

CENTRAL UNIVERSITY OF ANDHRA PRADESH ANANTHAPURAMU



Vidya Dadati Vinayam
(Education Gives Humility)

M.A. ***English Language and Literature***

*“The English language is nobody’s special property.
It is the property of the imagination:
it is the property of the language itself”*

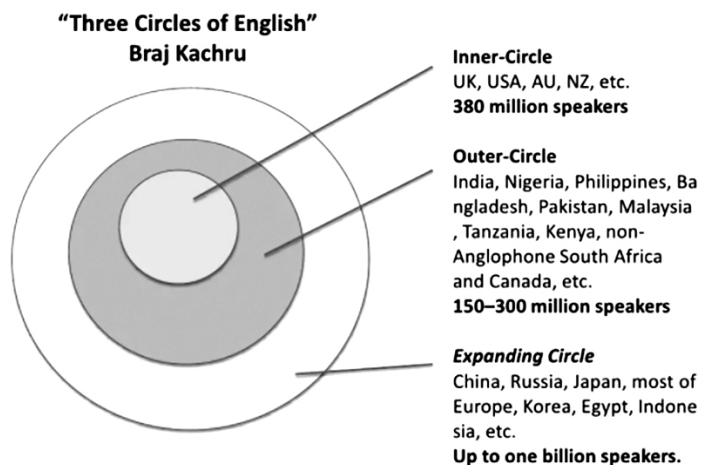
- Derek Walcott

Structure and Syllabus

(with effect from 2021-2022 batch)

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Source: <https://www.slideshare.net/ShoheiMatsukawa/2011-03-25-friday-disha>



CENTRAL UNIVERSITY OF ANDHRA PRADESH

M.A. English Language and Literature

Important Information

- I. Programme: MA in English Language and Literature
- II. Eligibility: At least 50% marks in the bachelor's degree with at least 50% marks in English as Optional Subject OR at least 50% marks in bachelor's degree with at least 55% marks in any literature / English as Compulsory Subject.
- III. The minimum duration for completion of the programme is four semesters (two academic years) and the maximum duration is eight semesters (four academic years) or as per the amendments made by the regulatory bodies from time to time.
- IV. A student should attend at least 75% of the classes, seminars, practicals in each course of study.
- V. All the courses in the programme carry a Continuous Internal Assessment (CIA) component to a maximum of 40 marks and End Semester Examination (ESE) for a maximum of 60 marks. The minimum pass marks for a course is 40%.
- VI. A student should pass separately in both the CIA and the ESE, i.e., a student should secure 16 (40% of 40) out of 40 marks in the CIA and 24 (40% of 60) out of 60 marks in the end semester examination.
- VII. A student failing to secure the minimum pass marks in the CIA is not allowed to take the end semester examination of that course. S/he has to redo the course by attending special classes for that course and get the pass percentage in the internal tests to become eligible to take the end semester examination.
- VIII. Students failing a course due to lack of attendance should redo the course.
- IX. Re-evaluation is applicable only for theory papers and shall not be entertained for other components such as dissertation, etc.

- X. An on-campus elective course is offered only if a minimum of ten students or 40% of the students registered, whichever is higher, exercise their option for that course.
- XI. Assessment Pattern: 40% of internal [formative evaluation -- two best out of three tests (for a maximum of 15 marks each = 30marks) -- and seminar/ assignments/ attendance (10 marks)] and 60% (summative evaluation -- end of semester examination)

End Semester Examination

Maximum Marks: 60

Time: 3 Hours

Dissertation:

Dissertation: 80

Viva Voce: 20

"Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle."

- Christian D. Larson



CENTRAL UNIVERSITY OF ANDHRA PRADESH

MA in English Language and Literature

Introduction to the Programme

English is the most widely used language in the world. Wherever one looks around the world, they can find the English language: “The sun never sets on the English language.” Studying English helps one progress in life both personally and professionally. The English language is one’s gateway to the world and studying English literature reveals a world of inspiration and creativity.

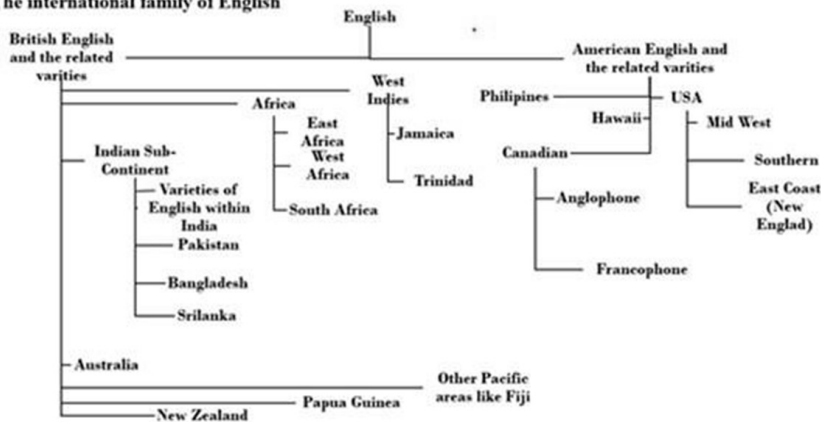
MA in English Language and Literature is one of the two postgraduate programmes started by CUAP in 2018. The Programme helps the student acquire a thorough knowledge of English Language and Literature. It offers a varied and distinctive range of areas of study, including Morphology and Syntax, Semantics and Pragmatics, Sociolinguistics, Postcolonial Literatures, and Cultural Studies. It enables the student to improve their critical, linguistic, literary, and creative skills. Thus, in addition to the benefits of personal enrichment and educational accomplishment, the Programme helps the student enhance their career opportunities.

Programme Outcomes:

Upon completion of the MA programme, the graduate will

- have an overview of all the relevant areas of English studies.
- have acquainted themselves with the main areas of language and literature.
- have prepared themselves to be an effective teacher and researcher.
- be able to pursue research either in literature or in language.
- be able to think creatively and critically and conduct independent and original research and integrate criticism into their own analyses.

The international family of English



Based on: N. Krishnaswamy and L. Krishnaswamy, The Story of English in India, p. 152



CENTRAL UNIVERSITY OF ANDHRA PRADESH

M.A. English Language and Literature Semester and Course - Wise Credits

Semester	Discipline Specific Core (DSC) (L+T+P)	Discipline Specific Elective (DSE) / Generic Elective (GE)	Dissertation	Total
I	DSC 1 (4) DSC 2 (4) DSC 3 (4) DSC 4 (4) DSC 5 (3) (MOOC)	-	-	19
II	DSC 6 (4) DSC 7 (4) DSC 8 (4) DSC 9 (4) DSC 10 (3) (MOOC)	-	-	19
III	DSC 11 (4) DSC 12 (4) DSC 13 (4) DSC 14 (4)	DSE 1(4) / DSE 2 (4) (MOOC)	-	20
IV	DSC 15 (4) DSC 16 (4)	DSE 3(4) / DSE 4 (4) / DSE 5(4) / DSE 6(4)	Dissertation (4)	20
		GE (4): In addition, the student does a UGC/CUAP- recognized online course/courses carrying a total of at least four credits in any subject in the Humanities during their MA programme.	12	04 (4.88%)
Total	62	12	04	82
Percentage	75.62	14.63	4.88	--



CENTRAL UNIVERSITY OF ANDHRA PRADESH

M.A. English Language and Literature

Programme Structure

S. No.	Course Code	Title of the Course	No. of Credits	Contact Hours		
				L*	T*	P*
Semester I						
1	MEL101	Introduction to the Study of Language	4	48	6	6
2	MEL102	Introduction to the History of the English Language	4	48	6	6
3	MEL103	Introduction to Literary Studies	4	48	6	6
4	MEL104	Indian Writing in English	4	48	6	6
5	MEL105	History of English Language and Literature [SWAYAM]*	3	12 WEEKS		
Total			19	--	--	--
Semester II						
1	MEL201	Phonetics and Phonology	4	48	6	6
2	MEL202	Morphology and Syntax	4	48	6	6
3	MEL203	Shakespeare and 17 th Century Literature	4	48	6	6
4	MEL204	Eighteenth Century English Literature	4	48	6	6
5	MEL205	Literary Criticism (From Plato to Leavis) [SWAYAM]*	3	12 WEEKS		
Total			19	--	--	--

S. No.	Course Code	Title of the Course	No. of Credits	Contact Hours		
				L*	T*	P*
Semester III						
1	MEL301	Methods of Language Teaching	4	48	6	6
2	MEL302	Syllabus Design and Materials Production	4	48	6	6
3	MEL303	Romantic Literature	4	48	6	6
4	MEL304	The Victorian Age	4	48	6	6
5	MEL315	Introduction to Sociolinguistics	4	48	6	6
OR						
	MEL316	Introduction to Literary Theory [SWAYAM]*	4	8 WEEKS		
Total			20	--	--	--
Semester IV						
1	MEL401	Academic Writing	4	48	6	6
2	MEL402	Introduction to Cultural Studies	4	48	6	6
The student chooses any two of the following courses						
3	MEL415	Semantics and Pragmatics		48	6	6
	MEL416	Teaching Language Skills	4	48	6	6
4	MEL417	American Literature	4	48	6	6
	MEL418	Postcolonial Literatures		48	6	6
5	MEL D	Dissertation	4	--		
Total			20	--	--	--
In addition, the student does a UGC-recognized online course/courses carrying a total of at least four credits in any subject in the Humanities during their MA programme.			4	--	--	--
Programme Total			82 (eighty-two credits)			

*L: Lecture; T: Tutorial; P: Presentation (Seminar)

**If the recommended online (Swayam) course is not offered during the semester concerned, alternative arrangements are made, such as guiding the students in accessing the recorded video lectures uploaded to YouTube etc. A teacher takes care of the organization of the course, including continuous assessment and end semester examination. And if the recommended online course is not available in any form during the semester concerned, alternative arrangements are made, such as selecting similar online course(s) for the same credit points and guiding the students in accessing the recorded video lectures uploaded to YouTube etc. A teacher takes care of the organization of the course, including continuous assessment and end semester examination.*



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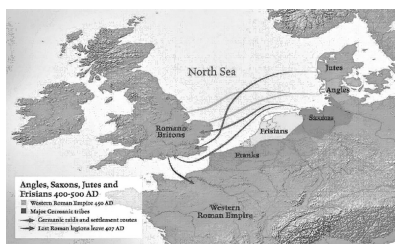
M.A. English Language and Literature

Credit Distribution

Semester	Total Credits	Cumulative Credit at the end of the Semester
Semester I	19	19
Semester II	19	38
Semester III	20	58
Semester IV	20	78
Sem I to IV	04	82

Assessment Pattern: 40% of internal [formative evaluation -- two best out of three tests (for a maximum of 15 marks each = 30marks) and seminar/ assignments/attendance (10 marks)] and 60% (summative evaluation -- end of semester examination)

Dissertation: Dissertation: 80 Viva Voce: 20



Source: <https://historyofenglishpodcast.com/wp-content/uploads/2013/08/27-Angles-Saxons-Jutes-Frisians.png>

It is hoped that the quotation at the beginning and the picture(s), if any, at the end of a course content will enhance the reader's interest in the MA (English) Programme.

