

**ASSAM DON BOSCO UNIVERSITY**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LANGUAGE STUDIES**  
**Modified Syllabus in SPRING 2019**

**MASTER OF ARTS - ENGLISH**  
**SEMESTER 2**

**LSNE0020: NORTH-EAST INDIAN LITERATURE IN ENGLISH**

**(3 Credits: 45 Hours)**

**Objective:** *The objective of this course is to expose students to the vast body of writings in English from India's North-east. The course is designed to introduce to student the emerging genres of North-east Indian literature- poetry, fiction and non-fictional prose writing. The course will help the students to explore and understand the specific issues such as the double challenge of truth and liberty, of identity and unity, of cultural loss and recovery, of ethnic specificity and aesthetic universality in the literature from the north-east India in English.*

**Module I: Selected Poetry (15 hours)**

- a) Easterine Kire's 'Riddu Riddu' & 'Narcissus'
- b) Robin Ngangom's "My Invented Land"
- c) Ilabunta Yumnam's "Barak River You Are Beautiful"

**Module II: Selected Fiction/Non-Fiction Writers (30 hours)**

- a) Mamang Dai's "The Legends of Pensam"
- b) Mitra Phukan's "The Collector's Wife"

**COURSE/LEARNING OUTCOMES**

At the end of this course students will be able to:

CO1: Understand the vast body of writings in English from India's North-east. (Knowledge)

CO2: Interpret the emerging genres of North-east Indian literature- poetry, fiction and non-fictional prose writing. (Comprehension)

CO3: Apply critical reading skills to the emerging and vibrant area of literature. (Application)

CO4: Address and analyse the specific issues such as the double challenge of truth and liberty, of identity and unity, of cultural loss and recovery, of ethnic specificity and aesthetic universality in the literature from the north-east India in English. (Analysis)

CO5: Summarise the contribution of writers from North-east India to the Indian English literary tradition. (Synthesis)

CO6: Examine and evaluate the essence of the literature from the North-east India vis-à-vis the contribution of the writers to the development of this unique kind of literary genre. (Evaluation)

**Suggested Readings**

1. Selected Texts (mentioned in the detailed course)
2. Misra, Tillotama. The Oxford Anthology of Writings From North East India: Poetry and Essays. OUP
3. Zama, Magarat Ch. Emerging Literatures From NorthEast India: The Dynamics of Culture, Society and Identity, SAGE publications
4. Ngangom, Robin S. & Nongkynrih, Kynpham Singh. Dancing Earth: An Anthology of Poetry from North-east India.
5. Swami, Indu. Exploring North-East Indian Writings in English: 2 volumes

## LSRR0027: RESTORATION TO ROMANTIC PERIOD – POETRY AND DRAMA

**(4 Credits: 60 Hours)**

**Objective:** *The objective of this course is to acquaint the students with representative selected texts from the genres of poetry and drama from Restoration to the Romantic period in English literature. The students are also expected to read the selected texts within this literary period by understanding the circumstances that influenced and shaped literary production during that period.*

### Module I: Selected Poetry (25 hours)

- a) John Dryden's "Mac Flecknoe"
- b) Lord Byron's "Love's Last Adieu"
- c) William Wordsworth's "Composed on Westminster Bridge"
- d) John Keats' "Ode to a Nightingale"
- e) P. B. Shelley's "To a Skylark"

### Module II: Selected Drama (35 hours)

- a) George Etherege's *The Man of Mode*
- b) William Congreve's *The Double Dealer*
- c) John Dryden's *All for Love*

### COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define various genres of literature, viz. poetry and drama and they are able to write about the selected writers and their important literary works. (Knowledge)

CO2: Interpret the selected literary works and they are able to explain the plot, theme and character of the dramas and the theme and figures of speech in the poems. (Comprehension)

CO3: Use the correct form of grammar while using the English language and they are able to identify and solve technical problems related to poetic metre, rhythm and diction. (Application)

CO4: Offer critical interpretation or criticism of the literary texts, critically analyse the themes and compare and contrast the different characters of the selected dramas. (Analysis)

CO5: Summarize and critically appreciate the selected poems. (Synthesis)

CO6: Assess and evaluate the selected dramas and poems vis-à-vis their context and socio-political and cultural background. (Evaluation)

### Suggested Readings

1. Dryden, John. *MacFlecknoe and Other Poems*.
2. Appelbaum, Stanley. *English Romantic Poetry: An Anthology*.
3. Selected Critical Texts (mentioned in the detailed course)
4. Fisk, Deborah Payne. *The Cambridge Companion to English Restoration Theatre*.
5. Perry, Henry Ten Eyck. *The Comic Spirit in Restoration Drama: Studies in the Comedy of Etherege, Wycherley, Congreve, VanBrugh and Farquhar*.

