

B.A. ENGLISH (HONOURS) SYLLABUS

[CBCS]

DEPARTMENT OF ENGLISH

JAGANNATH BAROOAH COLLEGE (AUTONOMOUS)

JORHAT

PROGRAMME OBJECTIVES:

To promote:

- **Critical Thinking:**To acquaint the students with significant literary texts of both India and the Western world, past and present, together with the aesthetic and ethical issues embedded therein and the historical-cultural contexts of their production and reception, with a view to nurture in them an appreciation of the function and value of literary practices in the dissemination of ideas, the moulding of opinions, the dispensation of justice and the advancement of civilization, among other things.
- **Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
- **Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.
- **Effective Citizenship:** Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
- **Ethics:** Recognize different value systems including our own, understand the moral dimensions of our decisions, and accept responsibility for them.
- **Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.
- **Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio technological changes:

PROGRAMME SPECIFIC OUTCOMES:

- Understanding the basic conceptual aspects of literature, culture, criticism and engagement.
- Ability to recognize continuities and disjuncture in the continuum of literary-cultural assumptions and practices both in India and the West. Students will be equipped with a philosophical outlook to identify and to engage creatively and conscientiously with social issues.
- Application of knowledge of different aspects of literature, society, values and ethics in solving / analyzing /exploring a real life situations / difficult problems of life.
- Acquiring value-based and skill-based knowledge.
- Equipping students with intensive knowledge and skills to enhance their status as suitable candidates for potential self employment or higher studies.They will be able to appreciate and undertake literary pursuits on their own.
- Providing students with a foundation for appropriate attitudes and career goals, and further studies/placement in sectors such as teaching, media, creative writing, law, public relations, government and private sector service, besides self employment.

Course Structure-ENGLISH (Honours)

Semester	Course No	Course Code	Course Title	Course Type	Marks Distribution					Remarks
					TH	TH-IA	PR	PR-IA	Total	
1st	C-01	ENGC101	Indian Classical Literature	Theory	80	20			100	
	C-02	ENGC102	European Classical Literature	Theory	80	20			100	
2nd	C-03	ENGC201	Indian Writing in English	Theory	80	20			100	
	C-04	ENG 202	British Poetry & Drama: 14 th to 17 th centuries	Theory	80	20			100	
3rd	C-05	ENGC 301	American Literature	Theory	80	20			100	
	C-06	ENGC 302	Popular Literature	Theory	80	20			100	
	C-07	ENGC 303	British Poetry & Drama: 17 th & 18 th centuries	Theory	80	20			100	
	SEC-01	ENGS 301	Creative Writing	Practical			40	10	50	
4th	C-08	ENGC 401	British Literature: 18 th century	Theory	80	20			100	
	C-09	ENGC 402	British Romantic Literature	Theory	80	20			100	
	C-10	ENGC 403	British Literature: 19 th century	Theory	80	20			100	
	SEC-02	ENGS 401	Translation Studies	Practical			40	10	50	
5th	C-11	ENGC 501	Women's Writing	Theory	80	20			100	
	C-12	ENGC 502	British Literature: early 20 th century	Theory	80	20			100	
	DSE-01.A	ENGD 501A	Literary Criticism		80	20			100	Ongoing
	DSE-01.B	ENGD 501B	Travel Writing		80	20				
	DSE-02.A	ENGD 502A	Literary Theory		80	20			100	Ongoing
	DSE-02.B	ENGD 502B	Research Methodology		80	20				
6th	C-13	ENGC-601	Modern European Drama	Theory	80	20			100	
	C-14	ENGC602	Postcolonial Literatures	Theory	80	20			100	
	DSE-03.A	ENGD 601A	Partition Literature		80	20				Ongoing
	DSE-03.B	ENGD 601B	Autobiography		80	20				
	DSE-04.A	ENGD 602A	Literature and Cinema		80	20			100	Ongoing
	DSE-04.B	ENGD 602B	Science Fiction & Detective Literature		80	20				

Generic Elective-English

Semester	Course No	Course Code	Course Title	Course Type	Marks Distribution					Remarks
					TH	TH-IA	PR	PR-IA	Total	
1st	GE-01	ENGG-101	Academic Writing & Composition	Theory	80	20			100	
2 nd	GE-02	ENGG-201	Media & Communication Skills	Theory	80	20			100	
3 rd	GE-03	ENGG-301	Contemporary India: Women and Empowerment	Theory	80	20			100	
4th	GE-04	ENGG-401	Language & Linguistics	Theory	80	20			100	