SEMESTER-WISE DETAILED SYLLABUS

SEMESTER-I

Course Code : MEL101 Core/ Elective : Core No. of Credits : 4	Course Title Introduction to the Study of Language
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*Language is the most massive and inclusive art we know,
a mountainous and anonymous work of unconscious generations.*
- Edward Sapir

Course Objectives:

- to introduce the student to the fundamental and significant concepts of language
- to help the student develop their understanding of language in general and English in particular
- to enable the student to relate language to the theoretical and applied areas of study and research

Learning Outcomes:

By the end of the course the student

- will have grasped the complexity of language as a communication system shaped by several factors.
- will have acquired the technical vocabulary and theoretical tools of the field.
- will have a working knowledge of the English language.

Course Design

Unit - I

Fundamental Concepts of Language

- Definitions and Characteristics of Language

- Definition and Scope of Linguistics
Phonetics, Phonology, Morphonology, Morphology, Semantics, Pragmatics
- Popular misconceptions about language; Modern Linguistics and Traditional Approaches to Language Study
- Language and Culture

Unit - II

Language and Communication

- Language vs Communication; Communicative Competence
- Verbal Communication and Nonverbal Communication; Gesture and Sign Languages
- The Genetic Classification of Languages
- Types of Languages
- Language Variations

Unit - III

Some Key Thinkers on Language

- Wittgenstein, Sapir-Whorf and George Lakoff
Language and Thought
- Saussure
Langue vs Parole Paradigmatic vs Syntagmatic
Synchronic vs Diachronic Studies Structuralism
- Bloomfield
American Structuralism Levels of Analysis
- Chomsky
Competence vs Performance
Mentalist Theory of Grammar
Universal Grammar
- Halliday
Form vs Function

Unit - IV

Descriptive Grammar

- Major Concepts and Categories
- Verbs and Auxiliaries
- The Semantics of the Verb
- Nouns and Determiners
- The Simple Sentence

Textbooks:

Fromkin, Victoria, and Robert Rodmanand, and Nina Hyams. *An Introduction to Language*. 10th Ed. Boston: Wadsworth. 2013.

Greenbaum, Sidney and Quirk, Randolph. *A Student's Grammar of the English Language*. Longman, 2001. (Chapters 2, 3, 4, 5, 10)

Yule, George. *The Study of Language*, 4th Ed. New York: CUP. 2010.

Recommended Reading:

Genetti, Carol. *How Languages Work: An Introduction to Language and Linguistics*. Cambridge:Cambridge University Press. 2014.

Jean Aitchison. *Language change: Progress or Decay?* Cambridge: Cambridge University Press, 2013.

Course Code : MEL102 Core/ Elective : Core No. of Credits : 4	Course Title Introduction to the History of the English Language
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The English language is a work in progress. Have fun with it.

- Jonathan Culver

Course Objectives:

- to familiarize the student with basic structure of Old English, Middle English, and Modern English
- to help the student acquire knowledge of the major phonological and semantic changes that took place in the English language
- to make the student know about the various contributions to the vocabulary of English.

Learning Outcomes:

By the end of the course the student

- will be able to describe the basic structure of Old English, Middle English, and Modern English.
- will be able to explain the various processes of word-formation in English.
- will have knowledge of the important changes in phonology and semantics.

Course Design

UNIT-I

The Ancestry of English

The Old English Period

The Middle English Period

The Renaissance and after

UNIT-II

Phonology

Grimm's Law and Verner's Law

Ablaut

Umlaut

The Great Vowel Shift

UNIT-III

Vocabulary

Foreign Influences: Latin, French, Scandinavian, Indian

Word Formation

Change of Meaning

Recent Trends

The Rise of Standard English

Spelling Reform

British English and American English

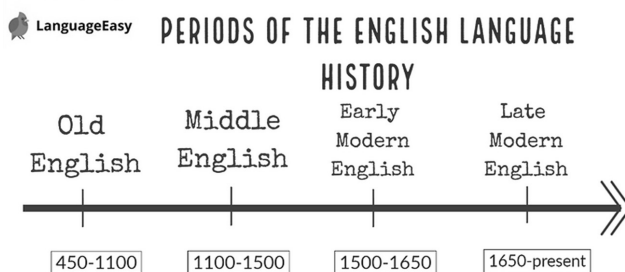
Indian English

References:

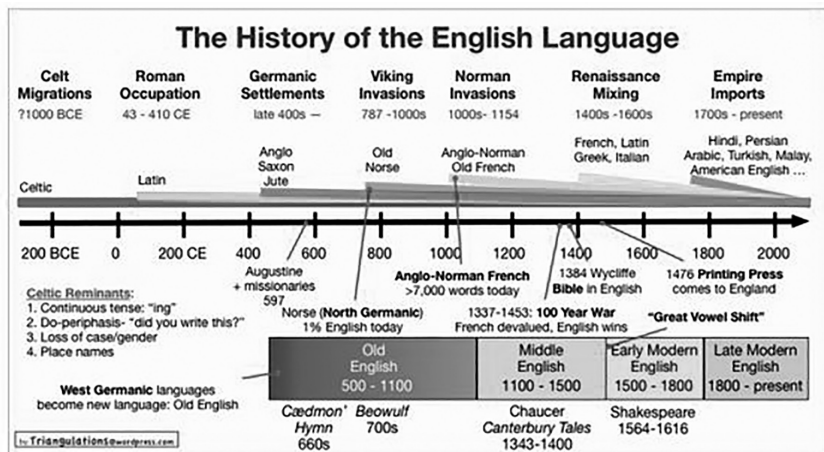
Baugh, Albert C. *A History of the English Language*. Routledge. 2013.

Robertson, Stuart and Frederic G. Cassidy. *The Development of Modern English*. Prentice- Hall. 1963.

Wood, F.T. *An Outline History of the English Language*. Trinity Press. 2015. Wyld, H.C. *A Short History of English*. London: John Murray. 1963.



Source: <https://www.languageeasyofficial.com/the-english-language-history?locale=en>



Source: <https://in.pinterest.com/pin/220043131768903091/>

Course Code : MEL103 Core/ Elective : Core No. of Credits : 4	Course Title Introduction to Literary Studies
<p style="text-align: center;"><i>Literature is one of the most interesting and significant expressions of humanity.</i></p> <p style="text-align: right;">- P. T. Barnum</p>	

Course Objectives:

- to make the student critically analyze, read, write, and discuss the major genres of literature
- to encourage the student to interpret, analyze, evaluate, and respond to the ideas about literature
- to help the student acquire thorough knowledge of the nature, structure, and form of drama, poetry, novel, and short story

Learning Outcomes:

By the end of the course the student

- will have developed critical thinking in analyzing and understanding the major genres of literature.
- will be able to understand and respond to vivid ideas about literature.
- will have the ability to explore the nature, structure, and form of the major genres.

Course Design

Unit - I Drama

Tragedy: Sophocles - Oedipus Rex

Comedy: Aristophanes - The Frogs

Farce: Oscar Wilde - The Importance of Being Earnest

Unit - II Poetry

Epic: Homer - The Iliad, Book One

Sonnet: Spenser -- Sonnet 75: One day I wrote her name upon the strand

Shakespeare: Sonnet 18: Shall I compare thee to a summer's day?

Ode: S.T. Coleridge -- Dejection: An Ode
Allen Tate -- Ode to the Confederate Dead

Elegy: John Milton -- Lycidas

W.H. Auden -- In Memory of W.B. Yeats

Satire: John Dryden -- To the Memory of Mr. Oldham

Unit - III Novel

Picaresque: Henry Fielding - Joseph Andrews

Historical: Walter Scott - Ivanhoe: A Romance

Psychological: Fyodor Dostoyevsky: Crime and Punishment

Unit - IV Short Story

Edgar Allan Poe - The Tell-Tale Heart

Alice Munroe - The Love of a Good Woman

Jeffrey Archer - The Chinese Statue

Prose

Essay: Huxley - Science and Culture

Shaw - The Source of Idealism

Philip Larkin - The Pleasure Principle

Kurt Vonnegut - Dispatch from a Man without a Country

Susan Sontag - Against Interpretation

Biography: Stephen Greenblatt -- Will in the World - How Shakespeare Became Shakespeare

Autobiography: The Autobiography of Benjamin Franklin

Recommended Reading:

- Abrams, M.H. *A Glossary of Literary Terms*. Boston: Earl McPeck, 1999. Aristotle. *Poetics*. London: Macmillan and Co. Limited, 1902.
- Beer, Gillian. *The Romance*. London: Routledge Kegan & Paul, 1970. Dawson, S.W. *Drama and Dramatics*. London: Methuen, 1970.
- Faulkner, Peter. *Modernism*. New York: Routledge, 1997.
- Fraser, G.S. *Meter, Rhyme and Free Verse*. London: Methuen, 1970. Furst, Lilian. *Romanticism in Perspective*. Virginia: Macmillan, 1979. Furst, Lilian and Peter Shrine. *Naturalism*. Virginia: Methuen, 1971.
- Gillingham, John. *The Middle Ages*. California: University of California Press, 2000. Hutcheon, Linda. *A Poetics of Postmodernism*. London: Routledge, 1988.
- Jack, Ian. *The Augustan Satire*. London: Oxford University Press, 1967. Leech, Clifford. *Tragedy*. London: Routledge, 1969.
- Levenson, Michael. *A Genealogy of Modernism*. Cambridge: Cambridge University Press, 1986.
- Merchant, Moelwyn. *Comedy*. London: Methuen Young Books, 1972.
- Wellek, Rene and Austin Warren. *Theory of Literature*. New York: Harcourt and Brace Company, 1995.

Course Code : MEL104 Core/ Elective : Core No. of Credits : 4	Course Title Indian Writing in English
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*India is not a country like France is, or like England;
India is an idea, a metaphysic.*

- Rama in Raja Rao's The Serpent and the Rope

Course Objectives:

- to introduce the student to the major movements and writers in Indian English Literature through a detailed study of specific literary works
- to help the student explore a variety of Indian English Literature, ranging from the nineteenth century to the present day
- to facilitate the student journey through the new phases of literature produced during the pre-independence and the post-independence period

Learning Outcomes:

By the end of the course the student

- will be familiar with major writers and movements in Indian English Literature.
- will have knowledge of different phases in Indian English Literature
- will be able to critically examine the literature produced at different periods in India.

Course Design

Unit- I

Fiction

- R.K. Narayan -- A Tiger for Malgudi
- U.R. Anantha Murthy - Samskara
- Kiran Desai - The Inheritance of Loss

- Jhumpa Lahiri -- “Only Goodness,” “A Choice of Accommodations,” *Unaccustomed Earth*. RHI, 2009.
- Saadat Hasan Manto -- “Toba Tek Singh,” “Khol Do.” *Manto: Selected Short Stories*. RHI, 2012.

Unit - II

Poetry

- Toru Dutt -- “The Tree of Life,” “Sonnet- Baugmaree.” *Early Indian Poetry in English: An Anthology* by Eunice De Souza. Oxford University Press, 2010
- Nissim Ezekiel -- “Goodbye Party for Miss. Pushpa T.S., “Jewish Wedding in Bombay.” *Collected Poems*. Oxford University Press, 2005.
- Kamala Das - “An Introduction,” “My Grandmother’s House.” Surayya Kamala. Summer in Calcutta: Fifty Poems, DC Books, 2004.

