. The invention of printing

**English Today:**
1. The evolution of Standard English
2. English as a global language
3. American English
4. Australian English
5. Indian English

Module 4

18 hrs.

**Influences on English**

1. Renaissance
2. Reformation
3. Printing Press
3. Authors and Books - The Bible, Shakespeare, Milton.
Word Formation


Semantics


Books for General Reading:
Course 3: LITERATURE AND INFORMATICS

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1. AIM OF THE COURSE

- To introduce students to the various relevant aspects of Information Technology and Computers which will facilitate the study of literature.
- To equip the students to make use of the possibilities existing in the IT sector.

2. OBJECTIVES OF THE COURSE

Upon completion of the course:

- The students will have a thorough general awareness of computer hardware and software.
- The students will have good practical skill in performing common basic tasks with the computers.
- The students are expected to create PowerPoint presentations on any topic in literature incorporating extensively researched web sources.

3. COURSE OUTLINE

MODULE I: ICT SKILLS FOR HIGHER EDUCATION (36 HOURS)

**MODULE II: SOCIAL INFORMATICS**  
(36 HOURS )


**MODULE III: WRITINGS ON INFORMATICS**  
(18 HOURS )

Various essays dealing with informatics and its role in the society

4. **CORE TEXT**


5. **MODEL QUESTION PAPER**

(To be incorporated later)
SYLLABI FOR CORE COURSES

COURSE 4: READING PROSE

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1. **Aim of the Course:**

   To enhance the level of critical thinking of students-to enable them to critically interact with prose writings from different contexts-social, political, economical, historical, national and philosophical

2. **Objectives:**

   - To develop critical thinking in students
   - To enable them to write and appreciate different types of prose

3. **Course Outline**

   **Module 1: Different Types of Prose**

   36 hours

   a) **Introduction: Dr.K.M.Krishnan**

   b) **Samples of different types of prose**

   1. Amartya Sen : “Banquet Speech”
   2. Charles Dickens : “Journey to Niagara”
   3. George Bernard Shaw : “How I became a Public Speaker”
   4. Jim Corbett : “A Deed of Bravery”
5. J B S Haldane : “Food”
6. Francis Bacon : “Of Studies

Module 2 Perspectives on Current Issues 36 hours

1. Amitav Ghosh : “The Diaspora in Indian Culture”
3. Stephen Leacock : “With the Photographer”
5. Bertrand Russell : “An Ideal Individual”
6. R.N.Roy : “Martin Luther King”
7. A G Gardiner : “All About a Dog”

4. CORE TEXT

6. MODEL QUESTION PAPER
(To be incorporated later)
SYLLABI FOR CORE COURSES

COURSE 5: READING POETRY

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1. AIM OF THE COURSE:

To enhance the level of critical thinking and appreciation of poems from different contexts and genres

2. OBJECTIVES:

To introduce the students to the basic elements of poetry - to enrich the students through various perspectives readings in poetry

3. COURSE OUTLINE

Module 1- 18 hours

The Poet - The Nature and the Language of Poetry - On studying poetry -

Rhythm and metre - Scansion - Free verse

Forms - Sonnets - Ode - Epic - Mock epic - Elegy - Pastoral poetry - Ballad - Lyric

Genres: Narrative poetry - Dramatic poetry - Satirical poetry - Prose poetry - Pattern poetry

The students are also to be made familiar with the following terms and figures of speech: Rhyme – Alliteration – Assonance – Simile – Metaphor – Extended metaphor - Pun
Module 2 - Reading British Poets

1. Shakespeare : “Poor Soul, the Centre of My Sinful Earth”
   (Sonnet No.146)
2. Milton : “The Invocation (Paradise Lost, Book 1)
4. Thomas Gray : “Ode on the Death of a Favourite Cat”
5. P B Shelley : “To a Skylark”
7. Robert Browning : “My Last Duchess”
8. T. S. Eliot : “Journey Of the Magi”
9. Dylan Thomas : “In My Craft or Sullen Art”

Note: “Immortality Ode” by William Wordsworth and “The Scholar Gipsy” by Matthew Arnold are excluded.

Module 3: Other Perspectives in Poetry

1. W B Yeats : “Sailing to Byzantium”
2. Derek Walcott : “A Sea-Chantey’
3. Pablo Neruda : “Tonight I can Write”
5. Wole Soyinka : “To My First White Hairs”
6. Robert Kroetsch : “I’m Getting Old Now”

36 hours
7. Sylvia Plath : “Tulips”
8. Jayanta Mahapatra : “Hunger”
9. Dilip Chitre : “Father Returning Home”
10. Ayappa Paniker : “Where are the woods, Children”
12. Vincent Buckley : “Late Tutorial”

4. CORE TEXT

5. MODEL QUESTION PAPER
(To be incorporated)
1. **Aim of the course:**

   To introduce the students to different kinds of fiction and to help them appreciate fiction.