JAGANNATH BAROOAH COLLEGE (AUTONOMOUS)

JORHAT, ASSAM

DEPARTMENT OF ENGLISH

DETAILED SYLLABI FOR CORE COURSE

B. A. (HONOURS) ENGLISH

SEMESTER I

COURSE TITLE: INDIAN CLASSICAL LITERATURE

Course Code: ENGC-101

Credits: 06

Marks: 100

End Semester: 80

Course No. C-01

No. of Classes: 80

Tutorials: 16

Internal Assessment: 20

Course Objectives: To acquaint the students of English Literature (Core) with the Indian Classical literary tradition including epic writing and Indian dramaturgy. Students are expected to become acquainted with classical Indian mythology as well as the aesthetic and ethical issues embedded therein.

Through mentoring on the course content, to encourage students to study independently, think ethically, write systematically, organize arguments coherently and articulate their opinions both intelligibly and intelligently.

Course Outcomes: Students will be able to recognize consistency and contrasts between literary, cultural and ideological assumptions in ancient and modern India. They will be equipped with a philosophical outlook to engage creatively and conscientiously with social issues specific to the Indian context. Besides, they will be able to appreciate and engage themselves in literary pursuits on their own.

Students will be thereby provided with a foundation for appropriate attitudes and career goals, and further studies/placement in sectors such as teaching, media, creative writing, law, public relations, government and private sector services, besides self employment.

1. Kalidasa *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989). [Classes: 20; Marks: 20]
2. Vyasa 'The Dicing' and 'The Sequel to Dicing, 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69. [Classes: 20; Marks: 20]
3. Sudraka *Mrichakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962). [Classes: 20; Marks: 20]
4. Ilango Adigal 'The Book of Banci', in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3. [Classes: 20; Marks: 20]
5. Internal Assessment: [Marks: 20]

Suggested Topics and Background Prose Readings for Class Presentations

Topics

The Indian Epic Tradition: Themes and Recensions

Classical Indian Drama: Theory and Practice

Alankara and Rasa
Dharma and the Heroic

Readings

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta:Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
2. Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
3. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
4. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.

DETAILED SYLLABI FOR CORE COURSE

B. A. (HONOURS) ENGLISH

SEMESTER I

COURSE TITLE: EUROPEAN CLASSICAL LITERATURE

Course Code: ENGC-102

Credits: 06

Marks: 100

End Semester: 80

Course No. C-02

No. of Classes: 80

Tutorials: 16

Internal Assessment: 20

Course Objectives: To acquaint the students of English Literature (Core) with European Classical Literature including the Western Classical Epics as well as the concepts of Tragedy and Comedy in Classical Drama. Students will be required to acquaint themselves with the historical-cultural contexts and the ideological underpinnings of the texts under scrutiny.

Through mentoring on the course content, to encourage students to study independently, think ethically, write systematically, organize arguments coherently and articulate their opinions both intelligibly and intelligently.

Course Outcomes: Students will be able to recognize, analyze and synthesize both continuity and disjuncture in the history of European literature and culture. They will be equipped with a philosophical outlook to compare and contrast between cultural assumptions of East and West, and engage both creatively and open-mindedly with multicultural issues. Besides, they will be able to appreciate and engage in literary pursuits on their own.

Students will be thereby provided with a foundation for appropriate attitudes and career goals, and further studies/placement in sectors such as teaching, media, creative writing, law, public relations, government and private sector service, besides self employment.

1. Homer *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin, 1985). [Classes: 20; Marks: 20]
2. Sophocles *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984). [Classes: 20; Marks: 20]
3. Plautus *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965). [Classes: 20; Marks: 20]
4. Ovid *Selections from Metamorphoses* 'Bacchus', (Book III), 'Pyramus and Thisbe'

(Book IV), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975).

Horace Satires I: 4, in *Horace: Satires and Epistles and Persius: Satires*, tr. Niall

Rudd (Harmondsworth: Penguin, 2005).

