

**ST. JOSEPHS COLLEGE FOR WOMEN (A) VISAKHAPATNAM**

**ANDHRA UNIVERSITY**

**MA ENGLISH- 2019 -2020**

**SEMESTER-1**

**BRITISH POETRY-1**

**Objectives:**

- To communicate the specific message of the poem
- To enable students to read poems with correct rhyme and rhythm , and appreciate poetic style.
- To understand the various elements that go to make up the poem in order to better appreciate it.

**Course Outcomes:**

- Understand the literary traditions in British poetry
- Identify the various genres of poetry
- To discern the various notions of language, appreciate Poetic Diction
- Attempt a close analysis of poems, and articulate how it stimulates their thought
- Recognize the power of poetry on human emotions & enable them to be writers.

**Syllabus:**

1. \*Geoffrey Chaucer The Prologue to Canterbury Tales
2. Edmund Spenser Faerie Queene – Book 1
3. John Donne A Valediction to My Name in the Window  
Good-Morrow  
The Flea
4. \*John Milton Paradise Lost – Book I
5. Alexander Pope An Essay on Criticism
6. William Wordsworth An Essay on Criticism Prelude – Book 1
7. P.B. Shelley Ode to the West Wind Ode to Skylark
8. \*John Keats Ode to a Nightingale  
Ode on a Grecian Urn  
Ode to Autumn  
Ode to Psyche  
Ode on Melancholy

### **BACKGROUND STUDY**

Sonnet, Lyric, Epic, Ode, Elegy, Allegory, Satire in Verse, Mock-Heroic, Poetic Diction, Elizabethan Poetry, Fancy and Imagination, Metaphysical Conceits, Romantic Revival, Influence of French Revolution and Platonic Idealism, Neo Classicist Poets

### **SUGGESTED READING**

1. *A Critical History of English Literature* (4 Volumes) - David Daiches
2. *A Critical History of English Poetry* - Herbert Grierson
3. *The Norton Anthology of Poetry* - Ferguson, Margaret, et al., editors. Norton, New York, 5th edition, 2005

**ST. JOSEPHS COLLEGE FOR WOMEN (A) VISAKHAPATNAM**

**ANDHRA UNIVERSITY**

**MA ENGLISH- 2019 -2020**

**SEMESTER-1**

**CORE-2**

**BRITISH DRAMA-1**

**Objectives:**

- To read drama, scripts in English
- To understand the main ideas and details in the scripts
- Improve different comprehensions on different types of spoken texts.
- Learn to deliver theatrical presentations and dialogues.

**Course Outcomes:**

- To trace the beginnings of Drama and theatrical Performances
- To predict the trends & thematic concerns of the dramatists belonging to different ages in the History of English Drama from their past knowledge of a study of the History of English Literature
- To infer the socio-cultural/political/economic taboos, ideologies & class-rigidities in British Drama
- Enhances Life-skills, oral communication, problem solving skills, ability to take imitative & create group performances from learning lines & producing life work.

**Syllabus:**

- |                         |   |
|-------------------------|---|
| 1. *Christopher Marlowe | <i>Doctor Faustus</i>                       |
| 2. *William Shakespeare | <i>Hamlet</i><br><i>Henry IV (Part – 1)</i> |
| 3. Ben Jonson           | <i>Volpone</i>                              |
| 4. John Webster         | <i>The Duchess of Malfi</i>                 |
| 5. William Congreve     | <i>The Way of the World</i>                 |
| 6. Oliver Goldsmith     | <i>She Stoops to Conquer</i>                |
| 7. R.B. Sheridan        | <i>The Rivals</i>                           |

### BACKGROUND STUDY

The Renaissance, The Elizabethan Theatre, Rise of the Drama, University Wits, Miracle and Morality Plays, Revenge Play, Tragedy, Romantic Comedy, Comedy of Manners, Satirical Comedy, Tragi-comedy, Restoration Drama, Comedy of Humours

### SUGGESTED READING

1. *Shakespeare: His World and His Art* - K. R. Srinivasa Iyengar
2. *Restoration Drama: Modern Essays in Criticism* - John Loftis (Ed)
3. *Anatomy of Drama* - Marjorie Boulton (Kalyani Publishers, New Delhi)
4. *A History of English Drama (3 Volumes)* - Nicoll, Allardyce

**\*Detailed Study for Annotations**

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**MA ENGLISH- 2019 -2020**

**SEMESTER-1**

**CORE-3**

**BRITISH FICTION -1**

**Objectives:**

- Encourage reading habits among students.
- Enable students to experience things beyond the daily life.
- To enrich student's imagination and propel creativity.
- To study the elements of structure of fiction
- To deepen students reading comprehension and understanding.

**Course Outcomes**

- Recognize & discuss select Literary texts that is representative of their age from Renaissance to the present.
- Demonstrate knowledge of how history and culture of England have contributed to the shaping of Idiom in English Fiction
- Identify and approach Literary texts in terms of genre, gender and canon.
- Ability to construct an argument, present an idea, an provide background information on a variety of issues.

**Syllabus:**

- |    |                          |                                |
|----|--------------------------|--------------------------------|
| 1. | <b>Daniel Defoe</b>      | <b>Robinson Crusoe</b>         |
| 2. | <b>Samuel Richardson</b> | <b>Pamela</b>                  |
| 3. | <b>John Bunyan</b>       | <b>The Pilgrim's Progress</b>  |
| 4. | <b>Henry Fielding</b>    | <b>Tom Jones</b>               |
| 5. | <b>Sir Walter Scott</b>  | <b>The Heart of Midlothian</b> |
| 6. | <b>Charles Dickens</b>   | <b>The Great Expectations</b>  |
| 7. | <b>Emily Bronte</b>      | <b>Wuthering Heights</b>       |

## 8. Thomas Hardy

## Jude the Obscure

### BACKGROUND STUDY

Humanism, Individualism, Scientific Revolution of the Seventeenth Century, Enlightenment and the Neo-Classicism, The Rise of the English Novel, Novel of Manners, Picaresque Novel, The gothic Novel, The Historical Novel

### Suggestive Readings

1. The Cambridge History of English Literature
2. The English Novel: A Short Critical History – Walter Allen, Penguin Books, Harmondsworth
3. An Introduction to the English Novel Vols. 1 & 2 – Arnold Kettle, Hutchinson & Co.
4. The Literature of the Victorian Era – Hugh Walker, S. Chand & Co., New Delhi
5. The English Novel – David Skelton
6. The Growth of the English Novel – Richard Church

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**MA ENGLISH- 2019 -2020**

**SEMESTER-1**

**ELECTIVE-1**

**BRITISH PROSE-1**

**Objectives:**

- To develop language ability
- To understand passages through self reading
- To enrich active and passive vocabulary.

**Course Outcomes**

- Recognize & discuss select Literary texts that is representative of their age from Renaissance to the present.
- Demonstrate knowledge of how history and culture of England have contributed to the shaping of Idiom in English Prose
- Ability to construct an argument, present an idea, and provide background information on a variety of issues.
- Students will be inspired to write their own fictional stories

**Syllabus:**

1. \*Francis Bacon *Essays* (10 Essays) (Titles enclosed ...)  
Of Truth, Of Death, Of Revenge, Of Love, Of Adversity, Of Parents and Children, Of Friendship. Of Customs and Education, Of Nature in Men, Of Beauty, Of Marriage and Single Life
2. John Milton *Aeropagitica*
3. Addison and Steele *Coverly Papers*
4. Jonathan Swift *Battle of Books*
5. \*Samuel Johnson *Preface to Shakespeare*
6. Charles Lamb *Essays of Elia* (First Series) (Titles enclosed ...)  
My Relations, Dream Children: A Reverie, Imperfect Sympathies, A Bachelor's Complaint of the Behaviour of Married People, New Year's Eve, All Fools Day, The South Sea House, Grace Before Meat

7. Thomas Carlyle

Hero as a Poet

8. William Hazlitt

My First Acquaintance with  
Poets, On the Conversation of  
Authors, On Actors and  
Acting, On the Pleasure of  
Painting, The Indian Jugglers,  
On Going a Journey, The Fight



## BACKGROUND STUDY

Humanism, Fictional Prose in Elizabethan Period, Individualism, Scientific Revolution of the Seventeenth Century, Enlightenment and the Neo-Classicism, The Essay, Satire in Prose

### SUGGESTED READING

1. *The Cambridge History of English Literature*
2. *Francis Bacon and Renaissance Prose* – Brian Vickers, Cambridge University Press
3. *Seventeenth Century Prose: Modern Essays in Criticism* – Stanley Fish, Oxford University Press
4. *Anatomy of Prose* – Marjorie Boulton, Kalyani Publishers, New Delhi
5. *The Literature of the Victorian Era* – Hugh Walker, S. Chand & Co., New Delhi

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**MA ENGLISH- 2019 -2020**

**SEMESTER-1**

**ELECTIVE-2**

**ENGLISH LINGUISTICS**

**Objectives:**

- To understand the concept of language as a system of communication
- To comprehend the scope of linguistics.
- To understand the notion of phonetics and phonetic alphabet.
- To be aware of different levels of linguistics analysis.

