

YEAR III

B.A. ENGLISH MODEL III

SEM V

COURSE 7 – Acts on the Stage

AIM OF THE COURSE

The course seeks to introduce the student to select theatre texts that form the canon of English drama.

OBJECTIVES OF THE COURSE

On completion of the course, the student shall be:

1. familiar with the works of the playwrights included in the course.
2. informed about the broad genre-based nuances in the realm of drama.
3. able to appreciate and critique drama as an art form.

COURSE OUTLINE

Module 1 (72 Hours)

William Shakespeare: *King Lear*

Module 2 (36 Hours)

George Bernard Shaw: *The Dark Lady of the Sonnets*

Anton Chekov: *The Boor*

Maurice Maeterlink: *The Intruder*

John Galsworthy: *Strife*

Core Text: *Acts on the Stage*

COURSE 8 – Literary Criticism and Theory

AIM OF THE COURSE

The course seeks to introduce students to the major signposts in Literary Criticism, Literary Theory and Indian Aesthetics.

OBJECTIVES OF THE COURSE

On completion of the course, the student:

1. will have awareness about the major developments in literary criticism from the ancient times to the twentieth century.
2. will be initiated to the realm of literary theory and major theoretical schools.
3. will have awareness about the chief strains of Indian literary criticism.
4. will be able to analyse short poetical pieces critically.

COURSE OUTLINE

Module 1 [Literary Criticism] (36 hours)

A. Classical Criticism, Plato - Aristotle

B. Neoclassical Criticism, Neoclassicism in England - Dryden, Pope, Aphra Behn, Samuel Johnson

C. Romantic criticism, German Idealism - British Romantic criticism: Wordsworth, Coleridge

D. Victorian Criticism, Matthew Arnold

E. From Liberal Humanism to Formalism

The poetics of Modernism: Yeats, Pound, Eliot

Formalism - Russian Formalism: Boris Eichenbaum, Mikhail Bakhtin, Roman Jakobson-

New Criticism: John Crowe Ransom, Wimsatt and Beardsley

F. Early 20th Century Criticism

F. R. Leavis - Marxist and Left Wing critics - Early feminist critics: Virginia Woolf, Simone de Beauvoir

From M. A. R Habib: *Literary Criticism from Plato to the Present: An Introduction*. Oxford: Wiley Blackwell, 2011

Module 2 [Literary Theory] (36 hours)

A. Structuralism - Poststructuralism - Deconstruction - Psychoanalysis

B. Ideology and Discourse

C. Postmodernism

From Mary Klages: *Literary Theory: A Guide for the Perplexed*. London: Continuum, 2008.

Module 3 [Indian Aesthetics & Practical Criticism] (18 hours)

A. Indian Aesthetics

Rasa - Dhvani - Vakrokti

From G. Balamohan Thampi: *Essays on Eastern Aesthetics*

B. Practical Criticism

Critical analysis of poetry

Based on Neil McCaw: Close Reading (Chapter 3 of *How to Read Texts: A Student Guide to Critical Approaches and Skills*. London: Viva-Continuum, 2008.)

Note: A compulsory question on practical criticism to be included in Section B (5 Marks) of the Question Paper

Core Text: *Literary Criticism and Theory*

COURSE 9 – Indian Writing in English

COURSE OUTLINE

Module 1 (Poetry) (18 Hours)

Henry Derozio: The Harp of India
Nissim Ezekiel: The Patriot
Jayanta Mahapatra: Freedom
Kamala Das: Introduction
Dom Moraes: Absences

Module 2 (Fiction) (18 Hours)

Anita Nair: *Ladies Coupe*

Module 3 (Drama) (18 Hours)

Girish Karnad: *Tughlag*

Module 4 (Short Fiction) (18 Hours)

R. K. Narayan: The Antidote
Salman Rushdie: The Free Radio
Jhumpa Lahiri: The Interpreter of Maladies
Chitra Divakaruni Banerjee: Mrs Dutta Writes a Letter

Module 5 (Prose) (18 Hours)

Rabindranath Tagore: Nationalism in India
B. R. Ambedkar: Back from the West and Unable to Find Lodging in Baroda
Satyajit Ray: Odds Against Us
Amitav Ghosh: The Imam and the Indian
Core Text: *Indian Writing in English*

COURSE – Environmental Science and Human Rights

Core module syllabus for Environmental Studies & Human Rights for under-graduate courses of all branches of higher education

VISION

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 and World Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues.