[Classes: 20; Marks: 20]

5. Internal Assessment:

[Marks: 20]

Suggested Topics and Background Prose Readings for Class Presentations

Topics

The Epic

Comedy and Tragedy in Classical Drama

The Athenian City State

Catharsis and Mimesis

Satire

Literary Cultures in Augustan Rome

Readings

1. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
2. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
3. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

DETAILED SYLLABI FOR CORE COURSE

B. A. (HONOURS) ENGLISH

SEMESTER III

COURSE TITLE: AMERICAN LITERATURE

Course Code: ENGC-301

Credits: 06

Marks: 100

End Semester: 80

Course No. C-05

No. of Classes: 80

Tutorials: 16

Internal Assessment: 20

Course Objectives: To acquaint the students of English Literature (Core) with seminal texts from the literature of the United States of America in order to help them understand the complexities of American culture and society. Each unit will require the students to relate the texts prescribed with the historical, cultural and political contexts of their production and reception from the colonial times to the 20th century.

Through mentoring on the course content, to encourage students to study independently, think ethically, write systematically, organize arguments coherently and articulate their opinions both intelligibly and intelligently.

Course Outcomes: Students will be able to recognize consistency and contrasts between literary, aesthetic and ideological assumptions and practices in European and American literature. They will be acquainted with the historical negotiations of American society with the principles of republicanism and capitalism.

They will be equipped with a philosophical outlook to engage creatively and conscientiously with social issues specific to a multicultural context. Besides, they will be able to appreciate and engage in literary pursuits on their own.

Students will be thereby provided with a foundation for appropriate attitudes and career goals, and further studies/placement in sectors such as teaching, media, creative writing, law, public relations, government and private sector service, besides self employment.

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| 1. Tennessee Williams: <i>The Glass Menagerie</i> | [Classes: 20; Marks: 20] |
| 2. Toni Morrison <i>Beloved</i> | [Classes: 20; Marks: 20] |
| 3. Edgar Allan Poe 'The Purloined Letter' | |
| F. Scott Fitzgerald 'The Crack-up' | |
| William Faulkner 'Dry September' | [Classes: 20; Marks: 20] |
| 4. Anne Bradstreet 'The Prologue' | |
| Walt Whitman Selections from <i>Leaves of Grass</i> : | |
| 'O Captain, My Captain' | |
| 'Passage to India' (lines 1-68) | |
| Alexie Sherman Alexie 'Crow Testament' | |
| 'Evolution' | [Classes: 20; Marks: 20] |
| 5. Internal Assessment: | [Marks: 20] |

Suggested Topics and Background Prose Readings for Class Presentations

Topics

The American Dream

Social Realism and the American Novel

Folklore and the American Novel

Black Women's Writings

Questions of Form in American Poetry

Readings

1. Hector St John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
2. Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
3. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.
4. Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
5. Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

DETAILED SYLLABI FOR CORE COURSE

B. A. (HONOURS) ENGLISH

SEMESTER III

COURSE TITLE: POPULAR LITERATURE

Course Code: ENGC-302

Credits: 06

Marks: 100

End Semester: 80

Course No. C-06

No. of Classes: 80

Tutorials: 16

Internal Assessment: 20

Course Objectives: To acquaint the students of English Literature (Core) with the concept of popular literature as an emerging field of study, its many genres such as Children's Literature, Detective Fiction, the Graphic Novel, as well as the historical, cultural and ideological contexts of its production and reception..

Through mentoring on the course content, to encourage students to study independently, think ethically, write systematically, organize arguments coherently and articulate their opinions both intelligibly and intelligently.

Course Outcomes: Students will be able to recognize, assimilate and appreciate both the democratizing tendencies and the commercial impulses underlying the emergence of much popular literature. Besides being encouraged to identify individual areas of interest for possible careers in creative writing, they will be equipped with a philosophical outlook to engage creatively and conscientiously with social issues specific to a multicultural context.

Students will be thereby provided with a foundation for appropriate attitudes and career goals, and further studies/placement in sectors such as teaching, media, creative writing, law, public relations, government and private sector service, besides self employment.

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| 1. Lewis Carroll <i>Through the Looking Glass</i> | [Classes: 20; Marks: 20] |
| 2. Agatha Christie <i>The Murder of Roger Ackroyd</i> | [Classes: 20; Marks: 20] |
| 3. Shyam Selvadurai <i>Funny Boy</i> | [Classes: 20; Marks: 20] |
| 4. Durgabai Vyam and Subhash Vyam <i>Bhimayana: Experiences of Untouchability.</i> | [Classes: 20; Marks: 20] |

5. Internal Assessment:

[Marks: 20]

Suggested Topics and Background Prose Readings for Class Presentations**Topics**

Coming of Age

The Canonical and the Popular

Caste, Gender and Identity

Ethics and Education in Children's Literature

Sense and Nonsense

The Graphic Novel

Readings

1. Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (*ARIEL*, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post Independence Voices in South Asian Writings* (Delhi: Doaba Publications, 2001) pp. 51–65.
2. Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.
3. Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
4. Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978, pp. 542–61.