Unit - III

Prose

- A. K. Ramanujan -- “Is there an Indian Way of Thinking? An Informal Essay.” *Collected Essays of A.K. Ramanujan*: Edited by Vinay Dharwadker. Oxford University Press, 2004.
- Shashi Deshpande - “Writing from the Margin.” *Writing for the margin and Other Essays*. Penguin/Viking, 2003.
- Amitav Ghosh -- Selections from *The Great Derangement: Climate Change and the Unthinkable*. Penguin Books, 2016.

Unit - IV

Drama

- Rabindranath Tagore -- Mukta-Dhara
- Girish Karnad -- Hayavadana
- Vijay Tendulkar -- Silence! The court is in Session
- Mira Nair. *Monsoon Wedding*. 2001(Film)

Recommended Reading:

Iyengar, Srinivasa. K.R. *Indian Writing in English*. Sterling Publishers, 2012.

Mehrotra, Arvind, Krishna. Ed. *Illustrated History of Indian Literature in English*. Orient Black Swan, 2007.

Mehrotra, Arvind Krishna. Ed. *A Concise History of Indian Literature in English*. Permanent Black, 2008.

Naik, M.K. *History of Indian English Literature*. Sahitya Akademi, 2009.



Source: <https://thewire.in/culture/rabindranath-tagore-nation-gitanjali>

Course Code : MEL105 Core/ Elective : Core No. of Credits : 3	Course Title History of English Language and Literature (SWAYAM)*
<p><i>The history of literature is the history of the human mind.</i> - W.H. Prescott</p>	

This course is a chronological survey of the major forces and voices that have contributed to the development of an English literary tradition. It intends to cover the literary ground from the Old English Period till the mid twentieth century focusing on the emergence, evolution and progress of English language and literature through different ages and periods. The course will showcase major literary moments, movements and events in the context of the Social, Political, Religious and economic changes that shaped England and its history from the 5th century BC onwards. The objective of the course is to enable a critical understanding of the intellectual history of England and to equip the learners to analyse literary products within particular socio-historical contexts.

Course Layout:

Week 1: Introduction and Old English Period

Week 2: Middle English Period and Renaissance

Week 3: English Renaissance and Elizabethan Period

Week 4: The Age of Shakespeare

Week 5: The Restoration Age to Enlightenment

Week 6: Augustan Age

Week 7: The Romantic Age

Week 8: The Age of Wordsworth and Romantic poetry

Week 9: The Victorian Age

Week 10: The Rise of the Novel

Week 11: The Age of Modernism

Week 12: The Age of Postmodernism

Books and references:

Albert, Edward. *History of English Literature*, 5th Ed. OUP.2018.

Carter, Ronald and McRae, John. *The Routledge History of Literature in English*, 2nd. Ed. Routledge, 2001.

Daiches, David. *A Critical History of English Literature* (2 volumes) -1960.

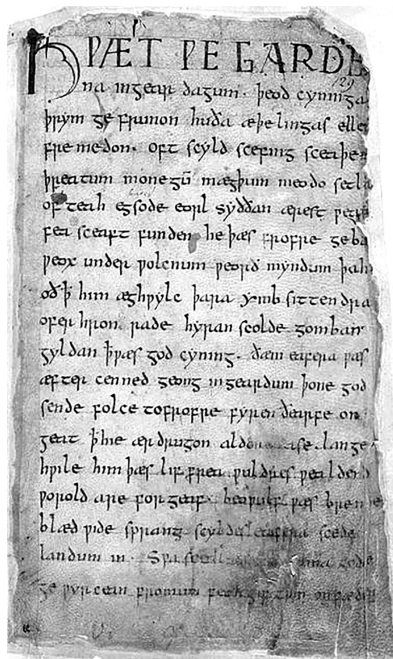
Godden, Malcolm and Lapidge, Michael. *The Cambridge Companion to Old English Literature* - ed. Cambridge University Press. 2013.

Hudson, William Henry. *An Outline History of English Literature*, London : Bell, 1961. Rogers, Pat. *The Oxford Illustrated History of English Literature*. Oxford University Press, 2001.

Stevenson, Randall. *The Oxford English Literary History*. Vol 12. 1960-2000.

Trevelyan, G. M. *English Social History: A Survey of Six Centuries - Chaucer to Queen Victoria*. New York: Longmans Green. 1942.

Wood, F.T. *An Outline History of the English Language*. Trinity Press. (2015).



First page of *Beowulf* in Cotton Vitellius A. xv (Source: <https://en.wikipedia.org/wiki/Beowulf>)

SEMESTER-II

Course Code : MEL201 Core/ Elective : Core No. of Credits : 4	Course Title Phonetics and Phonology
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/fəʊ'netiks ənd fəʊ'nɒlədʒi ə 'veri 'ɪntrəstɪŋ `sʌbdʒɪkts/

- W.H. Prescott

Course Objectives:

- to introduce the student to the major concepts in Phonetics and Phonology with reference to the English language
- to acquaint the student with the articulatory mechanism involved in the production of English speech sounds, the major distinctions and parameters employed in the classification of English speech sounds, and phonemic transcription of spoken English texts
- to familiarize the student with essential segmental and suprasegmental aspects of phonology

Learning Outcomes:

By the end of the course the student

- will be able to analyze and describe speech sounds with emphasis on articulatory mechanism.
- will be able to use the IPA to transcribe English words and sentences phonetically.
- will be able to perform a phonemic analysis to determine the phonemes and allophones of any given language.

Course Design

Unit -I

- Articulatory, auditory, and acoustic phonetics

- Speech organs, speech production
- Sounds of English--vowels, consonants, diphthongs, triphthongs, description and classification

Unit - II

- IPA and phonemic transcription
- Syllable and syllabification
- Segmental vs supra-segmental features, connected speech

Unit - III

- Word stress, sentence stress, stress shift and word class
- Phonological Environment: Weak Forms, Assimilation, Elision, Liaison, Juncture
- Intonation patterns

Unit - IV

- Phonemes vs allophones
- Underlying representation, surface representation
- Phonological features, Distinctive features
- Standard vs intelligibility
- Pronunciation problems for Indian speakers of English

Textbooks:

Giegerich, Heinz. J. *English Phonology: An Introduction*. CUP. 2005.

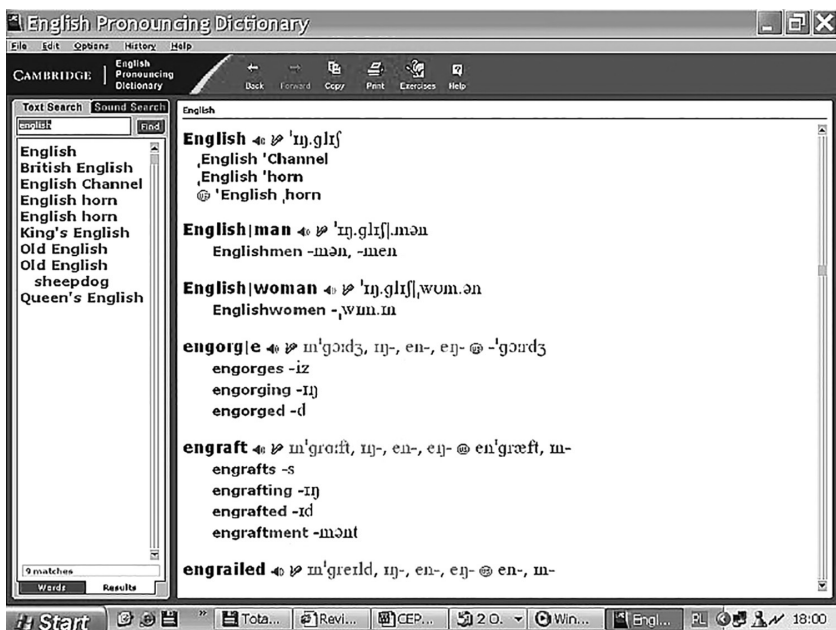
Roach, Peter. *English Phonetics and Phonology: A Practical Course*. CUP. 2010.

Spencer, Andrew. *Phonology: Theory and Description*. Blackwell Publishers. 1996.

Additional Reading:

Gimson A. C. *An Introduction to the Pronunciation of English*. Fourth Edition. Routledge, 1989.

O'Connor, J.D. *Better English Pronunciation*. CUP. 2000.



Source: <http://tesl-ej.org/ej32/m1.htm>

Course Code : MEL202 Core/ Elective : Core No. of Credits : 4	Course Title Morphology and Syntax
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"When I use a word," Humpty Dumpty said, in rather scornful tone, "it means just what I choose it to mean — neither more nor less."

- Lewis Carroll's Through the Looking Glass

Course Objectives:

- to introduce the student to the aspects of morphology and syntax from the structural and generative perspectives
- to enable the student to study examples not only from English but also from a few other languages; primary language studied is English but examples from other languages are also drawn to help the student enhance their analytical skills
- to facilitate the student to enhance their analytical skills

Learning Outcomes:

By the end of the course the student

- will be able to describe important concepts and models in morphology.
- will have understood the basic concepts and methods of syntactic analysis
- will be equipped with techniques that enable them to analyze and describe the word- and sentence-structure

Course Design

Morphology

Unit - I

- Word, Morpheme, Affix, Allomorph
- Derivation and Inflection
- Conversion, Compounding

Unit - II

- Word Formation, Phonological and Morphological Conditioning, Constructing Word Formation Rules, Productivity
- Problems in Morphological Descriptions

Syntax

Unit - III

- Phrase-Structure Grammar, Immediate Constituent Analysis
- Structural Ambiguity, Relation between Structures

Unit - IV

- Transformational Generative Grammar, Deep and Surface Structure
- Universal Grammar

Textbooks:

Bauer, Laurie. *Introducing Linguistic Morphology*. Edinburgh: EUP. 2003.

Burton-Roberts, Noel. *Analysing Sentences: An Introduction to English Syntax*. Oxon: Routledge. (2016).

Katamba, Francis and John Stonham. *Morphology*. New York: Palgrave Macmillan. 2006. Plag, Ingo. *Word-Formation in English*. Cambridge: CUP. 2003.

Radford, Andrew. *Transformational Grammar: A First Course*. Cambridge: CUP. 1988. Radford, Andrew. *An Introduction to English Sentence Structure: International*

Student Edition. Cambridge: CUP. 2009.

Sailaja, Pingali. *English Words: Structure, Formation and Literature*. Mumbai: Pertinent. 2004.

Calvin and Hobbes

by Bill Watterson



Source: https://www.reddit.com/r/calvinandhobbes/comments/8xlcmm/r/i_like_to_verb_words/

HI & LOIS



Source: <https://www.public.asu.edu/~gelderren/314text/chap1.html>

Course Code : MEL203 Core/ Elective : Core No. of Credits : 4	Course Title Shakespeare and Seventeenth Century English Literature
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He was not of an age, but for all time!

- Ben Jonson about Shakespeare

Course Objectives:

- to introduce the student to the great poet and dramatist William Shakespeare
- to acquaint the student with the literature of 17th Century England
- to help the student study select literary texts alongside the socio-cultural and political backgrounds of the age

Learning Outcomes:

By the end of the course the student

- will have knowledge of the various political, social, economic, and cultural conditions in 17th century England.
- will be acquainted with the works of William Shakespeare.
- will be familiar with the literature of 17th Century England.