India is rich in biodiversity which provides various resources for people. Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution has been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment has so far not received adequate attention in our academic programme. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in college education. Accordingly, the matter was considered by UGC and it was decided that a six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

The syllabus of environmental studies includes five modules including human rights. The first two modules are purely environmental studies according to the UGC directions. The second two modules are strictly related with the core subject and fifth module is for human rights.

OBJECTIVES

Environmental Education encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues by developing and enhancing critical and creative thinking skills. It helps to foster a new generation of informed consumers, workers, as well as policy or decision makers.

Environmental Education helps students to understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, as well as ways we can take action to keep our environment healthy and sustainable for the future. It encourages character building, and develops positive attitudes and values.

To develop the sense of awareness among the students about the environment and its various problems and to help the students in realizing the inter-relationship between man and environment and helps to protect the nature and natural resources.

To help the students in acquiring the basic knowledge about environment and the social norms that provides unity with environmental characteristics and create positive attitude about the environment.

Module I (18 hours)

Unit 1: Multidisciplinary nature of environmental studies - Definition, scope and importance
Need for public awareness.

Unit 2: Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems.

- a) Forest resources: Use and over-exploitation, deforestation: case studies - Timber extraction, mining, dams and their effects on forest and tribal people.
- b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources: case studies.
- d) Food resources: World food problems - changes caused by agriculture and overgrazing - effects of modern agriculture – fertilizer & pesticide problems – water logging – salinity: case studies.
- e) Energy resources: Growing energy needs - renewable and non renewable energy sources - use of alternate energy sources: case studies.
- f) Land resources: Land as a resource - land degradation - man induced landslides – soil erosion and desertification.

Role of individual in conservation of natural resources - Equitable use of resources for sustainable life styles.

Unit 3: Ecosystems

Concept of an ecosystem - Structure and function of an ecosystem - Producers, consumers and decomposers - Energy flow in the ecosystem.

Ecological succession - Food chains, food webs and ecological pyramids.

Introduction, types, characteristic features, structure and function of the given ecosystem - Forest ecosystem

Module II (26 hours)

Unit 1: Biodiversity and its conservation

Introduction - Bio-geographical classification of India

Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.

India as a mega-diversity nation.

Hot-spots of biodiversity

Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts - Endangered and endemic species of India

Unit 2: Environmental Pollution

Definition - Causes, effects and control measures of: Air pollution - Water pollution - Soil pollution - Marine pollution - Noise pollution - Thermal pollution - Nuclear hazards

Solid Waste Management: Causes, effects and control measures of urban and industrial wastes

Role of an individual in prevention of pollution - Pollution case studies

Disaster management: floods, earthquake, cyclone and landslides

Unit 3: Social Issues and the Environment

Urban problems related to energy - Water conservation, rain water harvesting, watershed management

Resettlement and rehabilitation of people: its problems and concerns: case studies
Environmental ethics: Issues and possible solutions
Climate change, global warming, acid rain, ozone layer depletion , nuclear accidents and
holocaust: case studies - Consumerism and waste products
Environment Protection Act - Air (Prevention and Control of Pollution) Act – Water (Prevention
and control of Pollution) Act - Wildlife Protection Act - Forest Conservation Act
Issues involved in enforcement of environmental legislation - Public awareness

Module III (10 hours)

Jean Giono: *The Man Who Planted Trees*
K. Satchidanandan: Hiroshima Remembered

Module IV (10 hours)

Bessie Head: Heaven is not Closed
Safdar Hashmi: Machine

Module V (26 hours)

Unit 1: Human Rights

An Introduction to Human Rights: Meaning, concept and development - Three Generations of
Human Rights (Civil and Political Rights, Economic, Social and Cultural Rights).