**Course Outcomes:**

- **To familiarize themselves, through a systematic study of the Elements of Language, with the principles governing their combination and organization.**
- **To promote interest and knowledge about linguistic contexts in which literary texts exist.**
- **Enhances communication skills in particular while dealing with the complexities of meaning and social uses of languages.**
- **Develops analytical and research skills.**

**Syllabus:**

1. Definition and Characteristics of Language
2. Speech and Writing, Form and Meaning, Descriptive Accuracy, Langue and Parole
3. Language as a System of Communication: Semiotics or Semiology
4. Human Language and Animal Communication
5. Definition & Scope of Linguistics
6. Branches of Linguistics: Psycholinguistics, Sociolinguistics, Neurolinguistics, Pragmatics
7. Applied Linguistics
8. The Organs of Speech
9. Classification of Vowels and Consonants
10. Consonant Clusters
11. Phonetic Transcription (individual words and brief passage)
12. Phonology: Phone, Phoneme, Allophone

13. Minimal Pairs, Contrastive Distribution, Complimentary Distribution, Phonemic Transcription
14. Types of Phonological Changes
15. Stress, Pitch and Rhythm, Intonation
16. Morphology: Inflections and Derivations
17. Morphophonemic Changes: Elision, Assimilation, Voicing
18. Homonymy, Synonymy, Hyponymy, Lexical Set, Antonymy, Homography, Homophony
19. Language Varieties: Dialect, Idiolect, Register and Style
20. Transformational Grammar

**SUGGESTED READING**

1. *The Study of Language* by George Yule, CUP, 2001
2. *The English Language* by Charles Barber, CUP, 2002
3. *Introduction to Modern Linguistics* by S. K. Verma & N. Krishna Swami, Macmillan, 2002
4. *A Textbook of English Phonetics for Indian Students* - T. Balsubramaniam, Macmillan, 1981
5. *A Comprehensive Grammar of the English Language* by Randolph Quirk et al, Pearson, 2010
6. *Applied Linguistics* by N. Krishna Swami, Macmillan
7. *Explaining English Grammar* by George Yule, OUP, 2009-10
8. *A Dictionary of Linguistic Terms*
9. *Sociolinguistics* by Bernard Spolsky, OUP, 2009-10

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**MA ENGLISH- 2019 -2020**

**SEMESTER-1**

**ELECTIVE-3**

**FUNCTIONAL ENGLISH**

**Objectives:**

- To enable learners to develop excellent communication skills in English.
- To equip the learners with great command over all the macro skills of English.
- To develop in learners a taste in English language and Literature.
- To help learners identify the innate creative and critical faculties in them and to nourish them properly.

**Course Outcomes:**

- Enable students to use English language for their own personal and professional needs and success.
- Develop in learner's life skills and critical thinking abilities to meet varied challenges in life.
- Exposure to real experiences in the use of English in different professional domains.

**I. FUNCTIONS**

1. Describing a Place
2. Expressing Feelings
3. Emphasis - Using Stress and Rhythm
4. Reading Aloud

**II. LANGUAGE SKILLS**

5. Listening Skill
6. Speaking Skill
7. Reading Skill

8. Writing Skill

**III. ESSAY WRITING**

9. Parts of an Essay

10. Types of Essays (Narrative, Descriptive, Reflective, Expository, Imaginative)

**IV. ACADEMIC DISCOURSES**

11. Spatial Relationship

12. Classification

13. Definition

14. Exemplification

15. Comparison and Contrast

16. Cause and Effect

**V. EXAMINATIONS**

17. Understanding Questions

18. Writing Quickly

19. Developing One's Memory

20. Revision

**SUGGESTED READING**

1. Jordan, R. R. *Academic Writing*. Collins, 1980
2. *Study writing* by Lizhanp - Lyons & Ben Heseley, Cambridge
3. *The Structure of Technical English* by J. Herbert. ELBS
4. *Communication Skills for Technical Students* by T M Farhathullah. Orient Longman

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**MA ENGLISH- 2019 -2020**

**SEMESTER-II**

**CORE-1**

**BRITISH POETRY-II**

**Objectives:**

- To define key literary terms related to the analysis of poetry.
- To explain form as it relates to contemporary poetry & analyze accordingly.
- To describe the conventions in the genre

**Course Outcomes:**

- Understand the literary traditions in British poetry and will be able to compare and write about other world literatures.
- Discern the various notions of language, appreciate Poetic Diction
- Analyze poems, and articulate how it stimulates their thought as writers
- Recognize the power of poetry on human emotions & will be able to apply to life situations.

**Syllabus:**

- |                         |  |
|-------------------------|--|
| 1. Robert Browning      | <i>Andrea Del Sarto</i><br><i>Fra Lippo Lippi</i><br><i>Rabbi Ben Ezra</i> |
| 2. Matthew Arnold       | <i>Scholar Gypsy</i>   |
| 3. William Butler Yeats | <i>Sailing to Byzantium</i><br><i>The Second Coming</i>                    |
| 4. *T. S. Eliot         | <i>An Irish Airman Foresees his Death</i><br><i>The Wasteland</i>          |

5. Robert Graves  
*Recalling War*  
*In Broken Images*
6. Dylan Thomas  
*Poem in*  
*October*  
*Fern*  
*Hill*
7. Philip Larkin  
*Whitsun*  
*Weddings*  
*Church Going*  
*Ambulances*
8. Seamus Heaney  
*Digging*  
*At a Potato Digging*

#### BACKGROUND STUDY

The Victorian Temper, Doubt and Faith, Dramatic Monologue, Movement Poetry, War Poetry, Modernism, Symbolism, Post-Modern Trends in Poetry

#### SUGGESTED READING

1. *English Verse: Voice and Movement from Wyatt to Yeats* - Barnes
2. *Twentieth Century English Poetry*: Anthony Thwaite
3. *Modern Poets Four* (Faber and Faber, London, Rpt., 1970)
4. *New Bearings in English Poetry*, F. R. Leavis
5. *The Victorian Experience: Poets* – Levine
6. *A History of Modern Poetry* – Perkins
7. *The Modern Poets: A Critical Introduction* - M. L. Rosenthal (O.U.P)

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**MA ENGLISH- 2019 -2020**

**SEMESTER-II**

**CORE-2**

**BRITISH DRAMA -II**

**Objectives:**

- To introduce students to major movements related to drama, works and dramatists through study of selected texts
- To create literary sensibility for appreciation in students and expose them to artistic and innovative use of language by writers.
- To enhance literary and linguistic competence of students
- Trace the beginning of Drama and theatrical Performances.

**Course Outcomes:**

- Predict the trends & thematic concerns of the dramatists belonging to different ages in the History of English Drama from their past knowledge of a study of the History of English Literature
- To infer the socio-cultural/political/economic taboos, ideologies & class-rigidities in British Drama
- To instill values and develop human concern in students through exposure to literary texts
- Enhances Life-skills, oral communication, problem solving skills, ability to take imitative & create group performances from learning lines & producing life work.