Course Design

Drama

Unit - I

William Shakespeare

- *King Lear/Othello*
- *Much Ado about Nothing/Twelfth Night*

(The final choice of texts will be determined on the first day of class,

after discussions with the students. Once the choices have been finalized students will be told which edition will be used in class.)

Unit - II

Ben Jonson

Volpone

Christopher Marlowe

Dr. Faustus

Poetry Unit - III

Edmund Spenser

Epithalamion

John Donne

Canonization

A Valediction Forbidding Mourning

Andrew Marvell

To His Coy Mistress

The Mower to the Glow-Worms

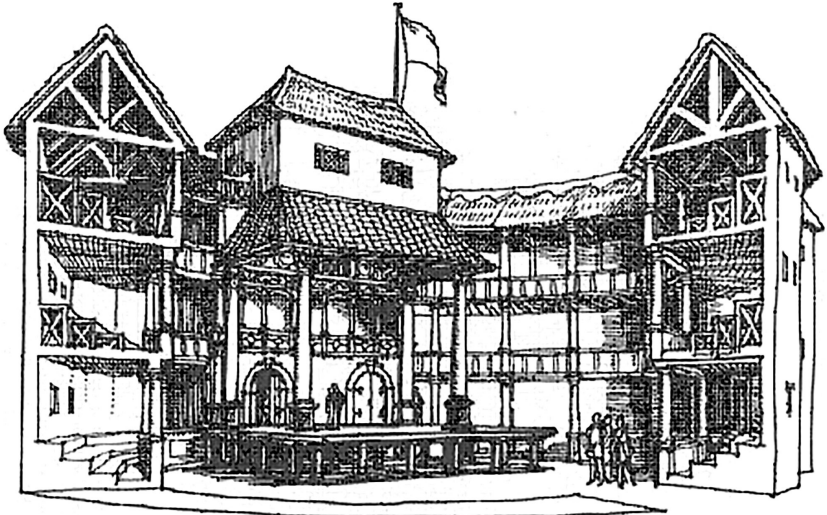
John Milton

Paradise Lost, Book IX On

Shakespeare

John Dryden

Alexander's Feast



The Globe Theatre

(Source: <https://tartrepublic.blogspot.com/2017/08/the-globe-theatre-diagram-labeled.html>)

Prose Unit - IV

- Elizabeth I: Speech to the Troops at Tilbury
- Richard Hakluyt: Discourse of Western Planting (Excerpts as found on <http://nationalhumanitiescenter.org/pds/amerbegin/exploration/text5/hakluyt.pdf>)
- Francis Bacon: Of Travel, Of Plantations
- Sir Thomas Roe: Excerpts from The Embassy of Sir Thomas Roe to the Court of the Great Mogul

Recommended Reading:

For the Shakespeare section:

De Grazia, Margaret and Stanley Wells, ed. *The Cambridge Companion to Shakespeare*.

Cambridge: Cambridge University Press, 2001.

Gurr, Andrew. *The Shakespearean Stage*. 3rd Ed. Cambridge: Cambridge UP, 1992.

McDonald, Russ. *The Bedford Companion to Shakespeare: An Introduction with Documents*. Boston: Bedford/St. Martin's, 2001.

For the Literature of the 17th C section:

Corns, Thomas N., ed. *The Cambridge Companion to English Poetry, Donne to Marvell*.

Cambridge: Cambridge University Press, 1993.

Corns, Thomas N., *A History of Seventeenth-Century English Literature*. Oxford, UK: Wiley-Blackwell, 2013

Danielson, Dennis, ed. *The Cambridge Companion to Milton*. Cambridge: Cambridge University Press, 1999.

Course Code : MEL204 Core/ Elective : Core No. of Credits : 4	Course Title Eighteenth Century English Literature
<p><i>In pure literature, the writers of the eighteenth century achieved, indeed, many triumphs; but their great, their peculiar, triumphs were in the domain of thought.</i></p> <p>- Lytton Strachey</p>	

Course Objectives:

- to introduce the student to issues such as “class,” “estate,” “disguise,” and “marriage”
- to provide the student with the necessary background to the various issues of the period
- to familiarize the student with the growth of the new genre, the novel

Learning Outcomes:

By the end of the course the student

- will have knowledge of 18th century literature and Romantic literature.
- will have examined the social, economic, philosophical, and religious issues of the eighteenth century.
- will have acquainted themselves with the origin and development of the novel.

Course Design

Unit - I Drama

- William Congreve The Way of the World
- R. B. Sheridan The Rivals

Unit - II Poetry

- Alexander Pope The Rape of the Lock
- Thomas Gray Elegy Written in a Country Churchyard

Unit - III Fiction

- | | |
|--------------------|------------------------|
| ▪ Daniel Defoe | Robinson Crusoe |
| ▪ Oliver Goldsmith | The Vicar of Wakefield |

Unit - IV Prose

- | | |
|----------------------|------------------------------------|
| ▪ Jonathan Swift | The Battle of the Books |
| ▪ Addison and Steele | The Spectator |
| | Addison |
| | The Spectator's Account of Himself |
| | Character of Will Wimble |
| | Steele |
| | Of the Club |
| | On the Shame and Fear of Poverty |

Reference Books:

Brooks, Cleanth and Robert Penn Warren. Eds. *Understanding Poetry*. New York: Hot- Saunders, 1976.

Choudhury, Bibhash. *English Social and Cultural History*. Delhi: PHI Learning Private Ltd., 2014.

Long, William J. "Chapter IX. Eighteenth Century Literature". *English Literature: Its History and its Significance*. New Delhi: Kalyani Publishers, 1987.



(1756–1827). The English painter and caricaturist Thomas Rowlandson illustrated the life of 18th-century England and created comic images of familiar social types of his day.

(Source: <http://4blue.weebly.com/classroom-topics-blog/what-was-life-like-in-18th-century-england>)

Course Code : MEL205 Core/ Elective : Core No. of Credits : 3	Course Title Literary Criticism (from Plato to Leavis) (SWAYAM)*
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I would rather be attacked than unnoticed. For the worst thing you can do to an author is to be silent as to his works.

- Samuel Johnson

The course is designed as an advanced level course in Literary Criticism focusing on the texts that laid the foundations of Western literary critical thought. The course intends to situate the relevance of the texts historically, within the literary traditions in which it was originally written and thereby contextually examine its relevance and significance in shaping contemporary literary criticism. Throughout the course, the learners will be encouraged to closely read the texts prescribed and understand specific concepts, frameworks and literary traditions.

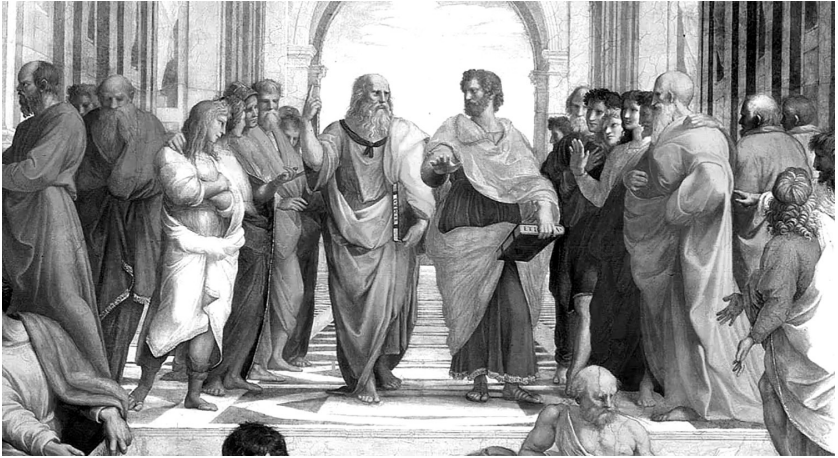
Course Layout

- Week 1** : Classical Criticism, Aristotle's Poetics
- Week 2** : Longinus' On the Sublime, Criticism in the Middle Ages
- Week 3** : Sir Philip Sidney's Apology for Poetry
- Week 4** : John Dryden's Preface to The Fables, Samuel Johnson's Preface to Shakespeare
- Week 5** : William Wordsworth's Lyrical Ballads, Samuel Taylor Coleridge's Biographia Literaria (Chapter 13-14), Keats' Letters, Shelley's Defence of Poetry
- Week 6** : Matthew Arnold's Preface to the Poems, Henry James' Art of Fiction, Edgar Allan Poe's The Poetic Principle
- Week 7** : Eliot's Tradition and Individual Talent, Eliot's Metaphysical Poets
- Week 8** : Woolf's A Room of One's Own, Practical Criticism and IA Richards

- Week 9** : Leavis' The Great Tradition, Wellek's The New Criticism: Pro and Contra
- Week 10** : Shklovsky's Art as Technique, Walter Benjamin's Work of Art in the Age of Mechanical Reproduction
- Week 11** : Barthes's Death of the Author, Foucault's What is an Author
- Week 12** : Showalter's Feminist Criticism in the Wilderness, Kolodny's Dancing through the Minefield

Reference Books:

- Bradbury, Malcolm and Palmer, David. eds. *Contemporary Criticism*. Stratford-Upon-Avon Studies 12, London: Arnold, 1970.
- Crane, R.S. ed. *Critics and Criticism: Ancient and Modern*. University of Chicago Press, 1952. Daiches, David. *Critical Approaches to Literature*. 1956, reprint. Bombay: Longman, 1967.
- Desmond Lee, tr., *Plato: The Republic*. Harmondsworth: Penguin.
- Dorsch, T.S. tr, *Classical Library Criticism*. Harmondsworth: Penguin, 1965.
- Eagleton, Terry. *Literary Theory: An Introduction*. Oxford Blackwell, 1983.
- Enright, D.J. and Chickera, Ernst De. Eds. *English Critical Texts*. London: Oxford University Press, 1962, rpt. Delhi, 1975.
- Fowler, Roger. *A Dictionary of Modern Critical Terms*. London: Routledge, 1973.
- Frye, Northrop. *Anatomy of Criticism*. Princeton: Princeton University Press, JS48.
- Ramaswamy, S. and Seturaman, V.S. eds. *The English Critical Tradition*, 2 vols. Delhi: Macmillan, 1977.
- Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*. Brighton: Harvester Press, 1985.
- Watson, George. *The Literary Critics*. Harmondsworth: Penguin, 1964. Watson, George. *The Literary Critics*. Harmondsworth: Penguin, 1964.
- Wellek, Rene, and Warren Austin. *Theory of Literature*, 1949, 3rd ed. Harmondsworth: Penguin, 1963.
- Wellek, Rene *A History of Modern Criticism*. 6 vols. New Haven/London: Yale University Press, 1955-86.



Plato and Aristotle in The School of Athens, by Raphael
(Source: <https://www.thegreatcoursesdaily.com/how-plato-and-aristotle-influenced-scientific-thought/>)

Semester III

Course Code : MEL301 Core/ Elective : Core No. of Credits : 4	Course Title Methods of Language Teaching
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For novice teachers, in particular, methods offer a lifeline.