DETAILED SYLLABI FOR CORE COURSE**B. A. (HONOURS) ENGLISH****SEMESTER III****COURSE TITLE: BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES****Course Code: ENGC-303****Course No. C-07****Credits: 06****No. of Classes: 80****Marks: 100****Tutorials: 16****End Semester: 80****Internal Assessment: 20**

Course Objectives: To acquaint the students of English Literature (Core) with the major poets, dramatists and novelists of British Literature of the 17th and 18th Centuries from John Milton to Alexander Pope keeping in mind the socio-cultural contexts of their production and reception, including the English Civil War and the 'Glorious Revolution'.

Through mentoring on the course content, to encourage students to study independently, think ethically, write systematically, organize arguments coherently and articulate their opinions both intelligibly and intelligently.

Course Outcomes: Students will be able to recognize, analyze and appreciate the rise of urbanism, mercantile capitalism, colonialism and imperialism in Europe through their representation in British literature. They will be equipped with a philosophical outlook to engage creatively and conscientiously with social issues arising in a multicultural context. Besides, they will be able to appreciate and engage in literary pursuits on their own.

Students will be thereby provided with a foundation for appropriate attitudes and career goals, and further studies/placement in sectors such as teaching, media, creative writing, law, public relations, government and private sector service, besides self employment.

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| 1. John Milton <i>Paradise Lost: Book 1</i> | [Classes: 20; Marks: 20] |
| 2. John Webster <i>The Duchess of Malfi</i> | [Classes: 20; Marks: 20] |
| 3. Aphra Behn <i>The Rover</i> | [Classes: 20; Marks: 20] |
| 4. Alexander Pope <i>The Rape of the Lock</i> | [Classes: 20; Marks: 20] |
| 5. Internal Assessment: | [Marks: 20] |

Suggested Topics and Background Prose Readings for Class Presentations

Topics

Religious and Secular Thought in the 17th Century

The Stage, the State and the Market

The Mock-epic and Satire

Women in the 17th Century

The Comedy of Manners

Readings

1. The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.
2. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
3. Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
4. John Dryden, ‘A Discourse Concerning the Origin and Progress of Satire’, in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

**SKILL BASED COURSE
B. A. (HONOURS) ENGLISH**

SEMESTER III

COURSE TITLE: CREATIVE WRITING

Course Code: ENGS-301

Credits: 04

Marks: 50

End Semester (Project): 40

Course No. SEC-01

No. of Classes: 15

Tutorials: 15

Internal Assessment: 10

Course Objectives: The aim of this paper is to impart skills and techniques of Creative Writing in English.

Course Outcomes: To apply the skills of creative writing with reference to the different genres (poetry, story, article, report, play, caption etc). Students will be equipped to write for the media as well as prepare for publication.

Students are thereby provided with a foundation for appropriate career goals and further studies/placement in sectors such as teaching, media, law, public relations, government service and private sectors, besides self employment.

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| 1. What is Creative Writing? | [Classes: 3; Marks: 8] |
| 2. The Art and Craft of Writing | [Classes: 3; Marks: 8] |
| 3. Modes of Creative Writing | [Classes: 3; Marks: 8] |
| 4. Writing for the Media | [Classes: 3; Marks: 8] |
| 5. Preparing for Publication | [Classes: 3; Marks: 8] |
| 6. Internal Assessment: | [Marks: 10] |

Recommended book: *Creative writing: A Beginner's Manual* by Anjana Neira Dev and Others, Published by Pearson, Delhi, 2009.

DETAILED SYLLABI FOR CORE COURSE

B. A. (HONOURS) ENGLISH

SEMESTER V

COURSE TITLE: WOMEN'S WRITING

Course Code: ENGC-501

Credits: 06

Marks: 100

End Semester: 80

Course No. C-11

No. of Classes: 80

Tutorials: 16

Internal Assessment: 20

Course Objectives: The aim of this paper is to acquaint the students of English Literature (Core) with the works of major women writers with the view of familiarizing them with the complexities of feminist theories and ideologies in societies and cultures across the world.