Unit 2: Human Rights and United Nations

Contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations
for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and
women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

Unit 3: Environment and Human Rights

Right to Clean Environment and Public Safety

Issues of Industrial Pollution - Prevention, Rehabilitation and Safety Aspect of New
Technologies such as Chemical and Nuclear Technologies - Issues of Waste Disposal -
Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies and policy
formulation.

Conservation issues of Western Ghats: Mention Gadgil committee report, Kasthuri Rangan
report.

Over-exploitation of ground water resources, marine fisheries, sand mining, etc.

Internal: Field study

Visit to a local area to document environmental grassland/ hill /mountain

Visit a local polluted site: Urban/Rural/Industrial/Agricultural Study of common
plants, insects, birds, etc

Study of simple ecosystem: pond, river, hill slopes, etc

(Field work Equal to 5 lecture hours)

REFERENCES

Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University
Press, IInd Edition 2013 (TB)

Clark.R.S., Marine Pollution, Clanderson Press Oxford (Ref)

Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001 Environmental
Encyclopedia, Jaico Publ. House. Mumbai. 1196p .(Ref)

Dc A.K.Environmental Chemistry, Wiley Eastern Ltd.(Ref)

Down to Earth, Centre for Science and Environment (Ref)
 Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140pb (Ref)
 Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p (Ref)
 Mekinney, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p (Ref)
 Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
 Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p (Ref)
 Rao.M.N & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p (Ref)
 Rajagopalan. R, Environmental Studies from crisis and cure, Oxford University Press, Published: 2016 (TB)
 Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut (Ref)
 Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (Ref)
 Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (Ref)
 Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (Ref)
 Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (Ref)

(M) Magazine (R) Reference (TB) Textbook

Human Rights

Amartya Sen, The Idea Justice, New Delhi: Penguin Books, 2009.

Chatrath, K. J.S., (ed.), Education for Human Rights and Democracy (Shimla: Indian Institute of Advanced Studies, 1998)

Law Relating to Human Rights, Asia Law House,2001.

Shireesh Pal Singh, Human Rights Education in 21st Century, Discovery Publishing House Pvt.Ltd, New Delhi,

S.K.Khanna, Children And The Human Rights, Common Wealth Publishers,1998. 2011.

Sudhir Kapoor, Human Rights in 21st Century,Mangal Deep Publications, Jaipur,2001.

United Nations Development Programme, Human Development Report 2004: Cultural Liberty in Today's Diverse World, New Delhi: Oxford University Press, 2004.

Six months compulsory core module course in Environmental Studies & Human Rights for undergraduates

Teaching Methodologies

The core Module Syllabus for Environmental Studies includes class room teaching and Field Work. The syllabus is divided into five modules covering 72 lectures. The first two modules will cover 44 lectures which are class room based to enhance knowledge skills and attitude to environment. The third and fourth is based on subject related environmental studies which will be covered in 20 lecture hours and would provide student a multidisciplinary knowledge on environmental issues in relation with the core subject. Human rights is also included in the fifth module and 8 lectures are set apart for that. Field study is one of the most effective learning tools for environmental concerns and is purely for internal evaluation. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process.

Course material provided by UGC for class room teaching and field activities be utilized.

The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all undergraduate courses.

Core Text for Module 3 & 4: Greening Knowledge

ELECTIVES

COURSE 1 – Appreciating Films

AIM OF THE COURSE

The course seeks to introduce the student to the major elements that constitute cinema. Also the attempt will be to equip the student to academically discuss cinema in terms of critiques and close analyses.

OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to discern the following:

1. The broad contours of the history and aesthetics of films.
2. The overarching film genres and the basic terminology of film studies.
3. The distinction between mere appreciation of films and sustained ideological film analysis.
4. The questions raised by Cultural Studies and Feminism(s) in their encounter with films.
5. The issues raised by cinematic adaptations of literature.