- Scott Thornbury

Course Objectives:

- to introduce the student to the basic approaches and methods in English Language Teaching
- to draw the student's attention to the different teaching factors affecting language learning and the role of the teacher in language teaching
- to make the student understand the basic principles underlying the design, development and teaching of language courses to learners of different age groups and the kind of methods and strategies employed

Learning Outcomes:

By the end of the course the student

- will have knowledge of the major methods and approaches in English Language Teaching.
- will be able to analyze the different factors affecting the teaching and learning methods while learning a language.
- will be able to design and develop courses in language teaching for learners of different age groups.

Course Design

Unit - I

Approaches, Methods and Techniques--Frameworks of

- Edward Anthony
- Richards and Rodgers

Unit - II

A Brief History of Language Teaching

- The Grammar Translation Method
- Teaching Innovations in the Nineteenth Century
- The Reform Movement
- The Direct Method

Unit - III

The Oral Approach and Language Teaching

- The Audiolingual Method
- Total Physical Response
- Community Language Learning

Unit - IV

- Communicative Language Teaching
- The Natural Approach
- Content Based Instruction
- Task- Based Language Teaching
- Beyond Methods

Source Texts:

Kumaravadivelu, B. *Understanding Language Teaching: From Method to Post-method*. Mahwah, NJ: Routledge. 2006.

Hall, Graham. *Exploring English Language Teaching: Language in Action*. London: Routledge. 2017.

Larsen-Freeman, D. *Techniques and Principles in Language Teaching*. 2nd edition. Oxford: OUP. 2001.

Richards & Rodgers. *Approaches and Methods in Language Teaching*. 3rd edition. NY: CUP. 2015.



Source: [https://en.wikipedia.org/wiki/English_as_a_second_or_foreign_language#/media/](https://en.wikipedia.org/wiki/English_as_a_second_or_foreign_language#/media/File:English_classes_in_Moscow_school,_1964_46.jpg)
 File:English_classes_in_Moscow_school,_1964_46.jpg

Course Code : MEL302 Core/ Elective : Core No. of Credits : 4	Course Title Syllabus Design and Materials Production
<p><i>The task of the modern educator is not to cut down jungles, but to irrigate deserts.</i></p> <p>- C.S. Lewis</p>	

Course Objectives:

- to introduce to the student and make them familiar with the various approaches in syllabus design
- to acquaint the student with the framework for materials production
- to train the student to evaluate ELT materials

Learning Outcomes:

By the end of the course the student

- will have learnt the various approaches in syllabus design.
- will have knowledge of the framework for materials production.
- will have the ability to evaluate ELT materials.

Course Design

Unit - I

- Curriculum, Course, Syllabus, Materials
- Defining Syllabus Design
- Environment Analysis: *Environment Constraints, Understanding the Constraints, Steps in Environment Analysis.*
- Needs Analysis: *Discovering Needs, Evaluating Needs Analysis, Issues in Needs Analysis.*

Unit - II

- Objectives - formulating and assessing
- Types of syllabus
 - Product oriented syllabus: *Analytic and Synthetic Syllabus, Grammar Syllabus, Functional Notional Syllabus.*
 - Process oriented syllabus: *Procedural Syllabus, Task-based Syllabus.*

Materials Development

Unit - III

- The Framework of Materials and Methods: *Contextual Factors, Syllabus Types*
- Current Approaches to Materials and Methods: *Communicative Language Teaching, Task- based Approach, Learning Processes and Strategies.*

Unit - IV

- Evaluating ELT Materials: *External, Internal and Overall Evaluation.*
- Adapting Materials: *Context of Adaptation, Principles, and Procedures.*

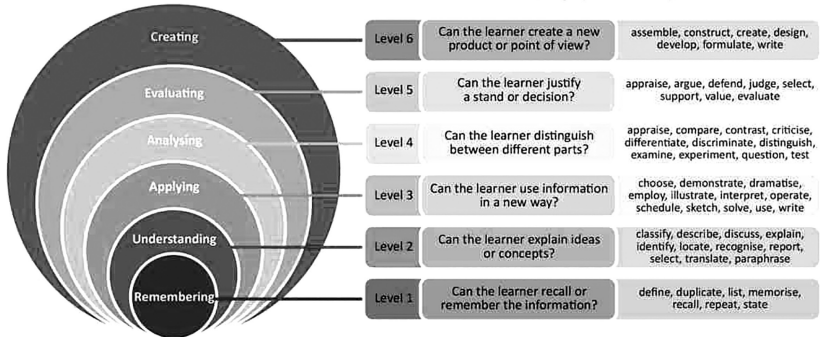
Textbooks:

McDonough, J, Shaw, C and Masuhara, H. *Materials and Methods in ELT: A Teacher's Guide*. Malden, MA: Wiley-Blackwell. 2013.

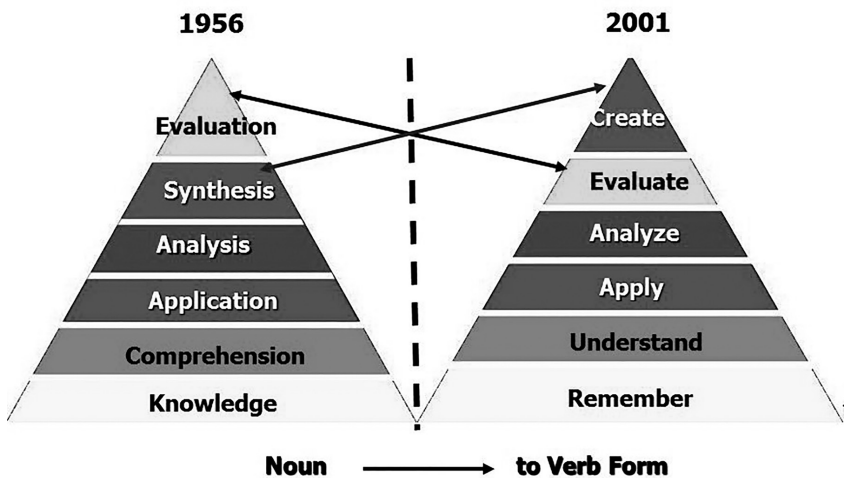
Nation, ISP. John Macalister. *Language Curriculum Design*. Routledge. 2010.

Nunan, David. *Syllabus Design*. OUP. 1988.

Bloom's taxonomy (revised)



Source: <https://www.niallmcnulty.com/2019/12/introduction-to-blooms-taxonomy/>



Source: <https://thesecondprinciple.com/essential-teaching-skills/blooms-taxonomy-revised/>

Course Code : MEL303 Core/ Elective : Core No. of Credits : 4	Course Title Romantic Literature
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*.... poetry should surprise by a fine excess, and not by singularity;
It should strike the reader as a wording of his own highest
thoughts, and appear almost a remembrance.*

- John Keats

Course Objectives:

- to introduce the student to the new aesthetic principles and the radical political developments of the period
- to acquaint the student with the concept of Feminism
- to familiarize the student with the core Romanticism works

Learning Outcomes:

By the end of the course the student

- will have knowledge of the new aesthetic principles and the radical political developments of the period.
- will be familiar with the concept of Feminism.
- will have acquainted themselves with the major literary works of Romantic period

Course Design

Poetry

Unit - I

- William Blake: Selections from Songs of Innocence and Songs of Experience
- Samuel Taylor Coleridge: The Rime of the Ancient Mariner
- William Wordsworth: Tintern Abbey

Unit - II

- George Gordon Byron: The Prisoner of Chilton
- Percy Shelley: Ode to the West Wind
- John Keats: La Belle Dame sans Merci, To Autumn

Prose

Unit - III

- Percy Shelley: In Defence of Poetry
- Mary Wollstonecraft: Extracts from *A Vindication of the Rights of Women*
- Charles Lamb: Dream Children, The South-Sea House
- William Hazlitt: On Going a Journey

Fiction Unit - IV

- Jane Austen: Pride and Prejudice
- Mary Shelley: Frankenstein

Textbooks:

Austen, Jane. *Complete Novels*. London: Anthem Press, 2013.

Blake, William. *Songs of Innocence and Experience*. La Vergne. Antiquarius. 2021. (ebook)

Collected Essays of Charles Lamb and William Hazlitt.

Complete poems of Wordsworth, Coleridge, Byron, Shelley, and Keats.

De Quincey Thomas. *Confessions of an English Opium Eater*.

Shelley, Mary. *Frankenstein*. Vachendorf Leonardo, Lumbreras. 2021.(ebook).

Wollstonecraft, Mary. *Vindication of the Rights of Women*. Oxford University Press. 1994.

Reference Books:

Butler, Marilyn: *Romantics: Rebels and Reactionaries*. OUP. 1982.

Cantor, A. Paul. *Creature and Creator: myth-making and English romanticism*. Cambridge University Press, 1985,

Davies, Damien. *Romanticism, History, Historicism: Essays on an Orthodoxy*.

Routledge. 2012.

Greenblatt, Stephen. *The Norton anthology of English literature: The Major Authors*. London. 2019.

Leask, Nigel. *British Romantic Writers and the East*. CUP. 1992. Roe, Nicolas. *Romanticism: An Oxford Guide*. OUP. 2005

Sage, Victor. *The Gothic Novel*. The Gothic Novel: A Selection of Critical Essays. 1990. Said, Edward *Culture and Imperialism*. New York: Vintage Books. Nigel Leask. 1993. Williams, S. Nicolas *William Blake Studies*. Palgrave Macmillan, 2006.



1. John Keats



2. Percy Bysshe Shelley



3. William Wordsworth



4. Lord Byron



5. Samuel Taylor Coleridge

Source: <https://n2poetry.com/2017/06/25/so-you-think-you-know-the-romantic-poets-test-yourself/>

Course Code : MEL304 Core/ Elective : Core No. of Credits : 4	Course Title The Victorian Age
<p><i>... I believe as the Victorian novelists did, that a novel isn't simply a vehicle for private expression, but that it also exists for social examination.</i></p> <p>- Margaret Atwood</p>	

Course Objectives:

- to enable the student to understand the issues related to the period of great change in the various aspects of Victorian life
- to introduce the student to the thinkers and writers of the period who were preoccupied with issues associated with slavery, race, and racial superiority
- to help the student analyze the negotiations undertaken in the texts of the time as they deliberate what it means to be a person and what rights a person can possess

Learning Outcomes:

By the end of the course the student

- will have knowledge of the issues related to the period of great change in various aspects of Victorian life.
- will have developed a working knowledge of the connections between literary practice in the Victorian period and the historical and cultural context of that practice.
- will be able to analyze the work of a range of Victorian writers.