2. **Objectives:**

   To develop critical thinking and imagination through long and short fiction and to familiarize students with cultural diversity through different representative samples of fiction.

3. **COURSE OUTLINE**

   **Module 1: Novel**
   
   *The Great Gatsby* - F Scott Fitzgerald
   
   **36 hours**

   **Module 2: Short Fiction**
   
   2. John Galsworthy : “Quality”
   3. Anton Chekhov : “The Bet”
   
   **36 hours**
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<tr>
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<td>4</td>
<td>Somerset Maugham</td>
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<td>Guy de Maupassant</td>
<td>“The Terror”</td>
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<td>Mulk Raj Anand</td>
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<td>7</td>
<td>D H Lawrence</td>
<td>“The Rocking Horse Winner”</td>
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<td>8</td>
<td>Karel Capek</td>
<td>“The Last Judgment”</td>
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<td>9</td>
<td>George Louis Borges</td>
<td>“The Shape of the Sword”</td>
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<td>Chinua Achebe</td>
<td>“The Sacrificial Egg”</td>
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<tr>
<td>11</td>
<td>Nadine Godimer</td>
<td>“A Watcher of the Dead”</td>
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<td>12</td>
<td>V S Naipaul</td>
<td>“Love, Love, Love Alone”</td>
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**4. CORE TEXT**
Dr Leesa Sadasivan Ed. *Tales to Remember*. OUP

**6. MODEL QUESTION PAPER**
(To be incorporated later)
1. **Aim of the course:**

   To develop in the students a taste for reading drama with practical knowledge of theatrical performances.

2. **Objectives:**

   On completion of the course, the students should be familiar with the plays of master-dramatists and will have developed the ability to appreciate and evaluate various types of plays.

3. **COURSE OUTLINE**

   **Module 1**

   *Macbeth* - William Shakespeare (72 hours)
Module 2 - One Act Plays (36 hours)

1. “The Swan Song” – Anton Chekhov
2. “How he Lied to her Husband” – George Bernard Shaw
4. “A Sunny Morning” – Serafin and Joaquin Alvarez Quintero
5. “Matsyagandhi” – M. Sajitha
6. “The Trick” - Erisa Kironde

4. CORE TEXT


6. MODEL QUESTION PAPER
(To be incorporated)
SYLLABI FOR CORE COURSES

Course 8: LANGUAGE AND LINGUISTICS

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1. AIM OF THE COURSE

The course studies language and what it consists of. This is done through an examination of the internal organization of sound systems, words and sentences. The students of linguistics begin by learning how to analyse languages, their sounds (phonetics and phonology), their ways of forming words (morphology), their sentence structures (syntax), and their systems of expressing meaning (semantics).

2. OBJECTIVES OF THE COURSE

- To lead to a greater understanding of the human communicative action through an objective study of language.
- To familiarize students with the key concepts of linguistics and develop awareness of the latest trends in language study.
- To help students move towards better and intelligible pronunciation and to improve the general standard of pronunciation in everyday conversation.

3. COURSE OUTLINE

**MODULE I – LANGUAGE AND LINGUISTICS (36 HOURS)**


MODULE II – PHONETICS (54 HOURS)

a) Air stream Mechanism - Organs of speech - Function of vocal cords – Soft palate action – Active and passive articulators

c) R P and G I E – Uniformity and Intelligibility – Mother tongue influence - Cardinal vowels – Vowels in R P - Diphthongs – Triphthongs - Consonants – Phonemes – Allophones

d) Suprasegmentals - Syllable - Stress and Rhythm – Weak forms and Strong forms – Sentence stress - Tone groups - Basic intonation - Juncture - Elision – Assimilation

4. READING LIST

FOR MODULE I

Krishnaswamy and Sivaraman: An Introduction to Linguistics


FOR MODULE II


5. MODEL QUESTION PAPER (TO BE PREPARRED)
# SYLLABI FOR CORE COURSES

## Course 9: LITERARY CRITICISM: THEORY AND PRACTICE

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### 1. AIM OF THE COURSE

1. To familiarize the students with some of the key literary terms.
2. To introduce the various streams in literary criticism
3. To make them aware of the interdisciplinary nature of literary criticism
4. To develop the skills for appreciating literature

### 2. OBJECTIVES OF THE COURSE

At the end of the course the student

- Gets the feeling that every reader including himself/herself is a critic.
- Becomes able to differentiate between judgment and appreciation.
- Gets in touch with various movements and schools of thought.
- Comes to praxis from theory.
- Develops an interdisciplinary approach.

