

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019-2020)

AMERICAN LITERATURE: MODERNISM AND AFTER

CODE:19EL/PC/AL14

CREDITS:4

L T P:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To study American Literature as an outcome of its traditions, cultures and politics
- To identify key ideas, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of the period
- To engage with the cultural and political significations of literature from minority communities
- To gain perspectives on the development of characteristic forms or styles of expression during the period

COURSE LEARNING OUTCOMES

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

- identify the transition from Romanticism to Modernism in American literature
- display a knowledge of the different political and cultural movements and their representation in literature
- engage with the issues raised in experimental and fringe movements that were characteristic of the period
- relate politically and aesthetically to literatures of minority communities such as the African Americans, the Native Americans and the Diaspora
- identify characteristic features of Modernist and Postmodern texts

Unit 1 Poetry (15 Hours)

| | |
|-------------------------|-------------------------------|
| 1.1 Robert Frost | After Apple Picking |
| 1.2 Wallace Stevens | The Idea of Order at Key West |
| 1.3 Allen Ginsberg | Howl |
| 1.4 Robert Lowell | Skunk Hour |
| 1.5 James Merrill | The Water Hyacinth |
| 1.6 Lorna Dee Cervantes | Freeway 280 |
| 1.7. Rita Dove | Persephone Abducted |
| 1.8 Langston Hughes | The Weary Blues |
| 1.9 Simon J. Ortiz | A Story of How A Wall Stands |

Unit 2 Prose (10 Hours)

| | |
|---------------------|----------------|
| 2.1 Anwar F. Accawi | The Telephone |
| 2.2 John McPhee | Silk Parachute |

| | | |
|-------------------------|-------------------------------|-------------------|
| Unit 3 Fiction | | (15 Hours) |
| 3.1 William Faulkner | <i>The Sound and the Fury</i> | |
| 3.2 John Barth | <i>Lost in the Funhouse</i> | |
| 3.3 Toni Morrison | <i>Beloved</i> | |
| 3.4 Leslie Marmon Silko | <i>Mistaken Identity</i> | |

| | | |
|-------------------------|-----------------------------------|-------------------|
| Unit 4 Drama | | (12 Hours) |
| 4.1. Tennessee Williams | <i>A Streetcar Named Desire</i> | |
| 4.2. Tony Kushner | <i>Angels in America (Part-I)</i> | |

| | | |
|---|--|-------------------|
| Unit 5 Practical Application Tasks | | (13 Hours) |
|---|--|-------------------|

BOOKS FOR REFERENCE

- Al Maleh, Layla. *Arab Voices in Diaspora: Critical Perspectives on Anglophone Arab Literature*. Rodopi, 2009.
- Bigsby, C.W.E. *A Critical Introduction to Twentieth Century American Drama*. CUP, 1984.
- Bradbury, Malcolm and Howard Temperley ed. *Introduction to American Studies*. Longman, 1981.
- Bradley, Scully. *American Tradition in Literature*. W. W. Norton and Co, 1962.
- Geyh, Paula ed. *The Cambridge Companion to Postmodern American Fiction*. CUP, 2017.
- Grice, Helena, Candida Hepworth, Maria Lauret and Martin Padget. *Beginning Ethnic American Literatures*. Palgrave, 2001.
- Horton, Rod W. *Background of American Literary Thought*. Prentice Hall, 1982.
- Kenner, Hugh. *Home Made World: The American Modernist Writers*. Allied Publications, 1975.
- Krasner, David ed. *A Companion to Twentieth Century American Drama*. Wiley-Blackwell, 2004.
- Lee, Robert A. ed. *Native American Writing*. Routledge, 2011.
- Madson, Deborah L. ed. *The Routledge Companion to Native American Literature*. Routledge, 2016.
- Millard, Kenneth. *Contemporary American Fiction*. OUP, 2000.
- Miller, Joshua L. *The Cambridge Companion to the American Modernist Novel*. CUP, 2017.
- Mitchell, Angelyn and Danielle K. Taylor ed. *The Cambridge Companion to African American Women's Literature*. CUP, 2009.
- Neville, Mark A. and Herzberg Max J. *Literature in America*. Rand McNally, 1958.
- Nyman, Jopi. *Home, Identity, and Mobility in Contemporary Diasporic Fiction*. Rodopi, 2009.

JOURNALS

ARIEL: A Review of International English Literature (online)
Modern Fiction Studies

WEBSITES

www.poets.org
 www.poetryfoundation.org

PATTERN OF ASSESSMENT:

| | | |
|---|------------------------|-----------------------------|
| Continuous Assessment Test: | Total Marks: 50 | Duration: 90 minutes |
| Section A – three out of four 300-word essays | | 3x10=30 marks |
| Section B – one out of two 750-word essays | | 1x20=20 marks |

Other Components:**Total Marks: 50**

Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Scheduled Class
Work/Quiz/Panel Discussion/Group Presentation

End-Semester Examination:**Total Marks: 50****Duration: 3 hours**

Section A – four out of six 300-word essays

4x10 = 40 marks

Section B – three out of five 750-word essays

3x20 = 60 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019–2020)

GENDER STUDIES

CODE:19EL/PC/GS14

CREDITS:4

L T P:4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To enable students to recognise difference as an essential concept in gender studies
- To help students to appreciate the ways in which writer from gender-minority communities revision their identity positions in specific contexts and reconstruct the marginal positions
- To enable students to use concepts and theories to critically engage with literary texts for an understanding of the construction and perpetuation of gendered identities in society

