

Paper 12
English CORE: Semester 6
Women's Writing
ENG060104

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)

Graduate Attributes:

This course will acquaint students with women's writing across genres, cultures and historical periods. They will study these writings with the help of some key concepts and ideas in women's/feminist studies. The study of the specific texts will develop the students' critical thinking and analytical abilities. They will acquire knowledge of different cultures and the challenges faced by women in diverse social settings. They will develop empathy and gender sensitivity which will help them to tackle problems in real life situations.

Course Outcome:

At the end of this course, the students would be able to:

CO1: Interpret, distinguish, and explain the basic concepts which are crucial to women's writing

CO2: Recognize and classify women's writing across genres, times and cultures

CO3: Analyze texts, setting them against their socio-cultural and historical background

CO4: Examine the basic themes, issues and stylistic features of women's writing.

CO5: Appraise and interpret women's issues and challenges as reflected through their writing

Unit I: History, Concepts and Ideas (1 Credit)

Waves of feminism, the body, ecofeminism, third world feminism, black feminism, communities of women, gynocriticism, gender

Unit II: Texts (3 Credits)

Kamala Das : *An Introduction*

Elizabeth Barrett Browning: *Sonnet XLIII (How do I Love Thee? Let me count the ways)* from *Sonnets from the Portuguese*

Emily Dickinson: *The Soul Selects her own Society*

Adrienne Rich: *Power*

Louisa May Alcott: *Little Women*

Alice Walker: *The Color Purple*

Manjula Padmanabhan : *Lights Out*

Lady Mary Wortley Montagu: *from The Turkish Embassy Letters (to Lady-Adrianople, 1 April 1717; To Lady Mar, 1 April 1717)*

Toru Dutt: *from Letters to Mary Martin (Baugmaree Garden House, Calcutta. December 19, 1873)*

Emily Bronte: *from Diary (Haworth, Thursday, July 30th, 1845)*

Recommended Reading:

Andermahr, Sonya et al. *A Glossary of Feminist Theory*. London: Arnold, 2000

Auerbach, Nina. *Communities of Women: An Idea in Fiction*. Harvard UP, 1978

Beauvoir, Simone de. *The Second Sex*. trans. Constance Borde and Shiela Malovany Chevallier. Vintage, 2010
Gilbert, Sandra and Susan Gubar (ed). *The Norton Anthology of Literature by Women: The Traditions in English*. Norton, 1996
Pearce, Lynne. *Feminism and the Politics of Reading*. Arnold, 1997
Showalter, Elaine. *A Literature of their Own*. Virago, 1978
Tharu, Susie & K. Lalita. ed *Women Writing in India* OUP,1993
Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1952

Paper 13
English CORE: Semester 6
Literature and the Environment
ENG060204
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)

Graduate Attributes

- To equip students with a comprehensive knowledge of multiple perspectives on the relationship between literature and environment.
- To provide students with a historical and contextual knowledge of the representation of and approaches to the environment through literature.
- To develop skills in critical analysis, research, and writing, which will enable students to engage in scholarly discussions on this area.
- To develop in the students a critical vocabulary pertaining to the field of environmental humanities

Course Outcome:

At the end of this course, the students would be able to:

CO1: Explain multiple perspectives on the relationship between literature and the environment.

CO2: Interpolate the representation of and approaches to the environment through literature in specific historical and cultural contexts.

CO3: Develop a critical vocabulary pertaining to the field of environmental humanities.

CO4: Test skills in critical analysis, research, and writing using theories and ideas of ecocriticism.

CO5: Reconstruct basic assumptions about the contribution of literary studies and environmental humanities in the context of the climate crisis.

UNIT I (1 Credit)

This unit is designed to give students a basic idea of some key concepts and issues in environmental humanities, environmental ethics and ecocriticism. The topics to be discussed in this paper include the following:

Anthropocentrism
Deep Ecology
Ecocriticism
Ecofeminism
Anthropocene
Climate Change
Environmental History

UNIT II (3 Credits)

This unit involves a reading of select texts in the light of the concepts discussed in Unit I and a practical application of those ideas in interpretation and analysis of the texts while placing them in their historical, cultural and other contexts.