### 3. COURSE OUTLINE

**MODULE I**  
(18 HOURS)

- **a)** Figures of Speech: Metaphor, Synecdoche, Irony


**CORE READING**


**MODULE II  CLASSICAL CRITICISM**

(18 HOURS)

Plato – Theory of Imitation (Mimesis)
Aristotle – Romanticism and Classicism

**CORE TEXT**


**MODULE III INDIAN AESTHETICS**

(18 HOURS)

Major Streams of Indian Aesthetics - Theory of Rasa - Rasa and Catharsis

**CORE READING**


**MODULE IV**

(18 HOURS)

Romantic and Victorian Criticism - Twentieth Century criticism

**CORE READING**

M.S. Nagarajan. *English Literary Criticism and Theory*. Hyderabad: Orient Blackswan, 2008; Chapter IV and V.
MODULE V  

(18 HOURS)

APPRECIATION OF LITERATURE (PRACTICAL CRITICISM)

In this module, critical analysis of short poems and prose passages are to be done by students. The students may be asked to analyse pieces in terms of theme, diction, tone, figures of speech, imagery, etc. Theoretical approaches may be avoided.

General (Background) Reading

1. Oxford Dictionary of Literary Terms
1. AIM OF THE COURSE

The course is intended to familiarize the students with the basic tenets of Postcolonial theory and literature and to inculcate in the student an awareness of diverse cultures and literatures.

2. OBJECTIVES OF THE COURSE

At the end of the course:

- The students will be familiar with literary productions that address issues related to cultural identity in colonized societies, the development of a national identity after colonial domination, and the ways in which writers articulate and celebrate such identity.
- The students will have been acquainted with the resistance of the colonized against the colonizer through literature that articulates it.

3. OUTLINE OF THE COURSE

MODULE ONE: Prose

(36 hours)

1. Extract from Edward Said’s *Out of Place*
2. Taisha Abraham ed. *Introducing Post Colonial Theories*
   Chapter I – “The Colonizer and the Colonized” (Macmillan)
MODULE TWO: Poetry

1. Wole Soyinka : ‘Procession I-Hanging Day’
4. Derek Walcott : ‘A Far Cry from Africa’
5. Claude McKay : ‘The Enslaved’
6. Jean Arasanayagam : ‘Family Photographs’

MODULE THREE: Fiction

Chinua Achebe : *Things Fall Apart*

MODULE FOUR: Drama

Mahasweta Devi : *Mother of 1084*

4. CORE TEXT


6. MODEL QUESTION PAPER
(To be incorporated later)
1. AIM OF THE COURSE

- To introduce students to the development of women’s writing in various countries.
- To familiarize them with the diverse concerns addressed by feminism.
- To motivate them to critically analyse literary works from a feminist perspective.

2. OBJECTIVES OF THE COURSE

At the end of the course,
- The students will have an awareness of class, race and gender as social constructs and about how they influence women’s lives.
- The students will have acquired the skill to understand feminism as a social movement and a critical tool.
- They will be able to explore the plurality of female experiences.
- They will be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.

3. OUTLINE OF THE COURSE

**MODULE ONE: ESSAYS** (18 hours)

1. Virginia Woolf : “Shakespeare and his Sister”  
   (Excerpt from *A Room of One’s Own*)

2. Alice Walker : “In Search of our Mothers’ Gardens”  
   (From *In Search of Our Mother’s Gardens*)

3. Jasbir Jain : Indian Feminisms: The Nature of Questioning and the Search for Space in
Indian Women’s Writing. (From Writing Women Across Cultures)

MODULE TWO: POETRY (18 hours)

3. Adrienne Rich: “Aunt Jennifer’s Tigers”
4. Sylvia Plath: “Lady Lazarus”
5. Margaret Atwood: “Spelling”
7. Suniti NamJoshi: “The Grass Blade”
8. Nikki Giovanni: “Woman”

MODULE THREE: NOVEL (18 Hours)

Frances Collins: The Slayer Slain. Ed. Sobhana Kurien and Susan Varghese (CMS College publication)

MODULE FOUR Short Fiction (18 Hours)

2. Shashi Deshpande: “A Wall is Safer”

MODULE FIVE: DRAMA (18 hours)

1. Sheila Walsh: “Molly and James”

4. CORE TEXTS

s5. READING LIST

a) General Reading
iii. Elaine Showalter. *A Literature of their Own*.

b) Further Reading

5. WEB RESOURCES
(To be added)

6. MODEL QUESTION PAPER
(To be incorporated)
SYLLABI FOR CORE COURSES

COURSE 12: INDIAN WRITING IN ENGLISH

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1. AIM OF THE COURSE

- To inspire students to read and appreciate Indian literature in English, and to explore its uniqueness and its place among the literatures in English.
- To motivate students for a critical and comparative study of other literatures in English and to examine the similarities and differences in attitudes, vision and style.