**Syllabus:**

- |                         |   |
|-------------------------|---|
| 1. Oscar Wilde          | <i>The Importance of Being Earnest</i>  |
| 2. *George Bernard Shaw | <i>Pygmalion</i>                        |
| 3. J. M. Synge          | <i>The Playboy of the Western World</i> |
| 4. *T. S. Eliot         | <i>Murder in the Cathedral</i>          |
| 5. Samuel Beckett       | <i>Waiting for Godot</i>                |
| 6. John Osborne         | <i>Look Back in Anger</i>               |
| 7. Harold Pinter        | <i>Birthday Party</i>                   |



8. Arnold Wesker

*Chicken Soup with Barley*

#### BACKGROUND STUDY

The Irish Dramatic Movement, Abbey Theatre, Post-Modern Trends in Drama, Poetic Drama, Problem Play, Theatre of the Absurd

#### SUGGESTED READING

1. *Drama from Ibsen to Brecht* – Raymond Williams (Penguin Books, 1973)
2. *Contemporary British Drama* - Berney and Templeton (1994)
3. *Modern British Dramatists* - John Russell Brown (Eaglewood Ciffs, NJ, 1968)
4. *The Theatre of Revolt: An Approach to Modern Drama* - Robert Burstein (Atlantic monthlypress, New York, 1965)
5. *Revolution in Modern English Drama* - Katherine J. Worth (Bell, London, 1972)
6. *Anger and After: Guide to the New British Drama* - John Russell Taylor (Eyre Methune, London, 1977)

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**ANDHRA UNIVERSITY**

**MA ENGLISH- 2019 -2020**

**SEMESTER-II**

**CORE-3**

**BRITISH FICTION-II**

**Objectives:**

- To explain the relationship between select historical events/trends and the studied novels.
- To describe the relationship between various movements, such as Modernism, Post-modernism.
- To interpret the fiction using a variety of critical perspectives

**Course Outcomes:**

- Display a working knowledge of the historical and cultural contexts of British literature
- Identify and describe distinct literary characteristics of British Fiction from beginnings to the 18th century
- Analyze literary works for their structure and meaning
- Write analytically about literature using the concepts in their course of study
- Effectively communicate ideas related to the literary works during class and group activities.

**Syllabus:**

- |    |                 |  |
|----|-----------------|--|
| 1. | W S Maugham     | Of Human Bondage                       |
| 2. | D.H. Lawrence   | Sons and Lovers                        |
| 3. | James Joyce     | A Portrait of an Artist as a Young man |
| 4. | Virginia Woolf  | To the Lighthouse                      |
| 5. | William Golding | Lord of Flies                          |

- |    |                 |                               |
|----|-----------------|-------------------------------|
| 6. | Graham Greene   | The Power and the Glory       |
| 7. | Muriel Spark    | The Prime of Miss Jean Brodie |
| 8. | Anthony Burgess | A Clockwork Orange            |

#### BACKGROUND STUDY

Laissez Faire, Urbanization, The Theory of Evolution, The Victorian Temper; Art, Culture and Society; Social Theory and Aesthetic; Realism, Naturalism, Radicalism, Anger and Working-Class Fiction, Problem of National Identity in Scottish literature, Post-Modern Trends in Novel

#### **Suggested Readings**

1. Postmodernism and Contemporary Fiction – Edmund J. Smith
2. Postmodern Cultures- H. Fostyer (ed.)
3. Moderns and Contemporaries – John Lucas
4. New Pelican Guide to English Literature (Penguin Books)- Boris Ford
5. Postmodernism (Duke University Press,Durban,1991) – Frederick Jameson
6. The Theory of Novel- Stevick
7. The Craft of Fiction- Percy Lubbock (B. I. Publications, New Delhi)
8. Aspects of the Novel – E. M. Forster (Penguin Books, Edwin Muir Harmondsworth)
9. Structure of the Novel (B. I. Publications)
10. Twentieth Century Novel – J. W. Beach ( Lyall Book Depot, Ludhaiana ,1965)
11. Tradition and Dream: A Critical Survey of the British and American Fiction From the 1920s to the Present – Allen Walter (Penguin Books, 1964)
12. Realism and Power: Postmodernist British Fiction– Leo Allison
13. The Sense of an Ending : Studies in Theory of Fiction– Frank Kermode (O.U.P., London, 1969)
14. The Contemporary English Novel –Stratford-upon-Avon Series (Arnold Heinemann, London, 1979)
15. The Modern Novel – Paul West (Hutchinson and Co., London

# ST. JOSEPHS COLLEGE FOR WOMEN (A) VISAKHAPATNAM

## ANDHRA UNIVERSITY

### MA ENGLISH- 2019 -2020

#### SEMESTER-II

#### ELECTIVE-1

#### BRITISH PROSE -II

#### Objectives:

- To interpret literature as it relates to its historical, cultural, & political context.
- To describe the relationships between various literary movements and the literature of the period.
- To interpret literary works using critical perspectives

#### Course Outcomes:

- Recognize & discuss select Literary texts that is representative of their age from Renaissance to the present.
- Demonstrate knowledge of how history and culture of England have contributed to the shaping of Idiom in English Prose
- Ability to construct an argument, present an idea, an provide background information on a variety of issues

#### Syllabus:

1. De Quincey                      On the Knocking at the Gate in Macbeth
2. John Ruskin                      Sesame and Lillies
3. \*Matthew Arnold              Culture and Anarchy
4. Walter Pater                      Style
5. \*Cardinal Newman              Idea of a University  
[9 discourses for detailed study]
6. Frank Kermode                  Uses of Error (1991) Title Essay
7. Bertrand Russell                A Free Man's Worship  
In Praise of Idleness

8. George Orwell            A Hanging  
                                      You and the Atomic Bomb  
                                      Politics and the English Language

## **Background Study**

Laissez Faire, Urbanization, The Theory of Evolution, The Victorian Temper; Art, Culture and Society; Social Theory and Aesthetic; Realism, Naturalism, Radicalism, Anger and Working Class Fiction, Problem of National Identity in Scottish literature, Post-Modern Trends in Novel

## **Suggested Readings**

1. Postmodern Cultures- H. Fostyer (ed.)
2. Moderns and Contemporaries – John Lucas
3. New Pelican Guide to English Literature (Penguin Books)- Boris Ford
4. Postmodernism (Duke University Press,Durban,1991) – Frederick Jameson
5. The Sense of an Ending : Studies in Theory of Fiction– Frank Kermode (O.U.P., London, 1969)
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**MA ENGLISH- 2019 -2020**

**SEMESTER-II**

**ELECTIVE-2 HISTORY & SPREAD OF ENGLISH LANGUAGE**

**Objectives:**

- To understand how the current state of the English language has resulted from historical change
- To recognize the major stages in the language and important changes in the development of English from a synthetic to an analytic language;
- To attain knowledge of the origins of English and its place in respect to other languages of the world;

**Course Outcomes:**

- Grasp an outline and an introduction to the History of English Language, its descent, and the changes that English Language has gone through since 600 A.D to the present century.
- Demonstrate knowledge on important aspects of the subject- vocabulary, grammar, syntax, pronunciation, sound change, etymology, etc. in a simple, clear and methodical way.
- Enhance communication skills
- Ability to see language as an evolutionary process.

**Syllabus:**

1. English Language – Origin, Features, and Periods
2. Synchronic Variation and Diachronic Change
3. Family of Languages – Place of English in the Indo-European Family
4. Historical changes in Phonology (Grimm’s Law, Varner’s Law and Great Vowel Shift), Grammar, Semantics, Word Formation
5. Post-Norman phase
6. Characteristics of Middle English and the factors leading to the simplification of grammar
7. The Impact of the Renaissance and the Reformation on the growth of the English
8. Foreign Contribution to the Growth of Vocabulary: Latin, Scandinavian, French,

- Greek, German, Italian
9. Standard English and Regional Varieties – Slang, Jargon, British, American, Australian, Indian English
  10. Characteristics of Modern English
  11. English as a Global Language

**SUGGESTED READING**

1. *A History of the English Language*, Albert C. Baugh and Thomas Cable, Routledge Alliedpublishers Ltd., New Delhi, 5th edition, 17th Indian Reprint, 2009
2. *An Introduction to Language*. 2nd ed. - Fromkin, V and R Rodman. New York: Holt, Rinehart and Winston, 1974
3. *Growth and Structure of the English Language*, Otto Jespersen, OUP, Calcutta, 11th impression 1992
4. *The English Language*, C. L. Wren Vikas Publishing house, Pvt. Ltd., New Delhi, 2nd reprint 1992
5. *History of the English Language*, F. T. Wood
6. *Making of English* Henry Bradley
7. *The Oxford History of English* Lynda Mugglestone, OUP, 2006, Paperback 2008
8. *The Cambridge Encyclopaedia of the English Language* David Crystal, CUP, Cambridge 1995
9. *A Comprehensive Grammar of the English Language* Randolph Quirk et al, Pearson 2010
10. *the Sanskrit Language* William Jones
11. *Explaining English Grammar* George Yule, OUP, 2009-10

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**MA ENGLISH- 2019 -2020**

**SEMESTER-II**

**ELECTIVE- 3           TEACHING OF ENGLISH LANGUAGE & LITERATURE**

**Objectives:**

- To acquaint the students with different theoretical and practical aspects of language teaching.
- To acquaint them with different approaches, methods and techniques of teaching English language & literature in their course of study.
- To sensitize the students to the major issues in ELLT in the teaching world.