Through mentoring on the course content, to encourage students to study independently, think ethically, write systematically, organize arguments coherently and articulate their opinions both intelligibly and intelligently.

Course Outcomes: Students will be able to recognize, analyze and appreciate both the development and dissemination of feminism as a transformational concept around the world and the role of literature as an instrument of transformation. They will be equipped with a philosophical outlook to engage creatively and conscientiously with social issues arising in a multicultural context. Besides, they will be able to appreciate and engage in literary pursuits on their own.

Students will be thereby provided with a foundation for appropriate attitudes and career goals, and further studies/placement in sectors such as teaching, media, creative writing, law, public relations, government and private sector service, besides self employment.

1. Emily Dickinson 'I cannot live with you' [Classes: 20; Marks: 20]

'I'm wife; I've finished that'

Sylvia Plath 'Daddy'

'Lady Lazarus'

Eunice De Souza 'Advice to Women'

'Bequest'

2. Alice Walker *The Color Purple* [Classes: 20; Marks: 20]

3. Charlotte Perkins Gilman 'The Yellow Wallpaper'

Katherine Mansfield 'Bliss'

Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull,

2002)

[Classes: 20; Marks: 20]

4. Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York:

Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.

Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in *Pandita Ramabai*

Through Her Own Words: Selected Works, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.

Rassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's*

Writing in India, vol. 1 (New Delhi: OUP, 1989) pp. 191–2.

[Classes: 20; Marks: 20]

5. Internal Assessment:

[Marks: 20]

Suggested Topics and Background Prose Readings for Class Presentations Topics

The Confessional Mode in Women's Writing

Sexual Politics
Race, Caste and Gender
Social Reform and Women's Rights

Readings

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
4. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

DETAILED SYLLABI FOR CORE COURSE

B. A. (HONOURS) ENGLISH

SEMESTER V

COURSE TITLE: BRITISH LITERATURE: THE EARLY 20TH CENTURY

Course Code: ENGC-502

Course No. C-12

Credits: 06

No. of Classes: 80

Marks: 100

Tutorials: 16

End Semester: 80

Internal Assessment: 20

Course Objectives: The aim of this paper is to acquaint the students of English Literature (Core) with the major writers of the early 20th Century from Conrad to Eliot, keeping in mind the socio-cultural contexts of their production and reception, including the advent of modernity, modernism and the age of global warfare.

Through mentoring on the course content, to encourage students to study independently, think ethically, write systematically, organize arguments coherently and articulate their opinions both intelligibly and intelligently.

Course Outcomes: Students will be able to recognize, analyze and appreciate the impact of urbanization, industrialization, late capitalism and competitive imperialism through their representation in British literature. They will be equipped with a philosophical outlook to engage creatively and conscientiously with social issues arising in a multicultural context. Besides, they will be able to appreciate and engage in literary pursuits on their own.

Students will be thereby provided with a foundation for appropriate attitudes and career goals, and further studies/placement in sectors such as teaching, media, creative writing, law, public relations, government and private sector service, besides self employment.

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| 1. Joseph Conrad <i>Heart of Darkness</i> | [Classes: 20; Marks: 20] |
| 2. D.H. Lawrence <i>Sons and Lovers</i> | [Classes: 20; Marks: 20] |
| 3. Virginia Woolf <i>Mrs Dalloway</i> | [Classes: 20; Marks: 20] |
| 4. W.B. Yeats 'Leda and the Swan' | |
| 'The Second Coming' | |
| 'No Second Troy' | |

‘Sailing to Byzantium’

T.S. Eliot ‘The Love Song of J. Alfred Prufrock’

‘Sweeney among the Nightingales’

‘The Hollow Men’

[Classes: 20; Marks: 20]

5. Internal Assessment:

[Marks: 20]

Suggested Topics and Background Prose Readings for Class Presentations

Modernism, Post-modernism and non-European Cultures

The Women’s Movement in the Early 20th Century

Psychoanalysis and the Stream of Consciousness

The Uses of Myth

The Avant Garde

Readings

1. Sigmund Freud, ‘Theory of Dreams’, ‘Oedipus Complex’, and ‘The Structure of the Unconscious’, in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
2. T.S. Eliot, ‘Tradition and the Individual Talent’, in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.
3. Raymond Williams, ‘Introduction’, in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