COURSE OUTLINE

Module I (Broad Film Genres) (18 hours)

Lumiere vs. Melies [*Arrival of a Train vs. An Impossible Voyage*]

Narrative Cinema vs. Documentary Cinema

Hollywood Style as Norm - Roland Emmerich's *Independence Day* (1996)

German Expressionism - F.W. Murnau's *Nosferatu* (1922)

Neo-realism - Vittorio De Sica's *Bicycle Thieves* (1948)

Module II (Film Languages) (18 hours)

Montage Theory: [Clippings from Eisenstein's *Battleship Potemkin* and Chaplin's *Modern Times*]

Mise-en-scene: [The opening sequence from Werner Herzog's *Aguirre, Wrath of God* (1972) and the infamous 'horse head' scene from Francis Ford Coppola's *The Godfather* (1972)]

Deep Focus, the Long Take and psychological representation: [Select scenes from Orson Welles' *The Magnificent Ambersons* (1942)]

Jump Cut (anti-seamless-dissolve) [Examples from Godard's *Breathless* (1960)]

Module 3 (Reading Films) (18 hours)

Cinema and Ideology/Identity Politics

[Kamal Haasan's *Hey Ram* (2000) and Shaji Kailas's] *Aaram Thampuran* (1997)]

Cinema and Feminism

[Rajkumar Hirani's *PK* (2014) and K. G. George's *Aadaminte Variyellu* (1983)]

Module IV (Film Adaptations) (18 hours)

Shakespeare/Hamlet: Vishal Bhardwaj's *Haider* (2014)

Basheer/Mathilukal: Adoor Gopalakrishnan's *Mathilukal* (1990)

Films Recommended for Background Viewing

George Melies: *An Impossible Voyage*

Lumiere brothers: *Arrival of a Train*

Sergei Eisenstein: *Battleship Potemkin*

Charlie Chaplin: *Modern Times*

Werner Herzog: *Aguirre, Wrath of God*
Francis Ford Coppola: *The Godfather*
Orson Welles: *The Magnificent Ambersons*
Jean Luc-Godard: *Breathless*
V. K. Prakash: *Karmayogi* [Malayalam]
Core Text: *Appreciating Films*

COURSE 2 – Theatre Studies

AIM OF THE COURSE

The students will be introduced to a selection of plays from the West and the East, ranging from the tragic and the comic, the folk and the street, so as to generate interest in theatre and make them aware of the new trends in modern theatre.

OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to imbibe the following:

1. An understanding of a selection of well-discussed plays across the world.
2. The classical and modern theatre in the West and the East.
3. The form and content of various kinds of theatre.
4. Colonial and subversive postcolonial aspects in Indian theatre.
5. Issues of gender, identity, caste, tradition, morality, etc dealt with by modern theatre.

COURSE OUTLINE

Module I (Classics) (18 hours)

Kalidasa: *Abhijanasakunthalam* – Act I
William Shakespeare: *Othello* – Act I, Scene III, 1-295
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Module II (Tragic Vision) (18 hours)

Eugene O'Neil: *Before Breakfast*
Langston Hughes: *Soul Gone Home*

Module III (Comic Vision) (18 hours)

Bernard Shaw: *How He Lied to Her Husband*
Anton Chekov: *The Proposal*

Module IV (Folk/Street) (18 hours)

Kavalam Narayana Panicker: *Maraattom*
Malini Bhattacharya: *Giving Away the Girl*

Core Text: *Theatre Studies*

COURSE 3 – English for Careers

AIM OF THE COURSE

To make the students competent in their job-seeking, job-getting, and job-holding needs. The course shall cater to equipping the students in Comprehensive Language Enhancement.

OBJECTIVES OF THE COURSE

On completion of the course, the students should be able:

1. To develop communicative skills, which will enable them to prepare for a career and function effectively in it.
2. To equip themselves in oral and written communication to enhance their academic and professional use of language.
3. To train themselves in making effective presentations.