2. OBJECTIVES OF THE COURSE

- To provide an overview of the various phases of the evolution of Indian writing in English.
- To introduce students to the thematic concerns, genres and trends of Indian writing in English.
- To generate discussions on the constraints and challenges encountered in articulating Indian sensibility in English.
- To expose students to the pluralistic aspects of Indian culture and identity.

3. COURSE OUTLINE

**MODULE I – PROSE**

| 2. C. V. Raman                | “Water, the Elixir of Life” |
| 3. Nirad C. Chaudhuri         | “Money and the Englishmen” |
| 4. Arundhati Roy              | “The End of Imagination” |
MODULE II - POETRY

1. Sarojini Naidu: The Soul’s Prayer
2. Rabindranath Tagore: Silent Steps
3. Nissim Ezekiel: The Railway Clerk
4. A. K. Ramanujan: The Striders
5. Arun Kolthkar: An Old Woman
6. Jayanta Mahapatra: An October Morning
7. Kamala Das: Nani
8. Meena Alexander: Her Garden

MODULE III - SHORT STORIES

1. Mahasweta Devi: Arjun
2. Anita Desai: Circus Cat, Alley Cat
3. Rabindranath Tagore: The Home Coming
4. Abhuri Chaya Devi: The Woodrose

MODULE IV - DRAMA

Badal Sirkar: Evam Indrajith

MODULE V – FICTION

Mulk Raj Anand: Untouchable

4. CORE READING

1. Wilfred Abraham Ed. Our Country, our Literature: An Anthology of Indian Writing in English. CUP.

5. MODEL QUESTIONS

(To be incorporated)
1. AIM OF THE COURSE

To inculcate in the pupil the basic idea about and the method of comparative literary analysis.

2. OBJECTIVES OF THE COURSE

To inculcate in the pupil a feel of various methods employed to identify shared features of various literatures and to equip him/her to make comparative and contrastive analysis of literary texts.

3. COURSE OUTLINE

MODULE 1 – Theoretical Perspectives 36 Hours

Various theories and the central concerns of comparative literature should be explained to the students. Thematology, historiography, Genre Studies, Influence Studies, Movement or Intersemiotic Studies, Translation Studies and Aesthetic theoretical comparison and various other components of comparative literature are to be discussed. A historical analysis of the contributions of the French school of comparative literature and comparativists like Wellek, Halliday, Susan Bassnet and Leo Lowenthal need to be discussed. Alongside, a comparison of notions of comparative literature in the east and the west should be part of the course. Concepts of textuality, intertextuality, genology, stoff, theme, culture, nation, translation and orature are the key terms in the area.

Readings
Susan Bassnet : “Introduction” Comparative Literature
Bijoy Kumar Das : “Retrospect and Prospect”

R K Dhawan: “The Case for Comparative Literature” (Included in Between the Lines. Ed. Dr. K. M. Krishnan)

MODULE II: Study of Specific Texts 54 hours

In this module a comparative reading of texts that merit analysis will be facilitated. The stress here will be on thematic, stylistic, cultural, linguistic and generic aspects that govern the texts. The study will be based on the following reading material. Care has been taken to choose texts from different cultural and historical contexts.

Readings

1. Thomas Mann : Transposed Heads
2. Girish Karnad : Hayavadana
3. Tennesse Williams : The Glass Menagerie
4. Shyamaprasad : Akale
5. Rabindranath Tagore : Gitanjali Verses 1-4 of Tagore’s own translation
6. Edwin Arnold : Light of Asia Section 1 and 2
7. Kishwar Naheed : Listen to Me”
8. Noemia De Souza : If You Want to Know Me
9. Vengayi Kunjiraman Nayanar : Dwaraka Trans C S Venkiteswaran
10. Sundara Ramaswamy : On Alen Soil

(Items 5, 6, 7, 8, 9 and 10 included in Between the Lines. Ed. Dr. K. M. Krishnan, Current Books Trichur)

Reading List

Core Text:

Dr. K. M. Krishnan Ed. Between the Lines: A Text Book of Comparative Literature

1. Core Reading

    Thomas Mann : Transposed Heads
    Girish Karnad : Hayavadana
    Tennesse Williams : The Glass Menagerie
    Shyamaprasad : Akale
2. Background Reading

Susan Bassnet: *Comparative Literature*
Bijoya K Das ed.: *Comparative Literature*
Amiya K Dev. & Sisir Kumar Das Ed.: *Comparative Literature: Theory and Practice*
1. AIM OF THE COURSE

- To introduce students to the glorious masterpieces of American literature—its unique flavor, style, form and themes.