**DETAILED SYLLABI FOR CORE COURSE-DISCIPLINE SPECIFIC ELECTIVE
B. A. (HONOURS) ENGLISH**

SEMESTER V

COURSE TITLE: LITERARY CRITICISM

Course Code: ENGD-501

Credits: 06

Marks: 100

End Semester: 80

Course No. DSE-01

No. of Classes: 80

Tutorials: 16

Internal Assessment: 20

Course Objectives: The aim of the paper is to acquaint the students of English Literature (Core) with major works of Western literary criticism from the early 19th to mid 20th centuries in order to conceptualize critical terms and frames of reference that would be useful for the understanding and analysis of literary texts.

Through mentoring on the course content, to encourage students to study independently, think ethically, write systematically, organize arguments coherently and articulate their opinions both intelligibly and intelligently.

Course Outcomes: Students will be able to recognize, analyze and appreciate the major turns in European and American critical/aesthetic thought. They will be equipped with an objective perspective on the historical operations of ideology which in turn will enable them to engage creatively and conscientiously with social issues arising in a multicultural context. Besides, they will be able to appreciate and engage in literary pursuits on their own.

Students will be thereby provided with a foundation for appropriate attitudes and career goals, and further studies/placement in sectors such as teaching, media, creative writing, law, public relations, government and private sector service, besides self employment.

1. William Wordsworth: Preface to the *Lyrical Ballads* (1802)
S.T. Coleridge: *Biographia Literaria*. Chapters IV, XIII and XIV [Classes: 20; Marks: 20]
2. Virginia Woolf: Modern Fiction
T.S. Eliot: "Tradition and the Individual Talent" 1919
"The Function of Criticism" 1920 [Classes: 20; Marks: 20]
3. I.A. Richards: *Principles of Literary Criticism* Chapters 1,2 and 34.
London 1924 and *Practical Criticism*. London, 1929 [Classes: 20; Marks: 20]
4. Cleanth Brooks: "The Heresy of Paraphrase", and "The Language of Paradox"
in *The Well-Wrought Urn: Studies in the Structure of Poetry* (1947)[Classes: 20; Marks: 20]
- Maggie Humm: *Practising Feminist Criticism: An Introduction*. London 1995
5. Internal Assessment: [Marks: 20]

Suggested Topics and Background Prose Readings for Class Presentations

Topics

Summarizing and Critiquing

Point of View

Reading and Interpreting

Media Criticism

Plot and Setting

Citing from Critics' Interpretations

Suggested Readings

1. C.S. Lewis: Introduction in *An Experiment in Criticism*, Cambridge University Press 1992
2. M.H. Abrams: *The Mirror and the Lamp*, Oxford University Press, 1971
3. Rene Wellek, Stephen G. Nicholas: *Concepts of Criticism*, Connecticut, Yale University 1963
4. Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*, Routledge, 1996

DETAILED SYLLABI FOR CORE COURSE-DISCIPLINE SPECIFIC ELECTIVE

B. A. (HONOURS) ENGLISH

SEMESTER V

COURSE TITLE: LITERARY THEORY

Course Code: ENGD-502

Credits: 06

Marks: 100

End Semester: 80

Course No. DSE-02

No. of Classes: 80

Tutorials: 16

Internal Assessment: 20

Course Objectives: The aim of this paper is to acquaint the students of English Literature (Core) with major western the philosophers and their critical theories in order to contextualize current trends in literary interpretation and the analysis of social issues.

Through mentoring on the course content, to encourage students to study independently, think ethically, write systematically, organize arguments coherently and articulate their opinions both intelligibly and intelligently.

Course Outcomes: Students will be equipped with an appreciation of critical thought, which persistently seeks to link the word with the world, especially essential deliberations on the nature of meaning, knowledge, power and pedagogy. They will be equipped with a philosophical outlook to engage creatively and conscientiously with social issues arising in a multicultural context. Besides, they will be able to appreciate and engage in literary pursuits on their own. Students will be thereby provided with a foundation for appropriate attitudes and career goals, and further studies/placement in sectors such as teaching, media, creative writing, law, public relations, government and private sector service, besides self employment.