Course Design

Poetry

Unit - I

Elizabeth Barrett Browning

- The Cry of the Children
- To George Sand: A Desire
- To George Sand: A Recognition
- The Runaway Slave at Pilgrim's Point

Alfred, Lord Tennyson

- Mariana
- The Lotos-Eaters

Robert Browning

- My Last Duchess
- Caliban Upon Setebos
- Christina Rossetti: Goblin Market

Unit - II

Matthew Arnold

- Dover Beach
- Rugby Chapel

Lewis Carroll

- Jabberwocky

Gerard Manley Hopkins

- Windhover
- Pied Beauty

Prose

Unit -III

Fiction

- | | |
|-------------------|---------------------------|
| ▪ Charles Dickens | David Copperfield |
| ▪ Emily Bronte | Wuthering Heights |
| ▪ George Eliot | The Mill on the Floss |
| ▪ Thomas Hardy | Tess of the D'Urbervilles |

Unit -IV

Non-fiction

- Friedrich Engels: Excerpts from *The Condition of the Working Class in England* (1845)
- Henry Mayhew: Excerpts from *London Labour and the London Poor* (1851)
- John Henry Cardinal Newman: Excerpts from *The Idea of a University* (1852)
- Livingstone: Excerpts from *Missionary Travels and Researches in South Africa* (1857)
- Charles Darwin: Excerpts from either *The Origin of Species* (1859) or *The Descent of Man* (1871)
- John Stuart Mill: Excerpts from *The Subjection of Women* (1869)

Recommended Reading Websites:

<http://www.victorianweb.org/> (For backgrounds, but also ALL things Victorian, though you may discover many of the links to be broken)

<https://www.bbc.co.uk/history/british/victorians/> (for historical account) <https://www.wnorton.com/college/english/nael/victorian/welcome.htm> (Specifically literary connections and backgrounds)

<https://www.bl.uk/romantics-and-victorians> (Part of the British Library's Discovering Literature series. This site contains lucid, engaging and accessible essays on select themes and texts by many renowned scholars and critics)

Books:

Boyd, Kelly, and Rohan McWilliam. Ed. *The Victorian Studies Reader*. Routledge 2007.

Bristow, Joseph. Ed. *The Cambridge Companion to Victorian Poetry*. Cambridge UP 2000. David, Dierdre. Ed. *The Cambridge Companion to the Victorian Novel*. Cambridge UP 2001. Essays from the journals *Victorian Studies* and *Victorian Poetry*

Steinbach, Susie L. *Understanding the Victorians: Politics, Culture and Society in Nineteenth- Century Britain*. Routledge 2012.



Source: <https://rheagupta1995.wordpress.com/2014/12/03/fashion-in-the-victorian-age/>



Source: <https://www.vintag.es/2018/05/photochom-scotland.html>

Course Code : MEL315 Core/ Elective : Elective No. of Credits : 4	Course Title Introduction to Sociolinguistics
<p><i>I have resisted the term sociolinguistics for many years, since it implies that there can be a successful linguistic theory or practice which is not social.</i></p> <p>- William Labov</p>	

Course Objectives:

- to introduce the student to sociolinguistics and language variation
- to familiarize the student with the socio-cultural factors responsible for language change and variation and their implications for pedagogy
- to help the student understand the complex process of the ongoing negotiation between language and language users

Learning Outcomes:

By the end of the course the student

- will have acquired knowledge of the basic themes and methods in the field of Sociolinguistics.
- will be able to discuss and analyze the relation between language variation and historical change
- will be able to apply sociolinguistics terminology and concepts to research and real- world examples.

Course Design

Unit - I

Society, Culture and Language

- Foundational concepts
- Sociolinguistics vs Sociology of Language

Unit - II

Ethnography of communication

- Jakobson

- Robinson
- Hymes
- Peter Trudgill

Unit - III

Languages and communities

- Languages, dialects and varieties
- Pidgins and creoles
- Bilingualism, multilingualism, code-switching
- Language and class
- Language and gender

Unit - IV

Pedagogic concerns

- Language planning, language teaching

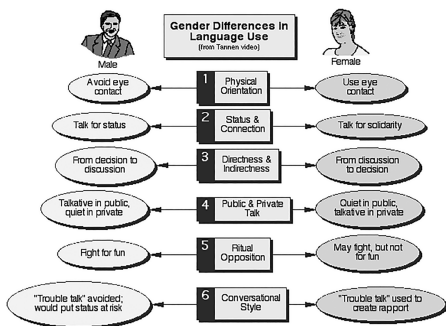
Reference Books

Hosali, Priya. *Butler English: Form and Function*, Delhi: B. R Publishing Corporation. 2000. Stern, H.H. *Fundamental Concepts of Language teaching*. OUP. 1983.

Spolsky, B. *Sociolinguistics*: Oxford: OUP. 1998.

Trudgill, Peter. *Sociolinguistics: An Introduction to Language and Society*, Penguin Books. 2000

Wardhaugh, Ronald S. *An Introduction to Sociolinguistics*. Blackwell Publishing. 2006.



Source: <http://sugandc.blogspot.com/2014/03/you-just-dont-understand-or-are-you.html>

Course Code : MEL316 Core/ Elective : Elective No. of Credits : 4	Course Title Basic Course in Literary and Cultural Theory (Swayam)*
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The truth is not that we need the critics in order to enjoy the authors, but that we need the authors in order to enjoy the critics.

- C.S. Lewis

Course Objectives:

This course aims at providing a basic understanding of the fundamental principles of modern literary and cultural theory by explaining in detail the various schools of literary theory so as to equip humanities and social science students with the critical skills needed for analyzing literary, social and cultural phenomena.

Course Layout

Week : 1

Day 1 : Module 1 - Introduction to Literary Criticism

Day 2 : Module 2 - Liberal Humanism

Day 3 : Module 3 - Formalism I

Day 4 : Discussion

Day 5 : Assignments

Week : 2

Day 1 : Module 4 - Formalism II

Day 2 : Module 5 - New Criticism I

Day 3 : Module 6 - New Criticism II

Day 4 : Discussion

Day 5 : Assignments

Week : 3

Day 1 : Module 7 - Structuralism I

Day 2 : Module 8 - Structuralism II

Day 3 : Module 9 - Post Structuralism I

Day 4 : Discussion

Day 5 : Assignments

Week : 4

Day 1 : Module 10 - Post Structuralism II

Day 2 : Module 11 - Structuralism and Post Structuralism: A Comparative Study

Day 3 : Module 12 - Deconstruction I

Day 4 : Discussion

Day 5 : Assignments

Week : 5

Day 1 : Module 13 - Deconstruction II

Day 2 : Module 14 - Deconstruction: Application

Day 3 : Module 15 - Psychoanalytic Criticism I

Day 4 : Discussion

Day 5 : Assignments

Week : 6

Day 1 : Module 16 - Psychoanalytic Criticism II

Day 2 : Module 17 - Psychoanalytic Criticism III

Day 3 : Module 18 - Archetypal Criticism I

Day 4 : Discussion

Day 5 : Assignments

Week : 7

Day 1 : Module 19 - Archetypal Criticism II

Day 2 : Module 20 - Marxist Criticism I

Day 3 : Module 21 - Marxist Criticism II

Day 4 : Discussion

Day 5 : Assignments

Week : 8

Day 1 : Module 22 - Feminist Criticism I

Day 2 : Module 23 - Feminist Criticism II

Day 3 : Module 24 - Feminist Criticism III

Day 4 : Discussion

Day 5 : Assignments

Week : 9

Day 1 : Module 25 - Queer Theory I

Day 2 : Module 26 - Queer Theory II

Day 3 : Module 27 - Queer Theory III

Day 4 : Discussion

Day 5 : Assignments

Week : 10

Day 1 : Module 28 - Reader Response Criticism

Day 2 : Module 29 - Eco criticism I

Day 3 : Module 30 - Eco criticism II

Day 4 : Discussion

Day 5 : Assignments

Week : 11

Day 1 : Module 31 - Eco Feminism

Day 2 : Module 32 - Cultural Materialism I

Day 3 : Module 33 - Cultural Materialism II

Day 4 : Discussion

Day 5 : Assignments

Week : 12

Day 1 : Module 34 - Cultural Materialism III

Day 2 : Module 35 - Post Colonialism I

Day 3 : Module 36 - Post Colonialism II

Day 4 : Discussion

Day 5 : Assignments

Week : 13

Day 1 : Module 37 - Post Colonialism III

Day 2 : Module 38 - Modernism

Day 3 : Module 39 - Post Modernism

Day 4 : Discussion

Day 5 : Assignments

Week : 14

Day 1 : Module 40 - Theory After Theory

Day 2 : Discussion

Day 3 : Assignments

Day 4 : Revision

Day 5 : Term end assessment

Web links:

<https://www.britannica.com>

www.academia.edu

<https://www.researchgate.net>

http://www.artandpopularculture.com/Structure%2C_Sign%2C_and_Play_in_the_Discourse_of_the_Human_Sciences

<https://atlassociety.org/objectivism/atlas-university/deeper-dive-blog/4414-deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences>

<http://criticallegalthinking.com/2016/05/27/jacques-derrida-deconstruction/>

<https://newderrida.wordpress.com/2007/11/19/some-key-terms/>

<https://www.iep.utm.edu/derrida/>

<https://www.scribd.com/document/124406898/Narrative-Structure-Steps>

<https://www.futurelearn.com/courses/intro-to-japanese-subculture/0/steps/23583>

<http://www.umsl.edu/~gradytf/theory/propp1.htm>

<https://www.scribd.com/doc/146119550/Liberal-Humanism-or-Theory-Before-Theory>

<http://anilpinto.blogspot.com/2013/11/an-introduction-to-liberal-humanism.html>

<http://www.iep.utm.edu/literary/> <http://ekladata.com/FtvsLMTKce40AZgzItue3yQ1beI/What-is-Literary-Theory.pdf>

<https://www.britannica.com/biography/Plato>

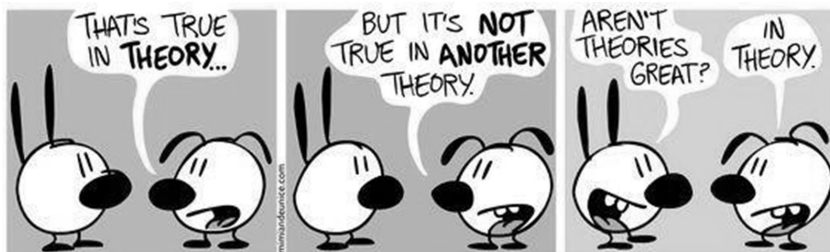
<http://www.bunpeiris.org/liberal-humanism/> <https://www.britannica.com/topic/humanism>

https://ecommons.cornell.edu/bitstream/handle/BP_v03_04_1993_05

<https://www.scribd.com/document/258546212/Notes-on-Structuralism>

<https://literariness.org/2016/03/20/structuralism/>

<https://www.oxfordcholarship.com/oso/oso-9780198791089-chapter-3>



Source: <https://in.pinterest.com/pin/375628425140359582/>

SEMESTER-IV

Course Code : MEL401 Core/ Elective : Core No. of Credits : 4	Course Title Academic Writing
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You can always edit a bad page. You can't edit a blank page.

- Jodi Picoult

Course Objectives:

- to help the student build their argument in their academic writing
- to enable the student to acquire the ability to use both descriptive and critical rhetorical functions in their academic writing
- to enhance the ability of the student to legitimately borrow ideas from other scholars with appropriate discipline-specific citation practices and articulate their own voice while reviewing others' works

Learning Outcomes:

By the end of the course the student

- will have acquired the ability to use both descriptive and critical rhetorical functions in their academic writing.
- will have enhanced their ability to integrate material from a range of sources.
- will be able to develop their argument in their academic writing.