**Course Outcomes:**

- To identify delivery methods in multilingual & mixed ability classes
  - To explore and apply the important methods of Language learning/teaching in a classroom situation.
  - Ability to grasp the importance of contemporary teaching methodologies.
  - Applying the skills in their teaching professions
1. Language as Communication System; code, encoding, decoding; filters; message-content
  2. Aims and objectives of teaching English
  3. General Principles of language learning and teaching
  4. The use of L1 in the teaching of English
  5. Curriculum Development: Syllabus Design
  6. Lesson Plan and Class Interaction
  7. Testing and evaluation
  8. Teaching Language through Literature
  9. Literature as Verbal Art
  10. Teaching of different forms of Literature
  11. Figures of speech



12. Teaching of pronunciation and vocabulary
13. Varieties of English: Dialects, Idiolects, Register, Slang
14. Teaching of Lexico-Grammar
15. Cohesion and Coherence
16. Teaching Composition
17. Error Analysis and Remedial Teaching Strategies
18. Computer-aided language learning and teaching
19. Classroom Management
20. Teaching Aids

**SUGGESTED READING**

1. H. H. Stern: *Fundamental Concepts of Language Teaching* (O.U.P:1983)
2. A. L. Kohli: *Techniques of Teaching English*
3. N. Krishna Swamy and Lalitha: *Teaching English: Approaches, Methods and Techniques*
4. M. L. Tickoo: *English Language Teaching in India* Macmillan, India.

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**MA ENGLISH- 2019 -2020**

**SEMESTER-III**

**CORE-1                    LITERARY CRITICISM: THEORY AND PRACTICE – I**

**Objectives:**

- Identify the principals of criticism
- Interpret the theories that may be required in practical application
- Comprehend critical ideas and values that are embedded in the critical text.
- Ability to comprehend how these values impact culture and society.

**Course Outcomes:**

- Understand nature, function and principles of criticism.
- Assess the contribution of major critics to literary theories; evaluate and interpret Literary texts in the light of their understanding of the theories and critical approaches.
- Realize the need for Practical Criticism and gain familiarity with the terminology associated with Applied Criticism
- Build awareness of different kinds of criticism and develop an ability to distinguish between them.

**Syllabus:**

1. Aristotle	<i>Poetics</i>
2. Philip Sidney	<i>Apology for Poetry</i>
3. S. T. Coleridge	<i>Biographia Literaria (Chapter xiv)</i>
4. Matthew Arnold	<i>The Study of Poetry</i>
5. T. S. Eliot	<i>Tradition and Individual Talent and Metaphysical Poets</i>
6. I. A. Richards	<i>The Four Kinds of Meaning</i>
7. Cleanth Brooks	<i>Irony as a Principle of Structure</i>
8. Elaine Showalter	<i>Towards a Feminist Poetics</i>
9. Northrop Frye	<i>Archetypal Criticism</i>

## BACKGROUND STUDY

Medieval Aristotle, Literary Criticism in the Renaissance, Neoclassical Criticism, Romantic Criticism, Criticism of the Victorian Age, Twentieth Century Criticism, Feminist Criticism

### SUGGESTED READING

1. *English Literary Criticism and Theory – An Introductory History* – M. S. Nagarajan (Orient Blackswan, 2008)
2. *Literary Criticism: A New History* – Gary Day (Edinburgh University Press, 2008)
3. *A Handbook of Critical Approaches to Literature* - Wilfred L. Guerin et al. (OUP, 2005)
4. *Critical Approaches to Literature*: David Daiches, Orient Longman, Delhi, 1977
5. *Literary Criticism: A short History* - Cleanth Brooks & W. K. Wimsatt, Oxford & IBH. New Delhi
6. *The English Critical Tradition: An Anthology of English Literary Criticism* - S. Ramaswami & V. S. Sethuraman. Macmillan Publications



*I Drank a Liquor Never Brewed*  
*The Soul Selects her own Society*

4. \*Walt Whitman  
*Out of the Cradle Endlessly Rocking*  
*When Lilacs Last in the Dooryard Bloom'd*
5. Ernest Hemingway  
*The Old Man and the Sea*
6. William Faulkner  
*The Sound and the Fury*
7. John Steinbeck  
*The Grapes of Wrath*
8. Eugene O'Neill  
*The Hairy Ape*

#### **BACKGROUND STUDY**

Puritanism, Transcendentalism, Romanticism, Expressionism, Regionalism, American Realism and Naturalism, The American Dream, The Rise of the American Novel

#### **SUGGESTED READING**

1. *The American Tradition in Literature* 2 vols. – S. Bradley, ed. (W. W. Norton and Co., New York, 1962)
2. *Backgrounds of American Literary Thought* - W. Rod Horton and Herbert Edwards (Prentice-hall, New York, 1967)
3. *The Cycle of American Literature* – Robert E. Spiller (The Free Press, New York, 1967)
4. *The American Classics Revisited: recent studies of American literature* – P. C. Kar and Ramakrishna, eds. (American Studies Research Centre, Hyderabad, 1985)
5. *Fifty Years of American Drama* - Alan Dower (Regonary, Chicago, 1951)
6. *The Literature of United States of America* - Marshall Walker (Macmillan Education Ltd, 1988)
7. *The Machine in the Garden* – Leo Marx (Oxford University Press, New York, 1967)
8. *American Literature of the Nineteenth Century: An Anthology* – William J. Fisher (Eurasia publishing house Pvt. Ltd, New Delhi, 1970)
9. *American Literature: 1890-1965* – Egbert S. Oliver (Eurasia publishing house Pvt. Ltd, New Delhi, 1970)

#### **\*Detailed Study for Annotations**

**ST. JOSEPHS COLLEGE FOR WOMEN (A) VISAKHAPATNAM**

**ANDHRA UNIVERSITY**

**MA ENGLISH- 2019 -2020**

**SEMESTER-III**

**CORE-3 INDIAN ENGLISH LITERATURE – I**

**Objectives:**

- To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts
- To create literary awareness and emotional response to the literary texts and implant sense of appreciation.
- To expose students to the artistic and innovative use of language styles employed by the writers

**Course Outcomes**

- Equip themselves with key historical, cultural and theoretical terms relevant to Commonwealth literatures that will aid in critical evaluation and deepen their understanding of modes of interpretation
- Reflect upon Discourses of Colonialism, Post colonialism & Decolonization.
- Instills human values and inculcate human concerns in the minds of the students.

**Syllabus:**

- |    |                            |   |
|----|----------------------------|---|
| 1. | Henry Louis Vivian Derozio | The Harp of India<br>To India - My Native Land              |
| 2. | *Toru Dutt                 | Casuarina Tree<br>Jogadhya Uma                              |
| 3. | *Sri Aurobindo             | Perseus the Deliverer                                       |
| 4. | B. R. Ambedkar             | “Dhamma, Adhamma, Saddhamma” from The Buddha and His Dhamma |

- |    |                |                                   |
|----|----------------|-----------------------------------|
| 5. | Khuswant Singh | Train to Pakistan                 |
| 6. | Raja Rao       | Kanthapura                        |
| 7. | Mulk Raj Anand | Untouchable                       |
| 8. | Prem Chand     | Godan (Translated by Ratan P Lal) |

#### **BACKGROUND STUDY**

Brief Political and Social History of Colonial India, Rise of Nationalism, The Use of English for Political Awakening and Cultural Unification, The Influence of Indian Mythology, Culture, Philosophy on Literature, The Rise of Prose Fiction, Rise of Nationalism, Ideas of Internationalism and Universalism, Social Consciousness and Fiction

#### **Suggestive Readings**

1. *Indian Writing in English* - K. R. Srinivasa Iyengar (Sterling Pub. Pvt. Ltd., 4th ed., New Delhi)
2. *A History of Indian English Literature* - M. K. Naik (Sahitya Academy, 1989)
3. *Twice-Born Fiction: Indian Novel in English* - Meenakshi Mukherjee (Arnold Hienemann, New Delhi, 1971)
4. *English in India: Its Present and Future* - V. K. Gokak (Asia Publishing House, Bombay)
5. *The Swan and the Eagle* – C. D. Narasimhaiah (Indian Inst. of Advanced Study, Simla, 1989)
6. *Indian Writing in English: Critical Essays* - David McCutcheon (Writers Workshop, Calcutta, 1971)
7. *Modern Indian Fiction* - Vasant A. Shahane & Saros Cowasjee, eds. (Vikas Pub. House, New Delhi)
8. *Indian English Drama: A Study in Myths* – Nand Kumar (Sarup & Sons, 2003)
9. *Indian Poetry in English: A Critical Assessment* - Vasant Anant Shahane, M. Sivaramkrishna (Macmillan, 1980)

#### **\*Detailed Study for Annotations**

**ST. JOSEPHS COLLEGE FOR WOMEN (A) VISAKHAPATNAM**

**ANDHRA UNIVERSITY**

**MA ENGLISH- 2019 -2020**

**SEMESTER-III**

**ELECTIVE-1      NEW LITERATURES (OTHER THAN INDIAN)**

**Objectives:**

- To introduce students to the newly established field of cross cultural studies, and its concerns and approaches.
- To orient students towards interdisciplinary approach and analysis of cultural issues.
- To steer students towards new possibilities of analysis that can relate them to their surroundings, as life examples.