COURSE OUTLINE

Module 1 (Oral and Written Skills for Jobs and Careers) (18 hours)

- a. Applying for jobs—Preparing Resumes—Writing Cover letters.
- b. Preparing for interviews—Taking Interviews—Post-Interview follow-up-Promotion
- c. Interviews—Group Discussions

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Module 2 (Correctness of Language Usage) (18 hours)

- a. Common errors in communication and how to avoid them.
- b. Some Notions—Conventional and idiomatic expressions.
- c. Today's Vocabulary
- d. Grammar for Grown-ups

Module 3(Facing People) (18 hours)

- a. Structuring and delivering a presentation.
- b. Communication in the Management context.
- c. Importance of Words/Language.
- d. Horizontal and Democratic Communication.

Module 4 (Keeping the Job 0 (18 hours)

- a. Human relationships in academic and professional life.
- b. Front Office Management and Keeping public relations (Telephone Skills)
- c. Soft Skills for Team Building.
- d. Keeping the Job—Professional Ethics
- e. Managing Multiple Roles- Healthy Balancing of family and career.

Reading List

1. Samson et al. *English for Life - 4*. New Delhi: Cambridge University Press.
2. Vasudev, Murthy. *Effective Proposal Writing*. New Delhi: Response Books, 2006.
3. *Towards Academic English: Developing Effective Writing Skills*. New Delhi: Cambridge University Press, 2007.
4. *Oxford Guide to Effective Writing and Speaking*. OUP, 2007.
5. Bhatnagar, R. P. *English for Competitive Examinations*. New Delhi: Macmillan, 2009.
6. *English for Careers*. Pearson.
7. *ABC of Common Grammatical Errors*. Macmillan, 2009
8. Kaul, Asha. *The Effective Presentation*. New Delhi: Response Books
9. Shepherd, Kerry. *Presentations at Conferences, Seminars and Meetings*. New Delhi: Response Books.
10. Vilanilam, J. V. *More Effective Communication: a Manual for Professionals*. Response Books 2008
11. *English for Career Development*. Orient Longman, 2006.

Core Text: *English for Careers*

YEAR III

B.A. ENGLISH MODEL III

SEM VI

COURSE 10 – Postcolonial Literatures

AIM OF THE COURSE

To familiarize the students the varied dimensions of postcolonial subjectivity through theory and literature.

OBJECTIVES OF THE COURSE

On completion of the course, the student will:

1. be aware of the social, political, cultural aspects of postcolonial societies.
2. realise the impact of colonialism and imperialism on native cultural identities.
3. get an insight into the links between language, history and culture.

COURSE OUTLINE

Module 1 [The Domain] (36 hours)

Bill Ashcroft, Gareth Griffiths and Helen Tiffin: Introduction of *The Empire Writes Back*

Edward Said: Orientalism [an excerpt]

Frantz Fanon: The Fact of Blackness

Module 2 [Poetry] (18 hours)

Faiz Ahmed Faiz: A Prison Evening

A. K. Ramanujan: Small Scale Reflections on a Great House

David Malouf: Revolving Days

Wole Soyinka: Civilian and Soldier

Margaret Atwood: Journey to the Interior

Module 3 [Fiction] (18 hours)

Peter Carey: *Jack Maggs*

Module 4 [Drama] (18 hours)

Ngugi wa Thiong'o: *The Trial of Dedan Kimathi*

Core Text: *Postcolonial Literatures*

COURSE 11 – Women Writing

AIM OF THE COURSE

To introduce the theoretical and literary responses by women and the concerns that govern feminist literature.

OBJECTIVES OF THE COURSE

On completion of the course, the students will be able to:

1. critically respond to literature from a feminist perspective.
2. realize how the patriarchal notions pervade in the social and cultural scenario and how feminism exposes these notions.
3. identify how stereotypical representations of women were constructed and how these are subverted by feminist writing

COURSE OUTLINE

Module 1 [Essays] (36 hours)

Betty Friedan: The Problem that has No Name (Chapter 1 of *The Feminine Mystique*)

Elaine Showalter: Towards a Feminist Poetics

Patricia Hill Collins: Mammies, Matriarchs and Other Controlling Images (Chapter 4 of *Black Feminist Thought* pp. 79-84)

Module 2 [Poetry] (18 hours)