Course Design

Unit - I

Rhetorical Functions in Academic Writing

- Introduction
- Defining terms and ideas
- Describing

- Comparing and contrasting
- Classifying
- Explaining causes and effects

Moving from Description to Analysis

- Description Vs Analysis
- Analysis Vs Synthesis
- Process of analyzing information
- Strategies of organizing information

Unit - II

Developing Arguments

- Making claims
- Providing evidence
- Strategies for synthesizing evidence
 - Paraphrasing
 - Summarizing
 - Direct quoting
 - Citation and its functions
 - Avoiding Plagiarism
 - Building one's voice into text

Developing Paragraphs in Academic Writing

- Elements of an academic paragraph: MEAL
 - Main idea (Lead in)
 - Evidence
 - Analysis
 - Lead out
- Functions of topic stage
- Functions of body stage
- Functions of conclusion

Unit - III

Information Structure

- Theme - Rheme/Given - New/Topic - Comment
 - Elements that constitute themes

- Information packaging patterns
 - Linear theme
 - Zigzag theme
 - Multiple themes

Critical Reading

- Get the feel
- Get the big picture
- Get the details
- Evaluate the details
- Synthesize the details

Unit - IV

Synthesis Evidence

- What are analysis and synthesis
- Synthesizing evidence in a paragraph
- Creating synthesis grid

Source Use

- Evaluating different sources
- Source use strategies
 - Paraphrasing
 - Summarising
 - Direct quoting
- Functions of citation
- Use of reporting verbs
- Finding one's voice

The Research Paper

Sources

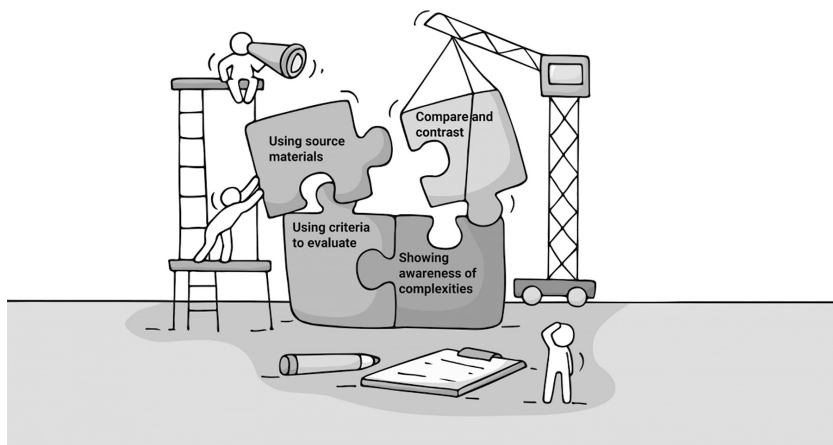
Gillett, A, Angela Hammond and Mary Martala. *Inside Track: Successful Academic Writing*. Essex: Pearson Education Limited. 2009.

Murray and Geraldine Hughes. *Writing up your University Assignments and Research Projects: A Practical Handbook*. New York: Open University Press. 2008.

Swales, J. M., and C. B. Feak. *Academic Writing for Graduate Students: A Course for Non-native Speakers of English*. Ann Arbor: University of Michigan Press. 1994.

Yakhontova, T. *English Academic Writing for Students and Researchers*. 2003.

Wallwork. *English for Academic Research: Writing Exercises*. New York: Springer. (2013).



Source: <https://www.skillsforstudy.com/writing-skills-module>

Course Code : MEL402 Core/ Elective : Core No. of Credits : 4	Course Title Introduction to Cultural Studies
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Most of my important lessons about life have come from recognizing how others from a different culture view things.

- Edgar H. Schein

Course Objectives:

- to introduce the student to critical approaches and debates in the field of cultural studies
- to acquaint the student with terms related to cultural studies
- to demonstrate the practicality of cultural studies theory to new situations and practices relevant to one's everyday experience

Learning Outcomes:

By the end of the course the student

- will have a sound understanding of Cultural Studies key terms and concepts.
- will have the ability to perceive cultures in their whole complexity as systems.
- will be able to analyze and evaluate contemporary critical debates in the study of culture.

Course Design:

Unit - I

Section A: Contexts, Backgrounds, Frames

What is Culture? Contexts and Key Concepts

Williams, Raymond. "Culture Is Ordinary." *Resources of Hope: Culture, Democracy,*

Socialism, Verso Books, 2016, pp. 3-14.

Section B: Thrust Areas in Cultural Studies Ethnicity, Race and Multiculturalism

Core Texts

- Hall, Stuart. "Ethnicity: Identity and Difference." *Radical America*, vol. 23, no. 4, 1989, pp. 9-22, <https://repository.library.brown.edu/studio/item/bdr:653687/>.
- Hooks, Bell. "A Revolution of Values: The Promise of Multicultural Change." *The Cultural Studies Reader*, edited by Simon. During, Routledge, 1999, pp. 233-240.
- Movie: Malcolm X or Remember the Titans

Suggested Reading:

Anderson, Benedict. "Imagined Communities"

Chatterjee, Partha. "Whose Imagined Community?"

Achebe, Chinua. "An Image of Africa: Racism in Conrad's 'Heart of Darkness'".

Hooks, Bell. "Postmodern Blackness".

Unit - II

Gender

Core Texts

- Butler, Judith. "Subjects of Sex /Gender /Desire." *The Cultural Studies Reader*, edited by Simon. During, Routledge, 1999, pp. 340-353.
- Rich, Adrienne. "Compulsory Heterosexuality and Lesbian Existence." *The Norton Anthology of Theory and Criticism*, edited by V.B. Leitch et al., W. W. Norton, 2018, pp. 1762-1780.
- Movie: Margarita with a Straw or Blue is the Warmest Colour

Suggested Reading

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*.

Butler, Judith. *Bodies That Matter: on the Discursive Limits of "Sex."*

Cixous, Hélène. "The Laugh of the Medusa."

Unit - III

Violence, Control, and the Idea of Justice

Core Texts

- Arendt, Hannah. *Eichmann in Jerusalem: A Report on the Banality of Evil*. Viking Press, 1964. (Excerpts)
- Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. Penguin Books Limited, 2019. (Excerpts)
- Orwell, George. *1984*. Arcturus Publishing, 2014. Suggested Reading

Suggested Reading

Slavoj Zizek. *Violence*

Unit - IV

The Popular

Core Texts

- Certeau, Michel de. *The Practice of Everyday Life*. translated by Steven Rendall, University of California, 1984. (Excerpts)
- Morris, Meaghan. “Things to Do with Shopping Centres.” *The Cultural Studies Reader*, edited by Simon. During, Routledge, 1999, pp. 391-409.

Suggested Reading

Pierre Bourdieu *Distinction: A Social Critique of the Judgement of Taste* (Excerpts) Will Straw “Characterizing Rock Music Culture: The Case of Heavy Metal”

Course Code : MEL415 Core/ Elective : Elective No. of Credits : 4	Course Title Semantics and Pragmatics
<p><i>A: Your greatest weakness?</i> <i>B: Interpreting semantics of a question but ignoring the pragmatics.</i></p> <p><i>A: Could you give an example?</i> <i>B: Yes, I could.</i></p>	

Course Objectives:

- to introduce the student to basic concepts of semantics and pragmatics drawing examples from the English language
- to enable the student to analyze semiotic data in a given social situation both from linguistic and non-linguistic meaning
- to help the student deepen their insights by making them do a number of worksheets and practical tasks on various aspects of semantics and pragmatics

Learning Outcomes:

By the end of the course the student

- will have understood the basic concepts of semantics and pragmatics drawing examples from the English language.
- will have known how to evaluate semiotic data in a given social situation both from linguistic and non-linguistic meaning.
- will have developed insights on various aspects of semantics and pragmatics by working on a number of worksheets and practical tasks.

Course Design

UNIT-I

Introduction to the study of meaning

Semantics

Semantics, Pragmatics, and Discourse Analysis

Semantic Analysis: Objectives

Problems in describing meaning

Reference

Denotation and reference
Types of reference
Reference as a theory of meaning
Concepts in the mind
Prototypes

Sense

Antonymy
Incompatibility
Hyponymy and Hypernymy
Synonymy
Meronymy
Markedness

UNIT-II

Theories of word meanings

Semantic fields
Componential analysis
Meaning postulates
Reductive paraphrase
Frame semantics
Semantic networks

Propositional meaning of sentences

Predicates
Propositions
Truth conditions
Entailment
Presupposition

Predicates

Predicate logic
Arguments
Quantifiers
Thematic roles and relations

UNIT-III

Speech acts

Felicity conditions

Categorization of speech acts
Direct and in-direct speech acts

Conversation

Turn taking
Cooperation
Implicatures
Politeness

UNIT-IV

Deixis and referencing

Local reference
Deixis and deictic elements

Ambiguity and vagueness

Types of ambiguity -- lexical, structural, phonological
Types of vagueness

Sources

- Cruse, D. Alan. *Meaning in Language: An Introduction to Semantics and Pragmatics*. Oxford: Oxford University Press. 2000.
- Finegan, Edward. *Language: Its Structure and Use*. (3rd ed.). Fort Worth: Harcourt Brace Publishers. 1999.
- Griffiths, Patrick. *An Introduction to English Semantics and Pragmatics*. Edinburgh: Edinburgh University Press Ltd. 2006.
- Grundy, Peter. *Doing Pragmatics*. London: Edward Arnold. 1995. Hurford, James R, Brendan Heasley and Michael B. Smith. *Semantics: A Coursebook*. Cambridge. Cambridge University Press. 2007.
- Kreidler, Charles W. *Introducing English Semantics*. New York: Routledge. 1998.
- Leech, Geoffrey N. *Principles of Pragmatics*. London: Longman. 1983.
- Löbner, Sebastian. *Understanding Semantics*. London: Edward Arnold. 2002.
- Riemer, Nick. *Introducing Semantics*. Cambridge: Cambridge University Press, 2010.
- Yule, George. *Pragmatics*. Oxford: Oxford University Press. 1996.



Source: <https://pin.com/pin543317142526778846>



Source: <http://fisherenglish.co.uk/child-language-acquisition/cia-pragmatic-development>

Course Code : MEL416 Core/ Elective : Elective No. of Credits : 4	Course Title Teaching Language Skills
<p><i>Learning another language is not only learning different words for the same things, but learning another way to think about things.</i></p> <p>- Flora Lewis</p>	

Course Objectives:

- to introduce the student to and make them familiar with the principles and methods of teaching English language skills
- to acquaint the student with contextualized and holistic approach to language teaching
- to help the student acquire the knowledge to integrate the four language skills in teaching

Learning Outcomes:

By the end of the course the student

- will have learned the different theoretical approaches to teach listening, speaking, reading, and writing skills and the subskills of each skill.
- will be able to apply integrated language skills as part of practical language teaching sessions.
- will have the ability to plan, practice, and present a teaching session on LSRW skills.