**Course Outcomes**

- Reflect upon a) Discourses of Colonialism, Post colonialism & Decolonization;
- Equip themselves with key historical, cultural and theoretical terms relevant to Commonwealth literatures that will aid in critical evaluation and deepen their understanding of modes of interpretation.
- Instills the cross-cultural issues in the minds of the learners preparing them for life.

- |                      |  |
|----------------------|--|
| 1. *A. D. Hope       | <i>Australia</i><br><i>The Death of the Bird</i> |
| 2. Leopold Senghor   | <i>New York</i>                                  |
| 3. Wole Soyinka      | <i>Kongi's Harvest</i>                           |
| 4. Douglas Stewart   | <i>Ned Kelly</i>                                 |
| 5. *Chinua Achebe    | <i>Things Fall Apart</i>                         |
| 6. V. S. Naipaul     | <i>A House for Mr. Biswas</i>                    |
| 7. Margaret Laurence | <i>Stone Angel</i>                               |
| 8. Partrick White    | <i>Voss</i>                                      |



## **BACKGROUND STUDY**

Colonial Encounters, Postcolonial Discourse, Nationalism, Ethnicity, Nativism, Race and Gender, Hybridity; History, Language and Landscape in Canada and Australia; Language In Colonies, Immigration, Multiculturalism, Globalisation, Africa's Symbolic Importance, Proverbs in African Fiction, Yoruba Theatre, Canadian Feminism

### **SUGGESTED READING**

1. *The Post-Colonial Theory* – Leela Gandhi (Oxford, 1998)
2. *Colonial Encounter: A Reading of Six Novels* - Molly Mahood (Rex Collins, London, 1977)
3. *The Empire Writes Back* - Bill Ashcroft et al (eds.) (Routledge, London, 1989)
4. *A Manifold Voice - Studies in Commonwealth Literature* – William Walsh (London, 1970)
5. *Literature of the World in English* - Bruce King
6. *Awakened Conscience* - C. D. Narasimhaiah (1978)
7. *African Literature: A Critical View* - David Cook (Longman, London, 1977)
8. *The Literature of Australia* - Geoffrey Dutton
9. *Survival: A Thematic Guide to Australian Literature* - Margaret Atwood
10. *Homecoming: Essays on African and Caribbean Literature, Culture and Politics* - Ngugi WaThiongo (Heinemann, London, 1972)

### **\*Detailed Study for Annotations**

**ST. JOSEPHS COLLEGE FOR WOMEN (A) VISAKHAPATNAM**

**ANDHRA UNIVERSITY**

**MA ENGLISH- 2019 -2020**

**SEMESTER-III**

**ELECTIVE -2**

**ENGLISH LANGUAGE TEACHING – I**

**Objectives:**

- To acquaint the students with different theoretical and practical aspects of language teaching.
- To acquaint them with different approaches, methods and techniques of teaching English language in their course of study.
- To sensitize the students to the major issues in ELLT in the teaching world.

**Course Outcomes:**

- Identify delivery methods in multilingual & mixed ability classes
- Explore and apply the important methods of Language learning/teaching in a classroom situation.
- Ability to grasp the importance of contemporary teaching methodologies.
- Applying the skills in their teaching professions

**Syllabus:**

1. English Language Teaching Situation in India
2. Fundamental Principles; Aims and Objectives of Teaching English
3. History of Language Teaching Methods: Grammar Translation Method, Direct Method, Bilingual Method, Reading Method
4. Approaches and Methods in Language Teaching: Oral Approach and Situational Language Teaching, Audio-Lingual Method, Communicative Language Teaching, Total Physical Response, the Silent Way, Community Language Learning, the Natural Approach, Suggestopedia
5. Language Teaching Skills/Language Learning Theories: Language and Cognition,

- Behaviourist, Rationalist, Mentalist, Language as Skill / Bridge and Remedial Courses
6. Error Analysis Theory; Identifying and dealing with Common Learner Errors
  7. Problems and Principles: Reading, Writing, Listening, Speaking, E.S.P. and Study Skills
  8. Techniques of teaching Grammar
  9. Techniques of teaching Vocabulary
  10. Teaching Practice: Lesson Plans to teach Prose, Poetry, Grammar, Vocabulary, Supplementary Reader and Composition.

**TEXTS**

1. *A Course in Language Teaching* - Penny Ur.
2. *Language Teaching and Skill Learning* - Keith Johnson
3. *Teaching English as a Second Language* - H. B. Allen (ed.)
4. *Approaches and Methods in Language Teaching* - Jack C Richards and Theodore S. Rodgers

**SUGGESTED READING**

1. *Language Pedagogy* - N. S. Prabhu
2. *Teaching English as a Second or Foreign Language* – M. C. Muria and L. Mointesh (eds.)
3. *Teaching English in India Today* – V. V. Yardi
4. *Teaching English in India* – V. K. Gokak

**ST. JOSEPHS COLLEGE FOR WOMEN (A) VISAKHAPATNAM**

**ANDHRA UNIVERSITY**

**MA ENGLISH- 2019 -2020**

**SEMESTER-III**

**ELECTIVE-3**

**WOMEN'S WRITING -1**

**Objectives:**

- Locate and compile selections from primary and secondary sources relevant to women authors.
- Interpret literary works by women at raise their higher order thinking skills
- Development of critical analytical skills through the close readings of novels and scholarly articles.

**Course Outcomes**

- Gain exposure to an area of study which is not generally in the ambit of traditional discourses; examine how social attitudes have shaped perception
- Deconstruct texts to discern Gender Hierarchies/Stereotypes so as to interrogate Patriarchal critical assumptions as a mode of wresting power from Women.
- Explain and participate in critical and theoretical debates surrounding women's writing at advanced undergraduate level;

**Syllabus:**

- |                        |  |
|------------------------|--|
| 1. Mary Wollstonecraft | <i>A Vindication of the Rights of Women</i> (Selections) |
| 2. J. S. Mill          | <i>On the Subjection of Women</i>                        |
| 3. Kate Millet         | <i>Sexual Politics</i>                                   |
| 4. Simone de 'Beauvoir | <i>Second Sex</i> (Selections)                           |
| 5. Dina Mehta          | <i>Brides Are Not for Burning</i>                        |
| 6. Sylvia Plath        | Daddy<br>Lazarus<br>Apprehensio<br>nsThree               |

- |                     |                         |
|---------------------|-------------------------|
|                     | Women                   |
|                     | Ariel                   |
| 7. Ama Ata Aidoo    | <i>Anowa</i>            |
| 8. Shashi Deshpande | <i>The Long Silence</i> |

#### BACKGROUND STUDY

Feminism, History of Feminism, Feminist Movements, Sex and Gender, Society and Gender, Women's Rights

#### SUGGESTED READING

1. *The Female Imagination* - Patricia Mayor Spack
2. *The Feminist Reader: Feminism and Definition of Cultural Politics*- Catherine Besley & J.Moore (Macmillan, Basing Stoke, 1989)
3. *Gender Trouble: Feminism and Subversion of Identity* –Judith Butler
4. *Thinking About Women* – Mary Ellann (Harcourt, New York, 1963)
5. *The Feminine Mystique* - Betty Friedan (Penguin, Harmondsworth, 1971)
6. *Women Writing and Writing About Women* - Mary Jacobus (Croom Helm, London)

**ST. JOSEPHS COLLEGE FOR WOMEN (A) VISAKHAPATNAM**

**ANDHRA UNIVERSITY**

**MA ENGLISH- 2019 -2020**

**SEMESTER-III**

**ELECTIVE-4**

**COLONIAL ENCOUNTERS-1**

**Objectives:**

- Demonstrate in-depth understanding of the nature of encounters between Aborigines and native peoples and colonizers;
- Compare and contrast the experiences of colonialism across space and time

**Course Outcomes**

- Reflect upon Discourses of Colonialism, Post colonialism
- Understand notions of Black Consciousness, Negritude, Black studies, & Apartheid/ Race.
- Undertake research using primary and secondary sources and produce articles demonstrating a grasp of historical examination.