Anna Akhmatova: Lot's Wife

Mamta Kalia: After Eight Years of Marriage

Julia Alvarez: Women's Work

Meena Alexander: House of a Thousand Doors

Sutapa Bhattacharya: Draupadi

Kristine Batey: Lot's Wife

Vijayalakshmi: Bhagavatha

Module 3 [Short Fiction] (18 hours)

Charlotte Perkins Gilman: The Yellow Wallpaper

Willa Cather: A Wagner Matinee

Isabel Allende: And of the Clay We Created

Sara Joseph: The Passion of Mary

Module 4 [Fiction] (18 hours)

Alice Walker: *The Color Purple*

Core Text: *Women Writing*

COURSE 12 – American Literature

AIM OF THE COURSE

To enable the students to have a holistic understanding of the heterogeneity of American culture and to study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts.

OBJECTIVES OF THE COURSE

At the end of the course, the student shall be:

1. familiar with the evolution of various literary movements in American literature.
2. acquainted with the major authors in American Literary History.

COURSE OUTLINE

Module 1 [Prose] (18 hours)

M. H Abrams: Periods of American Literature in *A Handbook of Literary Terms*

Robert E. Spiller: The Last Frontier in *The Cycle of American Literature*

Ralph Waldo Emerson: Gifts

James Baldwin: If Black English isn't Language, then Tell me, What is?

Module II [Poetry] (18 hours)

Walt Whitman: I Hear America Singing

Emily Dickinson: I dwell in Possibility

Robert Frost: Love and a Question

e e cummings: Let's Live Suddenly Without Thinking

Langston Hughes: Let America be America Again

Allen Ginsberg: A Supermarket in California

Adrienne Rich: In A Classroom

Marianne Moore: Poetry

Module III [Short Story] (18 hours)

Nathaniel Hawthorne: My Kinsman, Major Molineux

Edgar Allan Poe: The Purloined Letter

Mark Twain: How I Edited an Agricultural Paper

Leslie Marmon Silko: Lullaby

Kate Chopin: A Respectable Woman

Module IV [Drama] (18 hours)

Arthur Miller: *The Crucible*

Module V [Novel] (18 hours)

Harper Lee: *To Kill a Mocking Bird*

Core Text: *American Literature*

COURSE 13 – Modern World Literature

AIM OF THE COURSE

To make the students aware of the stupendous variety that resides in Literatures the world over.

OBJECTIVES OF THE COURSE

On completion of the course, the students should be able to discern the following:

1. That literatures the world over engage in very deep ways with the vicissitudes of life.
2. World literatures often defy genres/regionalities and canonical assumptions to emerge as a platform where poetics and politics fuse.
3. The notion of Major and Minor, Central and Peripheral literatures is a myth.

COURSE OUTLINE

Module I [Poetry] (18 hours)

Marina Tsvetaeva: Meeting
Federico Garcia Lorca: New Heart
Pablo Neruda: Ars Poetica
Leopold Sedar Senghor: Black Woman
Wizlawa Szymborska: The Terrorist, He's Watching
Adonis : Nothing but madness remains
Bei Dao: The Answer
Ko Un: A Poet's Heart

Module II [Short Stories: European] (18 hours)

Leo Tolstoy: God Sees the Truth, but Waits
Bjornstjerne Bjornson: The Father
Franz Kafka: Before the Law
Bertolt Brecht: The Monster
Albert Camus: The Guest
Javier Marias: The Life and Death of Marcelino Iturriaga

Module III [Short Stories: Non-European] (18 hours)

Ryunosuke Akutagawa: In a Grove
Jorge Luis Borges: The Garden of Forking Paths
Naguib Mahfouz: Half of a Day
Julio Cortazar: Continuity of Parks
Danilo Kis: The Encyclopaedia of the Dead
Juan Gabriel Vasquez: The Dogs of War

Module IV [Novel] (18 hours)

Italo Calvino: *The Cloven Viscount*

Module V [Drama] (18 hours)

Eugene Ionesco: *Chairs*

Core Text: *Modern World Literature*

OJT AND PROJECT