Course Design

Unit - I

- **Teaching Language Skills:** Introduction to language teaching, four skills of language
- **Listening Skills:** Purpose of listening, relationship between listening and reading, nature of listening comprehension, product and process, top-down and bottom-up listening, different types of listening, listening comprehension, listening activities

Unit - II

- **Speaking Skills:** Purpose of speaking, speaking and communicative language theory, characteristics of spoken language, pronunciation, different types of speaking, barriers to speaking, classroom activities to promote speaking skills

Unit - III

- **Styles and strategies:** Learning Styles, Learning Strategies, Strategies-Based Instruction (Brown 118-151)

Reading

- Introduction: Purpose of reading; types of reading and texts/ materials; subskills; reading and social context
- Reading and teaching reading comprehension: Defining fluent reading; Describing how reading works: Components of reading abilities; Models of reading
- Second language readers:
 - a) Linguistic and processing differences between L1 and L2 readers
 - b) Individual and experiential differences between L1 and L2 readers
 - c) Socio-cultural and institutional differences influencing L1 and L2 reading development
- Materials: role, authenticity, selection, grading and assessing them, reading tasks in the L2 classroom: types; components; scaffolding; sequencing. (Grabe 2009, 2011)
- Reading issues of persons with disabilities.

Unit - IV Writing

- Introduction: Purpose of writing; types of writing; subskills of writing; writing materials; writing activities
- Writing and teaching writing: text structures and text functions; creative expression; approaches to writing: product, process, and genre
- Writing in second language: L1 and L2 connection; cultural schemata; teaching of writing styles and strategies
- Writing tasks in the L2 classroom: types; components; scaffolding; sequencing; editing cycle (Ken Hyland)

- Technology and writing: computers and word processors; online writing (Robert. E. Cummings 185-190)
- Responding to student writing: Teacher feedback and peer feedback cycle (Susan. M. Brookhart)

Sources

Brookhart, Susan M. *How to give effective feedback to your students*. Association for Supervision and Curriculum Development, Alexandria, Virginia USA. 2008.

Brown, Douglas H. *Principles of Language Learning and Teaching*, 5th edition. Pearson. 2007.

Celce-Murcia, M. ed *Lazy Virtues: Teaching English as a Second or Foreign Language*, 2nded. Boston: Heinle& Heinle. . 1991.

Cummings, Robert. E. *Teaching Writing in the Age of Wikipedia*:. Vanderbilt University Press. 2013.

Grabe, William. *Reading in a Second Language: Moving from Theory to Practice*. CUP. 2009.

Grabe, William and Fredricka L. Stoller. *Teaching and Researching Reading*, second. edition. Routledge. 2011.

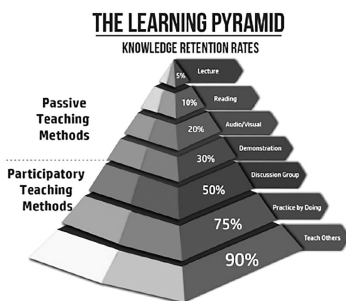
Harmer, J. *The Practice of English Language Teaching*. Longman. 1991.

Hyland, Ken. *Teaching and Researching Writing*, 2'nd edition. Applied Linguistics in Action Series, edited by Christopher N. Candlin& David R. Hall. Pearson. 2003.

Larsen-Freeman, Diane. *Techniques and Principals in Language Teaching*. Oxford University Press. 2000.

McDonough, Jo, Shaw, C, Mashuhara, H. *Materials and Methods in ELT: A Teacher's Guide*, 3rd ed. UK: Wiley-Blackwell. 2013.

Nunan, D. ed. *Practical English Language Teaching*. New York: McGraw-Hill. 2003. Ur, P. *A Course in Language Teaching*. CUP. 1996.



Source: <https://tofasakademi.com/the-learning-pyramid/>

Course Code : MEL417 Core/ Elective : Elective No. of Credits : 4	Course Title American Literature
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American literature has never been content to be just one among the many literatures of the Western World. It has always aspired to be the literature not only of a new continent but of a New World.

- Christopher Dawson

Course Objectives:

- to help the student acquire a grasp of the canon of American literature as it is typically conceived with its various logics behind its construction
- to introduce the student to multiple cultures and voices of the USA
- to introduce the student to the classics of American Literature

Learning Outcomes:

By the end of the course the student

- will have grasped the canon of American literature as it is typically conceived with its various logics behind its construction.
- will have familiarized themselves with the multiple cultures and voices of the USA.
- acquainted with some of the American literary classics.

Course Design

UNIT-I

Prose

- | | |
|-----------------------|--|
| ▪ Edgar Alan Poe | The Philosophy of Composition |
| ▪ Ralph Waldo Emerson | The American Scholar |
| ▪ Frederick Douglass | What to the Slave is the Fourth of July? |

UNIT-II

Fiction

- | | |
|-----------------------|--------------------|
| ▪ Nathaniel Hawthorne | The Scarlet Letter |
| ▪ Mark Twain | Huckleberry Finn |

- Ernest Hemmingway The Old Man and the Sea
- Ralph Ellison Invisible Man

UNIT- III

Poetry

- Walt Whitman When Lilacs Last in the Dooryard
Bloom'd
- Emily Dickinson A narrow fellow in the grass
I had been hungry all the years
I like a look of Agony
Because I could not stop for Death
- Robert Frost Mending Wall
After Apple-picking
- Wallace Stevens Anecdote of the Jar
The Emperor of Ice-Cream

UNIT-IV

Drama

- Arthur Miller Death of a Salesman
- Tennessee Williams A Streetcar Named Desire
- Lorraine Hansberry A Raisin in the Sun

Additional Reading:

Henry David Thoreau. Walden

Walt Whitman. Leaves of Grass

Saul Bellow. Seize the Day

John Crowe Ransom: Poems and Essays

Amiri Baraka: Somebody Blew up America and Other Poems

Malcom X: The Blackman's History

Robert Frost: The Road Not Taken

Audre Lorde: Sister Outsider

Washington Irving: Rip Van Winkle

Mary Rowlandson: A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson

W.E.B. Du Bois: The Souls of Black Folk

Toni Morrison: The Bluest Eye

Suggested Reading:

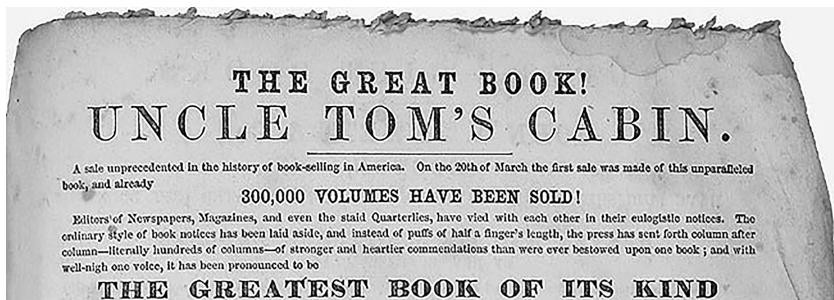
Baym, Nina. *The Norton Anthology of American Literature*, Seventh Edition, 2007.

Bercovitch, Sacvan. *The Cambridge History of American Literature*, 1999.

Dutta, Nandana. *American Literature*, 2016.

Grey, Richard. *A History of American Literature*, 2004.

Lauter, Paul, and Others. *The Heath Anthology of American Literature*, 2 Volumes, 1990.



Source: <https://stowe-house-cincy.org/blog/7-ways-to-read-or-listen-to-uncle-toms-cabin-for-free>

Course Code : MEL418 Core/ Elective : Elective No. of Credits : 4	Course Title Postcolonial Literatures
<p style="text-align: center;"><i>Until the lion learns how to write, every story will glorify the hunter.</i></p> <p style="text-align: right;">- J. Nozipo Maraire</p>	

Course Objectives:

- to introduce the student to “new”/postcolonial literatures in English
- to help the student to understand ways of reading a diverse collection of texts from nations united by a common denominator of having been once under European rule
- to acquaint the student with the new forms of internal colonizations/ oppressions and the new imperialisms

Learning Outcomes:

By the end of the course the student

- will have understood the effect of colonisation on the colonised.
- will be able to comprehend the way in which literature written by the rulers distorts the experience and realities and inscribes the inferiority of the colonised people.
- will have grasped concept of Otherness, Oriental resistance -- ideas about freedom, liberty, identity and individuality and integration or mingling of cultural signs and practices.

Course Design

Unit - I

Section A: Contexts, Backgrounds, Frames

Contexts and Concepts for the Study of Postcolonial Literatures:
Colonialism, Imperialism, Neocolonialism (*Empire*); Ambivalence &

Hybridity, Mimicry, Subaltern, Linguistic/Cultural/Ecological Imperialism, Nativism, Orientalism, Re-Orientalism

Section B: Themes in Postcolonial Literature

This section maps select themes in postcolonial literatures, moving outward from the space of the nation-as-home to the nation-in-the-world, and from the nation's past to global futures.

The Nation and Its Histories: White histories; cultural alienation; nationalism; retrieving history

- Derek Walcott (Caribbean): *The Sea is History*, *Ruins of a Great House*, *The Muse of History*
- AD Hope (Australia): *Australia*
- Julie O'Callaghan (Ireland): *A Tourist Comments on the Land of his Forefathers*
- Margaret Atwood (Canada): *Disembarking at Quebec*

Unit - II

The Nation-as-Home, Precarious Belonging and Postcolonial Subalternity

- Kath Walker (Australia Aboriginal): *We are Going*
- Wangari Maathai (Kenya): *Selections from Unbowed: A Memoir*
OR
- CK Janu (India): *Janu: The Life Story of CK Janu*. [Tr. N Ravi Shankar: *Mother Forest: The Unfinished Story of CK Janu*]
- Gladys Cardiff (Irish-Welsh& Native American): *Combing*
- Imtiaz Dharker (India): *She Must Be From Another Country*
- Kishwar Naheed (Pakistan): *We Sinful Women*
- Jamaica Kincaid (Caribbean-American): *Girl*
- Judith Wright (Australia): *Nigger's Leap*, *New England*
- Choman Hardi (Palestine): *My Mother's Kitchen*

Unit - III

The Nation and “National Language”

- Benjamin Zephaniah (Caribbean-Black British): Reggae Head
- Marlene Nourbese Philip: Discourse on the Logic of Language
- Kancha Ilaiah: A Lesson from African English (from Ilaiah: *Buffalo Nationalism*)
- Derek Walcott: A Far Cry from Africa

Unit - IV

The Nation-in-the-World

- Mahmoud Darweesh (Palestine): Letter from Exile
- Chimamanda Ngozi Adichie (Nigeria-USA): The American Embassy (from Adichie: *This Thing Around Your Neck*)
- --- The Danger of a Single Story’ (TED Talk, https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story/transcript?language=en and on YouTube)
- Arundhati Roy: Capitalism: A Ghost Story (*Outlook* magazine, online).
- JM Coetzee (Africa), *Foe*.

Suggested Introductory Reading:

Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. (2nd Ed). Routledge, 2008.

Chandran, K. Narayana. English in India: Servitude in Freedom or Freedom in Servitude? *Journal of Intercultural Inquiry* 2.1 (2016). [Open Access]

Dutta, Nandana. The Politics of English Studies in India, *Australian Literary Studies* 28.2 (2013): 84-97.

Innes, C.L. *The Cambridge Introduction to Postcolonial Literatures in English*. Cambridge, 2007.

Lau, Lisa. Re-Orientalism: The Perpetration and Development of Orientalism by Orientals, *Modern Asian Studies* 43.2 (2009): 571-590.

Lazarus, Neil (Ed). *The Cambridge Companion to Postcolonial Literary Studies*. Cambridge UP, 2004.

Loomba, Ania. *Colonialism/Postcolonialism*. Routledge, 1998.