**Syllabus:**

- |                                |   |
|--------------------------------|---|
| 1. Joseph Conrad               | <i>Heart of Darkness</i>                                  |
| 2. E. M. Forster               | <i>A Passage to India</i>                                 |
| 3. George Orwell               | <i>Burmese Days</i>                                       |
| 4. Rudyard Kipling             | <i>Kim</i>  |
| 5. Margaret Atwood             | <i>Surfacing</i>  |
| 6. Sarat Chandra Chattopadhyay | <i>Pather Dabi (Translated by Prasanjit Mukherjee)</i>    |
| 7. Derek Walcott               | <i>A Far Cry from Africa</i>                              |
| 8. George Lamming              | <i>Ruins of a Great HouseIn<br/>the Castle of My Skin</i> |

### BACKGROUND STUDY

The Historical background, The Growth of the Colonies in the Modern Times, The Impact of the Western Civilization on the Colonies, The African Response, The English in India, The Latin- American Response, South African Apartheid, The Caribbean Response, Literature of the Ex- colonies , Savage / Civilized

#### SUGGESTED READING

1. *Hindoo Holiday* - J. R. Ackerley (Arnold Heinemann, New Delhi, 1979)
2. *A Passage to India: Essays in Interpretation* – John Bear (Macmillan, London, 1985)
3. *The Last Years of British India* – Michael Edwards (Cassell, London, 1963)
4. *Fiction and Colonial Experience* – Jeffrey Myers (The Boydell Press, Ipswich, 1973)
5. *Imperialism and Civilisation* – Leonard Woolf (Carland Publishing House, New York, 1928)
6. *Conrad's Western World* – Norman Sherry ( Cambridge Univ. Press, Cambridge, 1971)

**ST. JOSEPHS COLLEGE FOR WOMEN (A) VISAKHAPATNAM**

**ANDHRA UNIVERSITY**

**MA ENGLISH- 2019 -2020**

**SEMESTER-III**

**ELECTIVE-5**

**BLACK LITERATURE-1**

**Objectives:**

- Critique literary works through various critical methodologies.
- Apply appropriate formal conventions when writing about literature.
- Recognize the range and variety of the writing of African-Americans from the late 18th century to the present and the ways that this literature responds to historical and social events

**Course Outcomes**

- Analyze literature through discussion and writing in professional skills.
- Demonstrate an understanding of such literary terms, themes, strategies, and issues as are relevant to the works being studied
- Express their understanding of the relationship between literature and the historical/cultural contexts in which it was written
- Write a thesis-driven essay using literature as a primary source
- Articulate the dynamics of the relationships between this literature and the vast storehouse of Black literature



## Syllabus:

- |                                |   |
|--------------------------------|---|
| 1. Gabriel Okara               | <i>Once Upon a<br/>Time Spirit of<br/>the Wind<br/>The Mystic<br/>Drum Were I to<br/>Choose</i> |
| 2. John Pepper Clark           | <i>The<br/>Casualties<br/>Oloku<br/>Night Rain</i>  |
| 3. Alice Walker                | <i>The Color Purple</i>   |
| 4. Cyprian Ekwensi             | <i>Jagua Nana</i>   |
| 5. Amiri Baraka (Le Roi Jones) | <i>The Slave</i>  |
| 6. Mariama Bâ                  | <i>So Long A Letter</i>   |
| 7. Armah                       | <i>Beautiful Ones are Not Yet Born</i>  |
| 8. Claude McKay                | <i>If We Must Die<br/>The Harlem Dancer</i>   |

### BACKGROUND STUDY

Colonialism and Anti-Colonialism, Authenticity, Black consciousness/ Black Studies, Imperialism, Colonial Discourse, Cultural Diversity/ Cultural Difference, Discourse, Hybridity, Negritude, Exile

### SUGGESTED READING

1. *Rights of Passage* – E. R. Braithwaite (Oxford University Press, London, 1967)
2. *Caribbean Narrative* – O. R. Dathorne (Heinemann Educational Publications, London, 1967).
3. *African Literature in the Twentieth Century* - O. R. Dathorne (Heinemann, London, 1974)
4. *African Writing Today* – Ezekiel Mphahlele (Penguin Books, Harmondsworth, 1967)
5. *An African View of literature* – Peter Nazareth (North-western Univ. Press, Illinois, 1974)
6. *Tasks and Masks: Style and Themes in African literature*- Lewis Nkosi (Longman,

London,1966)

7. *Harvard Guide to Contemporary American Writing* –Daniel Hoffman (Oxford University Press, London, 1979)
8. *Key Concepts in Post-Colonial Studies* – Bill Ashcroft, et.al.

# ST. JOSEPHS COLLEGE FOR WOMEN (A) VISAKHAPATNAM

## ANDHRA UNIVERSITY

### MA ENGLISH- 2019 -2020

#### SEMESTER-IV

#### CORE-1 LITERARY CRITICISM THEORY & PRACTICE -II

#### Objectives:

- To reflect on ethical and philosophical issues raised whenever one reads a creative, explanatory, or persuasive text
- To engage in creative thought, in collaboration with other students, thus generating new possibilities for thinking, dreaming, and challenging structures in society
- To realize the need for Practical Criticism and gain familiarity with the terminology associated with Applied Criticism

#### Course Outcomes

- Assess the contribution of major critics to literary theories; evaluate and interpret Literary texts in the light of these major Theories & Critical Approaches.
- Practice the forms of professional writers which will help the learners to use and learn the technology needed to make writing a profession
- Broaden and deepen the ability to write effectively in academic and professional settings and for personal growth

#### Syllabus:

1. V. S. Sethuraman, Indira C. T     *Practical Criticism* (Analysis of an Unknown Passage: Prose or Poem)
2. V. S. Sethuraman                 *Dhvanyaloka of Anandavardhana from Indian Aesthetics*
3. V. S. Sethuraman                 *Natyasastra by Bharata from Indian Aesthetics*
4. Edmund Wilson                    *Marxism and Literature*
5. Lionel Trilling                     *Freud and Literature*
6. Mikhail Bakhtin                    From *Discourse in the Novel*
7. Gerard Genette                    *Structuralism and Literary Criticism*
8. Jacques Derrida                    Sign, Structure and Play in the *Discourse of Human Sciences*

## BACKGROUND STUDY

Cultural Criticism, Deconstruction, Post colonial Criticism, Feminist Criticism, African-American Criticism, Cultural Studies, Reader-Response Theory

### SUGGESTED READING

1. *English Literary Criticism and Theory – An Introductory History* – M. S. Nagarajan (OrientBlackswan, 2008)
2. *New Literary Criticism*- Gary Day
3. *A Handbook of Critical Approaches to Literature* – Wilfred L.Guerin et al. (OUP, 2005)
4. *Structuralist Poetics : Structuralism, Linguistics and the Study of Literature* – JonathanCuller, Cornell University Press, 1975
5. *The Concept of Structuralism: A Critical Analysis* – Philip Pettit, University of CaliforniaPress, 1975
6. “A Short Course in Post-Structuralism”- Jane Tomkins, *College English*, v. 50 n. 7 pp. 733-47 Nov 1988

**ST. JOSEPHS COLLEGE FOR WOMEN (A) VISAKHAPATNAM**

**ANDHRA UNIVERSITY**

**MA ENGLISH- 2019 -2020**

**SEMESTER-IV**

**CORE-2**

**AMERICAN LITERATURE-II**

**Objectives:**

- To discuss key concepts of ethnic diversity and cultural inclusion as they relate to literature of cultures and groups underrepresented in the traditional American canon
- To examine themes characteristic of literature written by authors outside the scope of the so-called traditional “American” identity.
- To critique literary works through various critical methodologies.

**Course Outcomes**

- Appreciate the various narrative styles and techniques adopted by prose writers in order to construct the American Voice
- Examine the nuances of multiculturalism in American Poetry, appreciate and challenge notions Race & Displacement
- To attain an Interdisciplinary Exposure through a study of American Drama to which inculcates performing arts.
- Write a thesis-driven essay using literature as a primary source
- Apply appropriate formal conventions when writing about literature.