Texts:

Francis Bacon (1561-1626): "Of Gardens"
Gilbert White (1720-1793): Letter LXIV (From The Natural History of Selborne)
William Wordsworth: "The Solitary Reaper"
Henry David Thoreau: "The Ponds" (From Walden)
Emily Dickinson: "A Narrow Fellow in the Grass".
Robert Frost: "The Wood-Pile"
D. H. Lawrence: "Snake"
Amitav Ghosh: The Living Mountain
Easterine Kire: Son of the Thundercloud

Recommended Reading:

Armbruster, Karla, and Wallace, Kathleen (eds.) *Beyond Nature Writing: Expanding the Boundaries of Ecocriticism*. Charlottesville and London: University Press of Virginia, 2001.
Finch, Robert, and John Elder (Eds.) *Nature Writing: The Tradition in English*. New York: W. W. Norton & Company, 2002.
Garrard, Greg. *Ecocriticism*. New York: Routledge, 2004.
Glotfelty, Cheryll, and Harold Fromm (Eds.) *The Ecocriticism Reader*, The University of Georgia Press, 1996.
Heise, Ursula K., Jon Christensen, and Michelle Niemann (Eds.) *The Routledge Companion to the Environmental Humanities*, Routledge, 2017.

Paper 14
English CORE: Semester 6
Northeast Indian Literature
ENG060304

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)

Course Objectives:

This course on Northeast Indian Literature is designed to familiarize students with the literature emerging from the 8 states of Northeast India so that as students from the region they know the history, culture, oral and writing traditions as well as the diversity of the region. While some writers write in English, some works will be read in English translations.

The course aims:

- To provide a sampling of literatures in English and in translation o
- To train students to appreciate literature emerging from Northeast India
- to make students see how folk stories, myths and legends frame the narratives of the region
- To introduce students to the themes, concerns and styles adapted by the writers and also look at aspects which are specific to the region and find reflection in their works

Course Outcome:

At the end of this course, the students would be able to:

CO1: Sketch an outline of literature produced in the eight states of Northeast India

CO2: Categorize the diverse forms which the writers adopt in their texts and which display the history, culture, oral and writing traditions as well as the diversity of the region.

CO3: Examine the presence of folk elements in narrative

CO4: Assess the significance of myths and legends, and how they are reworked and find expression in the prescribed texts.

CO5: Develop an understanding of the diverse traditions, histories and landscapes specific to each state of the region which find reflection in the representative works.

Section I: Poetry (1 Credit)

Chandrakanta Murasingh: (Tripura) 'Forest - 1987'

Robin Ngangom: (Manipur) 'Native Land'

Kympham Sing Nongkynrih: (Meghalaya) 'Hiraeth'

Malsawmi Jacob: (Mizoram) 'Flute Player'

Section II: Fiction (3 Credits)

Mamang Dai: (Arunachal Pradesh) Legends of Pensam

Nirupama Borgohain: (Assam) 'Celebration'

Prajwal Parajuly: (Sikkim) 'No Land is her Land' T

emsula Ao: (Nagaland) 'An Old Man Remembers'

Tapan Das: (Assam): 'Gogoponti Lakratua'

Recommended Reading:

- Ao, Tamsula. *These Hills Called Home: Stories from a War Zone*. Penguin India, 2005
- Dai, Mamang. *The Legends of Pensam*. Penguin India, 2006
- Misra, Tilottoma (Ed.). *The Oxford Anthology of Writings from North-East India: Poetry and Essays*. OUP, 2011.
- Mukhim, Patricia. 'Where is this North-east?' <https://www.jstor.org/stable/23006026>
- Parajuly, Prajwal. 'The Gurkha's Daughter' Quercus, 201

Paper 15

English CORE (Any one Option): Semester 6

Indian Writing (Option A)

ENG060404

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)

Course Objectives:

The course aims to:

- give the student a taste of Indian writing from different regions of the country.
- to make students see how different historical and cultural backgrounds of the various Indian languages and literatures add to the complexity of Indian Writing.
- To introduce students to the themes, concerns and styles adapted by the writers and also look at aspects which are specific to the region and find reflection in their works

Graduate Attributes:

- Critical thinking (A wide familiarity with the range of themes that are evoked from the Indian context; the rich and innovative styles used by the writers; the Indian literary landscape; concepts in postcolonial studies and the practical application of these in reading and interpreting Indian literature.)
- Analytical reasoning/thinking (The ability to critically analyze and interpret texts in terms of their literary and cultural qualities with specific reference to the Indian literary landscape, and an awareness of the political aspects of any literary representation.)
- Research-related skills (The ability to problematize concepts in Indian literature and culture and consequently to ask relevant questions regarding them.)
- Creativity (An ability to view a problem or situation from multiple perspectives to develop a richer, more nuanced, and more analytical responses to it)
- Multicultural competence and inclusive spirit (A capacity for the minute observation of attitudes and beliefs of diverse cultures that find their way into literature. An extensive knowledge of the values and beliefs of multiple cultures. Acquisition of a sensitive and an empathetic approach to multiple cultures and multiple identities and the literature emerging from that.)