## LSLC0028: LITERARY CRITICISM: PLATO TO F.R. LEAVIS

**(4 Credits: 60 Hours)**

**Objective:** *This paper acquaints the students with important ideas of Western literary criticism from the time of Plato to the Modern period and expects them to examine the implications of those key ideas (on poetry, drama etc.) that have marked the history of Literary Criticism. This course has been designed to present the students with the opportunity to study the key concepts associated with the names of significant literary thinkers and critics in the history of English Literature.*

### Module I: Literary Criticism: Key Ideas and Concepts – Plato to Sidney (12 hours)

Plato: Views on Poetry, Theory of Mimesis; Aristotle: Observations on Poetry and Imitation, Concept of Tragedy (plot, catharsis, hamartia, peripetia, anagnorisis, hubris); Horace: Observations on drama; Longinus: Ideas On the Sublime, Sources of Sublimity in Literature; Philip Sidney: Ideas on Apology

for Poetry

### **Module II: Literary Criticism: Key Ideas and Concepts – Johnson to F. R. Leavis (18 hours)**

Samuel Johnson: Views on Shakespeare, Concept of the Three Unities; William Wordsworth: Views on Poetry, Poetic Diction; S.T. Coleridge: Difference between Fancy and Imagination, Views on Organic Form; John Keats: Negative Capability; Matthew Arnold: The Touchstone Method, High Seriousness, Grand Style; T.S. Eliot: Views on Poetry (Impersonality), Objective Correlative, Dissociation of Sensibility; I. A. Richards: The Referential and Emotive Uses of Language, Statement and Pseudo-Statement; Tenor and Vehicle, Stock Response; F.R. Leavis: Enactment, Literary Criticism and Philosophy

### **Module III: Selected Critical Texts (30 hours)**

- a) 'Poetics' by Aristotle
- b) 'Biographia Literaria' (Chapter 13) by Samuel Taylor Coleridge
- c) "Tradition and the Individual Talent" by T. S. Eliot

### **COURSE/LEARNING OUTCOMES**

At the end of this course students will be able to:

- CO1: Define important ideas of Western literary criticism from the time of Plato to the Modern period. (Knowledge)
- CO2: Examine the implications of those key ideas that have marked the history, growth and development of Literary Criticism. (Comprehension)
- CO3: Study and apply the key concepts associated with the names of significant. (Application)
- CO4: Analyse the key concepts and the contribution of the literary theorists and critics. (Analysis)
- CO5: Summarize and critically appreciate the selected texts of literary criticism. (Synthesis)
- CO6: Assess and evaluate the selected texts of literary criticism. (Evaluation)

### **Suggested Readings**

1. Selected Critical Texts (mentioned in the detailed course)
2. Culler, Jonathan. Literary Theory: A Very Short Introduction.
3. Abrams, M.H. A Glossary of Literary Terms.
4. Cuddon, J.A. The Penguin Dictionary of Literary Terms and Literary Theory.
5. Habib, M.A.R. A History of Literary Criticism: From Plato to the Present.

## **LSAL0030: APPROACHES TO LANGUAGE AND LITERARY RESEARCH**

### **(3 Credits - 45 Hours)**

**Objective:** This course introduces students to some basic concepts of research and its methodologies. The course aims at enabling students to identify research topics and select and define appropriate research problem and parameters. The course will provide the students knowledge of research with special focus on research in the field of language and literature so that they can organize and conduct research in an appropriate manner and write better research reports and papers.

### **Module I: Introduction (10 hours)**

Meaning of Research; Objectives of Research; Motivation in Research; Different types of Research Methods; Research Methods Vs Research Methodology; Difference between Methods and Techniques; Ethics in Research; Review of Literature

### **Module II: Hypothesis and Data Collection (10 hours)**

Formulation of Hypothesis; Types of Hypothesis; Methods of Testing Hypothesis; Determining Sample design; Methods of Sampling; Methods of Collection of Data (Primary Data and Secondary Data); Processing and Analysis of Data; Types of Analysis

### **Module III: Critical Approaches to Literature (15 hours)**

Formalist, Feminism and Gay and Lesbian Studies, Psychoanalysis, Narratology, Race Ethnicity and Postcolonial Studies, Strucuralism, Post-structuralism, Postmodernism and Deconstruction, Ecocriticism

#### **Module IV: Analysis and Report-Writing (10 hours)**

Testing of Hypothesis; Interpretation; Different techniques of Interpretation; Citation and Bibliography; Writing and Presentation of Report

#### **COURSE/LEARNING OUTCOMES**

At the end of this course students will be able to:

CO1: Understand basic concepts of research and its methodologies. (Knowledge)

CO2: Identify research topics and select and define appropriate research problem and parameters. (Comprehension)