1. Marxism [Classes: 20; Marks: 20]
 - a. Antonio Gramsci, 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', in *Selections from the Prison Notebooks*, ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 245–6.
 - b. Louis Althusser, 'Ideology and Ideological State Apparatuses', in *Lenin and Philosophy and Other Essays* (New Delhi: Aakar Books, 2006) pp. 85–126.
2. Feminism [Classes: 20; Marks: 20]
 - a. Elaine Showalter, 'Twenty Years on: *A Literature of Their Own* Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977. Rpt. London: Virago, 2003) pp. xi–xxxiii.
 - b. Luce Irigaray, 'When the Goods Get Together' (from *This Sex Which is Not One*), in *New French Feminisms*, ed. Elaine Marks and Isabelle de Courtivron (New

York: Schocken Books, 1981) pp. 107–10.

3. Poststructuralism [Classes: 20; Marks: 20]

a. Jacques Derrida, ‘Structure, Sign and Play in the Discourse of the Human Science’, tr. Alan Bass, in *Modern Criticism and Theory: A Reader*, ed. David Lodge (London: Longman, 1988) pp. 108–23.

b. Michel Foucault, ‘Truth and Power’, in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109–33.

4. Postcolonial Studies` [Classes: 20; Marks: 20]

a. Mahatma Gandhi, ‘Passive Resistance’ and ‘Education’, in *Hind Swaraj and Other Writings*, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106.

b. Edward Said, ‘The Scope of Orientalism’ in *Orientalism* (Harmondsworth: Penguin, 1978) pp. 29–110.

c. Aijaz Ahmad, ‘“Indian Literature”: Notes towards the Definition of a Category’, in *In Theory: Classes, Nations, Literatures* (London: Verso, 1992) pp. 243–285.

5. Internal Assessment: [Marks: 20]

Suggested Background Prose Readings and Topics for Class Presentations

Topics

The East and the West

Questions of Alterity

Power, Language, and Representation

The State and Culture

Readings

1. Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).

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

GENERIC ELECTIVES**SUB: ENGLISH****SEMESTER I****COURSE TITLE: ACADEMIC WRITING AND COMPOSITION****Course Code:ENGG-101****Credits: 06****Marks: 100****End Semester: 80****Course No. GE-01****No. of Classes: 80****Internal Assessment: 20**

- | | |
|--|-------------|
| 1. Introduction to the Writing Process | [Marks: 10] |
| 2. Introduction to the Conventions of Academic Writing | [Marks: 10] |
| 3. Writing in one's own words: Summarizing and Paraphrasing | [Marks :15] |
| 4. Critical Thinking: Syntheses, Analyses, and Evaluation | [Marks: 15] |
| 5. Structuring an Argument: Introduction, Interjection, and Conclusion | [Marks: 15] |
| 6. Citing Resources; Editing, Book and Media Review | [Marks: 15] |
| 7. Internal Assessment: | [Marks: 20] |

Suggested Readings

- Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
- Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
- Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

GENERIC ELECTIVES**SUB: ENGLISH****SEMESTER III****COURSE TITLE: CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT****Course Code:ENGG-301****Credits: 06****Marks: 100****End Semester: 80****Course No. GE-03****No. of Classes: 80****Internal Assessment: 20**

- | | |
|---|--------------------------|
| 1. Social Construction of Gender (Masculinity and Femininity)
Patriarchy | [Classes: 20; Marks: 20] |
| 2. History of Women's Movements in India (Pre-independence, post independence)
Women, Nationalism, Partition | |

Women and Political Participation [Classes: 20; Marks: 20]

3. Women and Law

Women and the Indian Constitution

Personal Laws(Customary practices on inheritance and Marriage)

(Supplemented by workshop on legal awareness)

[Classes: 20; Marks: 20]

4. Women and Environment

State interventions, Domestic violence, Female foeticide, sexual harassment

Female Voices: *Sultana's Dream*

[Classes: 20; Marks: 20]

5. Internal Assessment:

[Marks: 20]

Suggested Readings:

Kumar, Radha .*A History of Doing*. Zubaan, 2015.

Sen, Sujata (ed.). *Gender Studies*. Pearson, 2012.