Course Outcome:

At the end of this course, the students would be able to:

CO1: Identify and define basic elements of Indian writing in English.

- CO2:** Discuss the various genres and forms of Indian English writing across time and place.
CO3: Apply foundational concepts and theories to analyze the work of writers in this field.
CO4: Compare and contrast prescribed texts with related literary works for enhanced understanding.
CO5: Assess and integrate the knowledge gained from this course in further study or research

Texts

Poetry: 1 Credit

Nissim Ezekiel: *“Poet, Lover, Birdwatcher”*
Kamala Das: *“The Old Playhouse”*
Keki N. Daruwalla: *“Wolf”*
Navakanta Barua: *“Bats”*
Dilip Chitre: *“The Felling of the Banyan Tree”*

Fiction: 2 Credits

R K Narayan: *Malgudi Days*
Amrita Pritam: *“The Weed”*
Fakir Mohan Senapati: *Six Acres and a Third*
Sunil Gangopadhyay: *“Shah Jahan and His Private Army”*

Drama: 1 Credit

Girish Karnad: *Tughlaq*

Recommended Reading:

Stephen Alter and Wimal Dissanayake. Eds. *Indian Short Stories*, Penguin, 2001.
Arvind Krishna Mehrotra ed. *The Oxford Anthology of Twelve Indian Poets*, Oxford University Press, 1992.
Tilottoma Misra ed. *The Oxford Anthology of Writings from North-East India: Poetry and Essays*, OUP, 2011.
Sarkar, Sumit. *Modern Times: India: 1880s-1950s: Environment, Economy, Culture*, Permanent Black, 2014.
Arvind Krishna Mehrotra. *Partial Recall: Essays on Literature and Literary History*. Orient Blackswan, 2012.

Paper 15

English CORE (Any one Option): Semester 6

American Literature (Option B)

ENG060504

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100

4 Credits (15 Classes Per Credit)

Objectives:

This paper is designed to

- Give students a general understanding of the development of American Literature
- Familiarize them with historical contexts of this literature
- Acquaint them with themes and forms that makes this literature distinctive

Course Outcome:

At the end of this course, the students would be able to:

CO1: Identify and outline the stages of development of American Literature

CO2: Discuss literary texts in the backdrop of these historical developments

CO3: Classify literary texts according to genres and themes

CO4: Critique and compare American literary texts with English texts from other countries studied in the program

CO5: Develop literary-critical interpretations of multiculturalism and diversity of the United States

Unit 1: 1 credit

General Surveys of Contexts and themes:

- History of American Literature (important authors, genres and texts)
- Important contexts (Puritan era, Slavery, Revolution, Civil War, Civil Rights Movement, Racism, 9/11, Multicultural America)
- Themes of nation, selfhood, family, land/nature

Unit 2: 3 credits

Texts:

Washington Irving: “Rip Van Winkle” (short narrative)

Walt Whitman: “Cavalry Crossing a Ford”; “Vigil Strange I Kept on the Field One Night”
(from ‘Drum-Taps’ section of Song of Myself)

Zora Neale Hurston: “How It Feels to Be Colored Me” (essay)

Louise Erdrich: “Dear John Wayne” (poem)

Cathy Song: “Heaven” (poem)

Art Spiegelman: In the Shadow of No Towers (graphic novel on 9/11)

Colson Whitehead: The Underground Railroad (Novel)

Recommended Reading:

Richard Gray: *History of American Literature*, Wiley: 2012

Robert J. Levine et al eds. *Norton Anthology of American Literature*, 10th ed. (5 vols.), Norton: 2022

John Ernest (Ed). *Race in American Literature and Culture*, Cambridge University Press, 2022

Paul Johnson: *A History of the American People*, Weidenfeld & Nicolson, 1999

Paper 15
English CORE (Any one Option): Semester 6
Shakespeare (Option C)
ENG060604
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)

Objectives:

- Give students a sense of Shakespeare in his time
- Acquaint them with Shakespeare's plays, poetry, and themes
- Point them towards the afterlife of Shakespeare in other sites, media and forms

Graduate attributes:

- Comprehensive knowledge of the subject of this paper
- Creativity (Think in new ways about issues and concerns of our world)
- Communication skills (Articulate complex thoughts with clarity and precision)
- Research related skills (Undertake research in the fields explored)
- Multicultural competence and inclusive spirit (Demonstrate national and global perspective on
 - the field and sympathy for alternative modes of expression in the arts)
 - Value inculcation (Demonstrate humanist, ethical and moral values)
 - Empathy (Identify with and understand other perspectives and feelings)

Course Outcome:

At the end of this course, the students would be able to:

CO1: Describe the extent of Shakespeare's literary works, from plays to sonnets

CO2: Define and distinguish the characteristics of the forms of drama that Shakespeare composed

CO3: Assess the relevance of Shakespeare's works for the contemporary world

CO4: Assess the plays and sonnets of Shakespeare in light of critical theory

CO5: Critique and compile the many alternative media and forms into which Shakespeare's works have been transformed.

Unit 1: 1 Credit

Surveys (Students are expected to acquire basic information in the following areas and they will be tested on what they learn about these)

- All Shakespeare's works
- Shakespeare productions (Titus Andronicus [Deborah Warner [1987]])
- Shakespeare in fiction (to be briefly discussed with the help of the following – The book series
 - Hogarth Shakespeare, Ophelia by Lisa Klein, A Thousand Acres by Jane Smiley, Vinegar Girl by Anne Tyler)
 - Shakespeare in film (As You Like It [1912-2012], Richard III [1912-2016])

Unit 2: 3 Credits

Texts

Macbeth

A Midsummer Night's Dream

Sonnets (Nos. 2, 12, 18, 22, 137, 141)

Recommended Reading:

The Arden Shakespeare Complete Works. (Revised edition 2016)

Malcolm Smuts (Ed). *The Oxford Handbook of the Age of Shakespeare* (2016)

Marjorie Garber: *Shakespeare and Modern Culture* (2008)

Michael Kahn "Shakespeare Meets the 21st Century" (Washington Post, August 3, 2012
washintonpost.com)

Paper 15

English CORE (Any one Option): Semester 6

Contemporary Writing (Option D)

ENG060704

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100

4 Credits (15 Classes Per Credit)

Objectives:

This paper is designed to introduce students to writings of the contemporary period from a variety of locations and cultures. Students will have an opportunity to engage with and read the major writers encompassing a variety of writing styles and practices and in different genres.

Graduate Attributes: Learning Objectives

This paper on Contemporary Writing aims to enable students to acquaint themselves with the writing traditions of the present times. It is designed to facilitate a sustained critical responsiveness to the forms and variations of writing practice through a sampling of literature that charts the development of creative texts in English. Texts originally written in other languages will also be studied in English translation for a more wide ranging dialogue with global contexts in the present period.

Course Outcome:

At the end of this course, the students would be able to:

CO1: Demonstrate extensive knowledge of literary traditions in the contemporary world and the issues shaping them.

CO2: Apply theoretical concepts to interpret contemporary literature from various locations and cultures.

CO3: Survey the development of creative texts in English and in English translation and their global contexts in the present period.

CO4: Appraise the forms and variations of writing practice and their cultural imperatives in the present times.

CO5: Integrate contemporary literature with larger global issues and debates to formulate new and original perspectives.

Section A: Poetry (1 Credit)

Nilmani Phookan: “What Were We Talking About Just Now”

Simon Armitage: “Look, Stranger”

Yusef Komunyakaa: “No Good Blues”

Claudia Rankine: “Making Room”

Section B: Novels (1 Credit)

Emily St. John Mandel: *Station Eleven*

Kyung-sook Shin: *Please Look After Mom*

Section C: Drama (1 Credit)

David Auburn: *Proof*

Gérald Sibleyras: *Heroes*

Section D: Basic Issues (1 Credit)

Contemporary Writing and Identity | Writing and Ethics in the Twenty-First Century | Alienation Contemporary Literature | The Gender Question in Contemporary Writing | Contemporary Writing and Social ‘Values’ | Inter-generic Practices in Contemporary Literature | Reality and History in Contemporary Writing

Recommended Reading:

Cristina M. Gamez-Fernandez and Miriam Fernandez-Santiago. *Representing Vulnerabilities in Contemporary Literature*, Routledge, 2022

Suman Gupta. *Contemporary Literature: The Basics*, Routledge, 2011

David Hershberg. *Perspectives on Contemporary Literature: Literature and the Other Arts*, University of Kentucky Press, 2014

Steve Padley. *Key Concepts in Contemporary Literature*, Palgrave, 2006