CO3: Organize and conduct research in an appropriate manner. (Application)

CO4: Research in the field of language and literature by analyzing literary works from various genres by applying various theories and approaches. (Analysis)

CO5: Summarize and critically appreciate the various approaches to language and literary research. (Synthesis)

CO6: Assess and evaluate the various works of literature to write research reports and papers. (Evaluation)

#### **Suggested Readings**

1. Altick, Richard D. & Fenstermaker, John J. The Art of Literary Research
2. Correa, Delia Da Souza & Owens, W.R. The Handbook to Literary Research
3. Eagleton, Terry. Literary Theory.
4. Kothari, C. R. & Gaurav Garg. Research Methodology: Methods and Techniques
5. MLA Handbook for Writers of Research Papers

### **LSIW0032: INDIAN WOMEN WRITERS**

#### **(3 Credits: 45 Hours)**

**Objective:** This course introduces literature by women in India in English to the students. The course covers poetry, drama, short stories and novels produced in different historical periods. The objective of the course is to acquaint students with the contribution of women writers to the Indian English literary tradition and enable students to investigate the nature of this contribution. The course not only helps the students to understand the essence of women's literature but also exposes them to the gamut of women's lives and concerns as represented in literature.

#### **Module I: Selected Poets (12 hours)**

- a) Toru Dutt's "Sita"
- b) Sarojini Naidu's "The Gift of India"
- c) Kamala Das' "The Old Playhouse"

#### **Module II: Selected Playwrights and Short Story Writers (15 hours)**

- a) Manjula Padmanabhan's Harvest
- b) Mahasweta Devi's 'Draupadi'

#### **Module III: Selected Novelists (18 hours)**

- a) Nayantara Sahgal's Rich Like Us
- b) Kiran Desai's The Inheritance of Loss

#### **COURSE/LEARNING OUTCOMES**

At the end of this course students will be able to:

CO1: Define the literature by women in India in English. (Knowledge)

CO2: Critically read and comment on poetry, drama, short stories and novels produced by women of India in different historical periods. (Comprehension)

CO3: Apply feminist theories and feminist reading techniques to critically interpret and assess the selected texts. (Application)

CO4: Analyse the contribution of women writers to the Indian English literary tradition. (Analysis)

CO5: Summarize and critically appreciate the selected literary works and find out the commonalities in terms of themes and issues. (Synthesis)

CO6: Judge the essence of women's literature and appreciate the gamut of women's lives and concerns as represented in literature. (Evaluation)

### **Suggested Readings**

1. Selected Texts (mentioned in the detailed course)
2. Butler, Judith. Undoing Gender.
3. Goodman, L. Literature and Gender.
4. Mohanty, S.K. Indian Women Writers in English
5. Zaidi, Annie (ed.). Unbound: 2,000 years of Indian Women's Writing.

## **LSSP6006: SEMINAR AND PRESENTATION II**

### **(1Credit)**

**Objective:** *The course will engage students in the integrated activities of reading, research, discussion and composition around a particular topic/theme or subject. At its core, this course is designed to provide students with opportunities for both sustained, rigorous investigation of a topic and close faculty-student interaction. Students will gain a deeper appreciation of the role of writing in scholarly investigation, as they refine, adapt and expand their abilities to absorb, synthesize and construct arguments in close-knit community.*

### **Module I: Making an Argument in Research Paper (3 hours)**

- a) Beginning: Choosing a topic
- b) Body of the Research Paper.
- c) Review of Literature.
- d) Developing an argument.
- e) Bringing a critical interpretation into writing.
- f) Framing the Conclusion.
- g) Referencing and Citation.
- h) Bibliography

### **Module II: Practical (17 hours)**

- a) Two presentations per period.
- b) Each will be allotted 10-15 minutes for presentation.
- c) Followed by a discussion and commentary on the paper presented.

### **COURSE/LEARNING OUTCOMES**

At the end of this Seminar students will be able to:

CO1: Explain academic writing, seminar presentation and publication. (Knowledge)

CO2: Identify research topics for sustained and rigorous investigations of that original write-ups can be developed. (Comprehension)

CO3: Engage in critical reading, research, discussion and composition around a particular topic/theme or subject. (Application)

CO4: Write in scholarly journals by doing analysis of textual evidence. (Analysis)

CO5: Investigate and expand their abilities to absorb, synthesize and construct arguments in close-knit community. (Synthesis)

CO6: Assess and evaluate the various works of literature to write research reports and papers. (Evaluation)

### **Suggested Reading**

1. Correa, Delia Da Souza & Owens, W.R. The Handbook to Literary Research
2. Kothari, C. R. & Gaurav Garg. Research Methodology: Methods and Techniques
3. MLA Handbook for Writers of Research Papers, Eighth Edition.