## Syllabus:

1. \* Robert Frost  
*Birches*  
*Home Burial*  
*West Running Brook*  
*Stopping by the Woods on a Snowy Evening*  
*Mending Wall*
2. Wallace Stevens  
*The Emperor of Ice Cream*  
*Sunday Morning*  
*Peter Quince at the Clavier*
3. \*Arthur Miller  
*Death of a Salesman*
4. Theodore Dreiser  
*An American Tragedy*
5. Toni Morrison  
*Sula*
6. Bernard Malamud  
*The Assistant*
7. Stephen Crane  
*The Red Badge of Courage*
8. Lorraine Hansberry  
*A Raisin in the Sun*

### BACKGROUND STUDY

Multiculturalism, Modern American Poetry, The Twenties, The Lost Generation, Jewish Novel, Feminism in Literature, African-American novel, Black Feminist Criticism, American Dream

### SUGGESTED READINGS

1. *Main Currents in American Thought*, 3 Vols. - Vernon L. Parrington (Harcourt Brace & Govanovich, New York, 1955)
2. *Harvard Guide to Contemporary American Writing* - Daniel Hoffman (O.U.P., New Delhi, 1979)
3. *The American Adam* - Richard W. Lewis (University of Chicago Press, Chicago, 1955)
4. *The Mind of South* - Wilbur Cash
5. *American Drama Since 1918* - Joseph Wood, Krutch (Random House, New York, 1939)
6. *The New Oxford Book of American Verse* - Richard Ellman (O.U.P., New York, 1976)
7. *American Poetry and Prose*, 3 Vols. - Norman Forster (Houghton Mifflin: Boston, 1970)

**\*Detailed Study for Annotations**

**ST. JOSEPHS COLLEGE FOR WOMEN (A) VISAKHAPATNAM**

**ANDHRA UNIVERSITY**

**MA ENGLISH- 2019 -2020**

**SEMESTER-IV**

**CORE-3**

**INDIAN ENGLISH LITERATURE-II**

**Objectives:**

- To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts
- To create literary awareness and emotional response to the literary texts and implant sense of appreciation.
- To expose students to the artistic and innovative use of language styles employed by the writers

**Course Outcomes:**

- Equip themselves with key historical, cultural and theoretical terms relevant to Commonwealth literatures that will aid in critical evaluation and deepen their understanding of modes of interpretation
- Reflect upon Discourses of Colonialism, Post colonialism & Decolonization;
- Enables the learners to perceive the critique of the text and correlate to their life situations.

**Syllabus:**

1. \*Kamala Das  
The Freaks  
Ghanshyam  
Introduction  
The Wild Bougainvillea
2. \*Jayanta Mahapatra  
Dawn at Puri  
An Indian Summer  
The Moon Moments

- From R. Parthasarathy (ed.) *Ten Twentieth Century Indian Poets*  
 Vilas Sarang (ed.) *Indian Poetry in English since 1950*
3. Nissim Ezekiel                      Enterprise  
     Night of the Scorpion  
     Goodbye Party for Miss Pushpa
  4. Rabindranath Tagore              An Eastern University  
     East and West
  5. Qurratulain Hyder                River of Fire
  
  6. Arundati Roy                      God of Small Things
  7. Amitav Ghosh                      The Glass Palace
  8. Vijay Tendulkar                  Silence! The Court is in Session
  9. Badal Sarkar                      Evam Indrajit

#### **BACKGROUND STUDY**

Novels of East-West Encounter, Orientalism, Post Colonialism, Counter-Discourses, Decolonisation, Non-Fictional Prose, Recent trends in Fiction and Drama, Post Modernism, Magic Realism

#### **Suggested Readings**

1. *Indian Writing in English*- K.R Srinivasa Iyengar (Sterling Publishers Pvt. Ltd., New Delhi, 4th ed., 1984)
2. *Aspects of Indian Writing in English*-M.K. Naik (Macmillan, Madras, 1979)
3. *Considerations* - Meenakshi Mukherjee (Allied Publishers, Bombay. 1977)
4. *Perspectives on Indian Drama in English* - M. K. Naik & S. Mokashi Punekar (O.U.P, Madras, 1977)

*The Novel in India: Its Birth and Development* - T. W. Clarke (George Allen & Unwin, London, 1970)



**ST. JOSEPHS COLLEGE FOR WOMEN (A) VISAKHAPATNAM**

**ANDHRA UNIVERSITY**

**MA ENGLISH- 2019 -2020**

**SEMESTER-IV**

**ELECTIVE-1**

**CLASSICS IN TRANSLATION**

**Objectives:**

- To demonstrate an ability to read and understand a variety of classical literary texts.
- To understand the classics in a historical context.
- To familiarize with the styles of authors in the major genres of prose and poetry

**Course Outcomes:**

- Comprehend the importance of a study of Classical Literature, albeit through translated texts, as a prerequisite to an understanding & appreciation of all literatures
- Broaden their horizons by underpinning texts within a socio-political milieu; evaluate and analyses key Classical texts to understand finer nuances of culture.
- Compare & contrast texts to engage beyond the textual level to look at the influence of Art, Literary and Historical, and socio-political movements

**Syllabus:**

- |                      |                                |
|----------------------|--------------------------------|
| 1. Alghieri Dante    | <i>Divine Comedy (Inferno)</i> |
| 2. *Henrik Ibsen     | <i>A Doll's House</i>          |
| 3. Bertolt Brecht    | <i>Galileo</i>                 |
| 4. Leo Tolstoy       | <i>Anna Karenina</i>           |
| 5. Albert Camus      | <i>The Outsider</i>            |
| 6. Herman Hesse      | <i>Siddhartha</i>              |
| 7. Anton Chekhov     | <i>Cherry Orchard</i>          |
| 8. Fyodor Dostoevsky | <i>Crime and Punishment</i>    |

## BACKGROUND STUDY

Major Literary, Cultural Movements; Symbolism, Cubism, Realism, Surrealism, Modernism, Expressionism, Futurism, Existentialism, New philosophical Trends, Epic theatre

### SUGGESTED READING

1. *Heroic Poetry* - C. M. Bowra (St. Martin's Press, New York, 1969)
2. *Epic and Romance* –W. P. Ker (Dover Publications, London)
3. *Modern Continental Playwrights*- Frank. W. Chandler (Harper and Row, New York, 1969)
4. *Masters of Drama* – John Gassner (Dover Publications, New York, 1954)
5. *A Study of Modern Drama* – Dorett H. Clark (Century Book –Bindery, Philadelphia, 1982)
6. *Guide to Modern World Literature* – Martin Seymour-Smith (Wolfe Pub. Ltd., London, 1973)
7. *The Norton Anthology of World Masterpieces* – (2 Vols.) – Maynard Mack et. al. (eds.)
8. *A History of Western Literature* – J. M. Cohen (Penguin Books, Harmondsworth, 1956-Model)

**\*Detailed Study for Annotations**

**ST. JOSEPHS COLLEGE FOR WOMEN (A) VISAKHAPATNAM**

**ANDHRA UNIVERSITY**

**MA ENGLISH- 2019 -2020**

**SEMESTER-IV**

**ELECTIVE-2                    ENGLISH LANGUAGE TEACHING -II**

**Objectives:**

- To acquaint the students with different theoretical and practical aspects of language teaching.
- To understand the different approaches, methods and techniques of teaching English language.
- To sensitize the students to the major issues in ELLT in world contexts.