B.A. ENGLISH (AECC) SYLLABUS
[CBCS]

DEPARTMENT OF ENGLISH
JAGANNATH BAROOAH COLLEGE (AUTONOMOUS)
JORHAT

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC):

PROGRAMME OBJECTIVES:

To promote:

- **Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
- **Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.
- **Effective Citizenship:** Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
- **Ethics:** Recognize different value systems including our own, understand the moral dimensions of our decisions, and accept responsibility for them.
- **Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.
- **Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio technological changes:

PROGRAMME SPECIFIC OUTCOMES:

- Understanding the basic conceptual aspects of language, culture, and engagement.
- Application of knowledge of different aspects of language, society, values and ethics in solving / analyzing /exploring a real life situations / difficult problems of life.
- Acquiring Cognitive, Critical and Communicative Skills for fruitful engagement with the environment.
- Acquiring value-based and skill-based knowledge.
- Equipping students with intensive knowledge and skills to enhance their status as suitable candidates for potential self employment or higher studies

COURSE STRUCTURE: AECC

Semester	Course No	Course Code	Course Title	Course Type	Marks Distribution					Remarks
					TH	TH-IA	PR	PR-IA	Total	
1st	Art/Sc-01	AECC-101	English Communication	Theory	40	10			50	
	Com.-01	BCH-01	Business Communication	Theory	40	10			50	

SEMESTER I

COURSE TITLE: ENGLISH COMMUNICATION

Course Code:AECC-101

Credits: 02

Course No. Arts/ Sc. -01

No. of Classes: 30

Marks: 50

End Semester: 40

Internal Assessment: 10

Course Objectives: To introduce students of **B.A. (Honours)** and **B.Sc. (Honours)** courses to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions.

Course Outcomes: Learners will acquire skills relating to the language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-taking etc.

1. Introduction: Theory of Communication,

Types and modes of Communication [Classes: 5; Marks: 5]

2. Language of Communication:

Verbal and Non-verbal
(Spoken and Written)

Personal, Social and Business

Barriers and Strategies [Classes: 6; Marks: 5]

3. Speaking Skills:

Monologue

Dialogue

Group Discussion

Interview

Public Speech [Classes: 6; Marks: 10]

4. Reading and Understanding

Comprehension

Summary Paraphrasing

Analysis and Interpretation [Classes: 6; Marks: 10]

5. Writing Skills

Documenting

Report Writing

Making notes

Letter writing [Classes: 7; Marks: 10]

6. Internal Assessment

[10 marks]

Recommended Readings:

1. *Business English*, Pearson, 2008.
2. *Business Communication* . Varinder Kumar. Kalyani:2012
3. *Business Communication*. Jain and Biyani.

SEMESTER I

COURSE TITLE: BUSINESS COMMUNICATION

Course Code: BCH-01

Credits: 02

Marks: 50

End Semester: 40

Course No. Com.-01

No. of Classes: 30

Internal Assessment: 10

Course Objective: To equip students of the **B.Com. (Honours)** course effectively to acquire the skills of reading, writing, comprehension and communication, as also to use electronic media for business communication.

Contents:

Unit 1: Introduction

[Classes: 7, Marks: 10]

Nature of Communication, Process of Communication, Types of Communication (Verbal and Non-verbal), Importance of Communication, Different forms of Communication, Barriers to Communication, Linguistic Barriers, Psychological Barriers, Interpersonal Barriers, Cultural Barriers, Physical Barriers, Organizational Barriers.

Unit 2: Business Correspondence

[Classes: 7, Marks: 10]

Letter Writing, Presentations, Inviting Quotations, Sending Quotations, Placing Orders, Inviting Tenders, Sales Letters, Claims & Adjustment Letters and Social correspondence, Memorandum, Inter-office Memo, Notices, Agenda, Minutes, Job Application Letter, Preparing the Resume.

Unit 3: Report Writing

[Classes: 6, Marks: 10]

Business Reports, Types, Characteristics, Importance, Elements of Structure, Process of Writing, Order of Writing, the Final Draft, Check List for Reports.

Unit 4: Vocabulary

[Classes: 5, Marks: 5]

Words often Confused, Words often Misspelt, Common Errors in English.

Unit 5: Oral Presentation

[Classes: 5, Marks: 5]

Importance, Characteristics, Presentation plan, Power point presentation, Visual aids.

Suggested Readings

Panja, Sharmistha, Gautam Chakravarty *et al.* (Department of English, Delhi University). *Business English*. New Delhi: Pearson, 2009.

Jain, V.K., and Omprakash Biyani. *Business Communication*. New Delhi: S. Chand & Co., 2007

Kumar, Varinder. *Business Communication*. New Delhi: Kalyani Publishers, 2007