- To motivate students to attempt an intelligent appreciation and critical evaluation of American civilization and culture as revealed in the works.

- To inspire them to make further explorations into contemporary American literary works.

2. OBJECTIVES OF THE COURSE

At the end of the course the students are expected:

- To acquire knowledge about American literature, its cultural themes, literary periods and key artistic features.

- To understand the various aspects of American society through a critical examination of the literary texts representing different periods and cultures.

3. OUTLINE OF THE COURSE

MODULE ONE: ESSAYS (18 hours)

1. Ralph Waldo Emerson : “Art”
4. James Baldwin: “If Black English isn’t Language, then Tell me, What is?”
5. Jerzy Kosinski: “TV as a Babysitter”

MODULE TWO: POETRY (18 hours)
1. Walt Whitman: “Oh Captain, My Captain”
2. Emily Dickinson: “A Bird Came Down the Walk”
3. E A Robinson: “Miniver Cheevy”
4. Robert Frost: “Reluctance”
5. E E Cummings: “My Sweet Old Etcetera”
7. John Berryman: “The Ball Poem”

MODULE THREE: FICTION (36 hours)
2. Edgar Allan Poe: “The Fall of the House of Usher”
3. Mark Twain: “The Five Boons of Life”
5. Kate Chopin: “The Story of an Hour”
6. O Henry: “Mammon and the Archer”
7. Ernest Hemingway: ”A Clean, Well-Lighted Place”
8. Ray Bradbury: “October 2026: Million Year Picni”
MODULE FOUR: DRAMA

(18 hours)

1. Tennessee Williams : The Case of the Crushed Petunias
2. Lucille Fletcher : Sorry, Wrong Number
3. Richard A Via : Never on Wednesday

4. CORE TEXT


6. MODEL QUESTION PAPER (To be incorporated later)
What is a course in research methodologies? It is a path of study that teaches students how to analyze data, design ethical and effective experiments, and write up results. They can then choose to enter either a degree program or the working world in a variety of fields, such as psychology, marketing, sociology, or engineering. Specific focuses of course classes may include data management for clinical research studies and the application of research methods in educational settings. Students who complete a course in research methodologies often leave school with multiple skills. Search for your program below and contact directly the admission office of the school of your choice by filling in the lead form. Other options within this field of study: Masters | MScs | Summer courses. Course Title: Methodology of Literary Studies and Humanities. Course Code: 18ELL311. Year Taught: Course Outline. Unit 1. Literary studies and humanities-differences between natural, social and human sciences-facts and interpretation-cannon formation. Unit 2. Literary analysis-approaches-Formalism-New Criticism-Close Reading Structuralism - Post Structuralism - Deconstruction-Reader-Response Psychoanalysis. Unit 3. Problems and issues in literature-marginalisation-identity and representation-feminism-gender and sexuality-ethnicity-orality-subalternity. Unit 4. Xavier, Robin. The Methodology of Literature. Chennai: Mainspring Publishers, 2015. Coupe, Laurence. Ed. The Green Studies Reader. London: Routledge, 2000. Syllabi for Core Courses. COURSE-1 Methodology of humanities and literature. Course Code ENCR1 Title of the course METHODOLOGY OF HUMANITIES AND LITERATURE Semester in which the course is to be taught No. of credits 4 No. of contact hours 108. 1. AIM of the course. o The course is intended to introduce the student to the interrelationship between paradigms of social formation. 2. objectives of the course. On completion of the course, the student should be able; o To know and appreciate the location of literature within humanities o To establish connections across frontiers of disciplines o Courses in Humanities. Choose topic. Culture, Religion, Asian Languages, Asian and African Studies. EAST4010 â€“ Research Methodology in East Asian Studies (20 credits). EAST4110 â€“ Readings in East Asian Culture and History (10 credits). ENG2303 â€“ British Literature in the Age of the Enlightenment (10 credits). 10. ENG2304 â€“ The Romantic Period (10 credits).