**Course Outcomes:**

- Understands that lexical knowledge is central to communicative competence.
- Develop the pedagogical skills in a learner- centric classroom which will enable them to become better facilitators.
- Attain and enhances competence in the four modes of literacy: writing, speaking, reading and listening
- Develop abilities as critical readers and writers

**Syllabus:**

1. Fundamental Principles, Aims and Objectives of Teaching English in India
2. Communication Skills in Teaching
3. Course Designing/Preparation of Syllabus: Structural, Situational, Notional, Functional and Communicative Approach
4. Types of Tests and Evaluation
5. Classroom Techniques: Lecture Method-Advantages and Disadvantages
6. Learner Centred Approach: Classroom Interaction, Pair Work, Peer Group Interaction, RolePlay
7. Team Teaching and Teaching Large Classes

8. Learner Strategies and Study Skills
9. Teaching Language Skills, Teaching Literature at the Undergraduate Level
10. Teaching Practice: The Function of Practice, Characteristics of a Good Practice Activity, Practice Techniques, Sequence and Progression in Practice
11. Teaching Aids: Audio-Visual Aids, Black Board, Flash Cards, Flip Charts, Realia
12. Lesson Planning: Lesson Preparation, Varying Lesson Components, Evaluating Lesson Effectiveness, Practical Lesson Management

#### TEXTS

1. *English in The World : Teaching and Learning the Language and Literatures* - R. Quirk and H. Widdowson
2. *Course Design: Developing Programs and Materials for Language Learning* - Olshtquin F. Dubins
3. *Mark Your Own Language Tests: A Practical Guide to Writing Language Performance Tests*  
- J. Carroll and P. Hall
4. *Introduction to English Phonetics* - T. Balasubramaniam
5. *Spoken English for India* (Orient Longman, Madras, 1972)

#### SUGGESTED READING

1. *Communication Syllabus, Design and Methodology* – K. Johnson (Pergamon, Oxford, 1982)
2. *Communicative Methodology in Language Teaching* - C. J. Brumfit and Johnson (eds.) (Cambridge University Press, 1984)
3. *Language and Literature Teaching: From Practice to Principle* - C. J. Brumfit and R. Carter
4. *Foreign and Second Language Learning* - W. Littlewood (Cambridge University Press, 1984)
5. E.S.P. – *A Learning Centred Approach to English in India: Issues and Problems* – T. Hutchinson and A. Waters

**ST. JOSEPHS COLLEGE FOR WOMEN (A) VISAKHAPATNAM**

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**SEMESTER-IV**

**ELECTIVE-3**

**WOMEN'S WRITING -II**

**Objectives:**

- Locate and compile selections from primary and secondary sources relevant to women authors.
- Interpret literary works by women at raise their higher order thinking skills
- Development of critical analytical skills through the close readings of novels and scholarly articles.

**Course Outcomes:**

- Gain exposure to an area of study which is not generally in the ambit of traditional discourses; examine how social attitudes have shaped perception a) Women's Literature b) Women in literature
- Deconstruct texts to discern Gender Hierarchies/Stereotypes so as to interrogate Patriarchal critical assumptions as a mode of wresting power from Women.
- Perceive the marginalized position of women universally; question/examine/resist the Silence

**Syllabus:**

- |                    |                                       |
|--------------------|---------------------------------------|
| 1. Virginia Woolf  | <i>A Room of One's Own</i>            |
| 2. Thrity Umrigar  | <i>If Today Be Sweet</i>              |
| 3. Bama            | <i>Karukku</i>                        |
| 4. Adrienne Rich   | <i>Snapshots of a Daughter-in-law</i> |
| 5. Bapsi Sidhwa    | <i>Ice-Candy Man</i>                  |
| 6. Buchi Emcheta   | <i>Joys of Motherhood</i>             |
| 7. Ismat Chughthai | <i>The Veil</i>                       |
| 8. Gloria Naylor   | <i>Mama Day</i>                       |

## BACKGROUND STUDY

Religion and Women, Women's Movements, Rights of Women, Education, Marriage and Social Customs, Nature

### SUGGESTED READING

1. *Feminism and Recent Fiction in English* - Sushila Singh (Prestige, New Delhi, 1991)
2. *The New Feminist Criticism: Essays on Women's Literature and Theory* – Elaine Showalter
3. *Sexual/Textual politics* – Toril Moi (Methuen, London, 1985)
4. *Man's World, Woman's Place* - Elizabeth Janeway
5. *Mad woman in the Attic* - Sandra Gilbert & Susan Gubar (Yale University Press, New Haven, 1979)
6. *The Second Sex* - Simone De Beauvoir (Translated and edited by H.M Parshley, Penguin, Harmondsworth, 1983)
7. *Sexual Politics* - Kate Millet (Rupert Wart Davis, London, 1971)
8. *The Feminine Mystique* - Betty Friedan (Penguin, Harmondsworth, 1971)
9. *Contemporary Feminist Thought* - W. Eisenstein (Unwin, London, 1984)

**ST. JOSEPHS COLLEGE FOR WOMEN (A) VISAKHAPATNAM**

**ANDHRA UNIVERSITY**

**MA ENGLISH- 2019 -2020**

**SEMESTER-IV**

**ELECTIVE-4**

**COLONIAL ENCOUNTERS-II**

**Objectives:**

- Demonstrate in-depth understanding of the nature of encounters between Aborigines and native peoples and colonizers;
- Compare and contrast the experiences of colonialism across space and time

**Course Outcomes:**

- Reflect upon Discourses of Colonialism, Post colonialism
- Understand notions of Black Consciousness, Negritude, Black studies, & Apartheid/ Race.
- Explain and participate in critical and theoretical debates surrounding women's writing at advanced undergraduate level;

**Syllabus:**

- |                       |   |
|-----------------------|---|
| 1. Mulk Raj Anand     | Two Leaves and a Bud  |
| 2. Doris Lessing      | <i>Grass is Singing</i> (Grafton Books, 1980)                     |
| 3. Alan Stewart Paton | <i>Cry, The Beloved Country</i>                                   |
| 4. Nadine Gordimer    | <i>My Son's Story</i>   |
| 5. Joyce Cary         | <i>Mister Johnson</i> (The Berkeley Publishing Corporation, 1961) |
| 6. Paul Scott         | <i>Staying On</i>   |
| 7. Jean Rhys          | <i>Wide Sargasso Sea</i>  |
| 8. Ngũgĩ wa Thiong'o  | <i>A Grain of Wheat</i>   |

#### BACKGROUND STUDY

Hegemony, Hybridity, Colonial discourse, Transcultural writing, Displacement and Rootlessness, Authenticity, Imperialism, The Search for Identity, Postcolonialism, Apartheid

#### SUGGESTED READING

1. *The Last Days of the British Raj* – Leonard Mosley
2. *Africa in English Fiction* – G. D. Killam (Ibadan Univ. Press, Ibadan, 1968)
3. *African Writers On African Writing* - G. D. Killam (Heinemann, London, 1979)
4. *African Writing Today* – Ezekiel Mphahahlele (Penguin Books, Harmondsworth, 1967)
5. *The Colonial Encounter- A Reading of Six Novels* – M. M. Mahood (Rex Collins, London, 1977)
6. *Key Concepts in Post-Colonial Studies* – Bill Ashcroft, et.al



**ST. JOSEPHS COLLEGE FOR WOMEN (A) VISAKHAPATNAM**

**ANDHRA UNIVERSITY**

**MA ENGLISH- 2019 -2020**

**SEMESTER-IV**

**ELECTIVE-5**

**BLACK LITERATURE-II**

**Objectives:**

- Critique literary works through various critical methodologies.
- Apply appropriate formal conventions when writing about literature.
- Recognize the range and variety of the writing of African-Americans from the late 18th century to the present and the ways that this literature responds to historical and social events

**Course Outcomes:**

- Analyze literature through discussion and writing in professional skills.
- Demonstrate an understanding of such literary terms, themes, strategies, and issues as are relevant to the works being studied
- Express their understanding of the relationship between literature and the historical/cultural contexts in which it was written
- Recognize the range and variety of the writing of African-Americans from the late 18th century to the present and the ways that this literature responds to historical and social events
- Articulate the dynamics of the relationships between this literature and the vast storehouse of Black literature

## Syllabus:

- |                        |   |
|------------------------|---|
| 1. Ntozake Shange      | <i>For Colored Girls</i>                          |
| 2. Paule Marshall      | <i>Brown Girl, Brownstones</i>                    |
| 3. Bessie Head         | <i>A Question of Power</i> (Heinemann, 1974)      |
| 4. Flora Nwapa         | <i>Efuru</i>                                      |
| 5. Wole Soyinka        | <i>The Lion and the Jewel</i>                     |
| 6. Ralph Ellison       | <i>Invisible Man</i> (New American Library, 1952) |
| 7. Booker T Washington | <i>Up from Slavery</i>                            |
| 8. Austin Clarke       | <i>Survivors of Crossing</i>                      |

### BACKGROUND STUDY

Marxism and African literature, Ethnicity, Feminism, Cartography, Marginality, Modernism and Postcolonialism, Modernity, Orientalism, Apartheid, Race

### SUGGESTED READING

1. *Harlem Negro Metropolis* – Claude McKay (Dutton, New York, 1940)
2. *African Glory : The Story of Vanished Negro Civilisation* – J. C. De Graft Johnson (Watts, London, 1954)
3. *Homecoming: Essays on African and Caribbean Literature, Culture and Politics* – Ngugi Wa Thiongo (Heinemann, London, 1972)
4. *A Manifold Voice* – William Walsh (Chatto and Windus, London, 1970)
5. *Awakened Conscience – Studies in Commonwealth Literature* – C. D. Narasimhaiah
6. *The Novel* – Charles Barson