COURSE LEARNING OUTCOMES

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

- display an understanding of the history of the Women's Movement and the development of Gender and Queer Studies
- apply concepts and critical frameworks required for a gendered reading of canonical texts as well as contemporary literature
- respond to other media and real life contexts with sensitivity to and awareness of gendered positions
- understand the intersectionality of race, class and gender and extend it to real life scenario

Unit 1 (17 Hours)

- | | |
|------------------------|---|
| 1.1 Simone de Beauvoir | Introduction: <i>The Second Sex</i> |
| 1.2 Virginia Woolf | <i>A Room of One's Own</i> (Chapter I &VI) |
| 1.3 Elaine Showalter | extract from <i>Woolf and the Flight into Androgyny</i> |
| 1.4 Adrienne Rich | When We Dead Awaken: Writing as Revision |
| 1.5 Judith Butler | from <i>Interiority to Gender Performatives</i> |

Unit 2 (10 Hours)

- | | |
|-----------------------|--|
| 2.1 David S Gutterman | Postmodernism and the Interrogation of Masculinity (From <i>Theorizing Masculinities</i> ed. <u>Michael Kaufman, Harry Brod</u>) |
| 2.2 bell hooks | <i>Black Women: Shaping Feminist Theory</i> |

Unit 3 (10 Hours)

- | | |
|--------------------|------------------------|
| 3.1 Mahasweta Devi | Draupadi (Short Story) |
|--------------------|------------------------|

| | | | |
|---------------|------------------------------------|---|-------------------|
| | 3.2 Maya Angelou | Still I Rise Our Grandmothers | |
| Unit 4 | | | (15 Hours) |
| | 4.1. Chitra Bannerjee Divakaruni | <i>The Palace of Illusions</i> | |
| | 4.2. Laura Esquivel | <i>Malinche</i> | |
| | 4.3 Manobi Bandyopadhyay | <i>A Gift of Goddess Lakshmi</i> (trans. Jhimli Mukerjee Pandey & Manobi) | |
| Unit 5 | | | |
| | Practical Application Tasks | | (13 Hours) |

BOOKS FOR REFERENCE

- Gilbert, Sandra & Susan Gubar. 1979; *Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale Nota Bene, 2000.
- James, Joy and T Denean Sharpley-Whiting. Eds. *The Black Feminist Reader*. Malden, Blackwell, 2000.
- Rahman, Momin & Stevi Jackson. *Gender and Sexuality: Sociological Approaches*. Polity Press. 2010.
- Rooney, Ellen. Ed. *The Cambridge Companion to Feminist Literary Theory*. Cambridge U P, 2008.
- Schneir, Miriam. Ed. *The Vintage Book of Feminism: The Essential Writings of the Contemporary Women's Movement*. Vintage, 1995.
- Tharu, Susie & K Lalitha. *Women Writing in India*. Oxford UP, 1991.

PATTERN OF ASSESSMENT:

| | | |
|---|------------------------|-----------------------------|
| Continuous Assessment Test: | Total Marks: 50 | Duration: 90 minutes |
| Section A – one out of two 650-word essays | | 1x15=15 marks |
| Section B – one out of two 750-word essays/passage analysis | | 1x20=20 marks |
| Section C – passage analysis (unseen) | | 1x15=15 marks |

Other Components:

Total Marks: 50

Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Scheduled Class Work – Passage Analysis etc/Quiz/Panel Discussion/Group Presentation/Role-Play/Dramatization

End-Semester Examination

Total Marks: 50

Duration: 3 hours

| | |
|---|-------------------|
| Section A – four out of six 300-word essays | 4 x 10 = 40 marks |
| Section B – two out of four 750-word essays | 2 x 20 = 40 marks |
| Section C – passage analysis (unseen) | 1 x 20 = 20 marks |

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019-2020)

LITERATURE OF THE BRITISH ISLES – I

CODE:19EL/PC/LB14

CREDIT:4

L T P:4 1 0

TOTAL TEACHING HOURS:65

COURSE OBJECTIVES

- To develop an analytical and critical approach to British literary texts from the sixteenth to the nineteenth centuries
- To foster a deeper and sensitive understanding of representative writers in relation to the social, cultural and political milieu
- To train students to critically analyse prescribed texts using relevant concepts

COURSE LEARNING OUTCOMES

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

- critically engage with early modern texts from the British Isles
- appreciate literary creative conventions in the context of the changing milieu of the British Isles from the sixteenth to the nineteenth centuries
- demonstrate an analytical and critical approach to the British literary tradition
- examine the representative writers in their social, cultural and political milieu
- use relevant concepts in the critical analysis of the texts

Unit 1

(20 Hours)

1.1 Edmund Spenser

Amoretti Sonnet I

1.2 John Donne

A Valediction: Forbidding

Mourning

1.3 John Webster

The Duchess of Malfi

1.4 John Milton

Paradise Lost: Book I

Unit 2

(14 Hours)

2.1 Alexander Pope

Essay on Criticism

(lines 1-200)

2.2 Aphra Behn

The Rover

Unit 3

(14 Hours)

3.1 William Wordsworth

Ode on Intimations to

| | |
|------------------------|---|
| 3.2 Samuel T Coleridge | Immortality from Early Childhood |
| 3.3 John Keats | Dejection: An Ode |
| 3.4 Thomas De Quincey | Ode on a Grecian Urn On the Knocking at the Gate in <i>Macbeth</i> |

Unit 4 **(12 Hours)**

| | |
|---------------------|----------------------------------|
| 4.1 Robert Browning | Fra Lippo Lippi |
| 4.2 Mathew Arnold | <i>The Study of Poetry</i> |
| 4.3 Emily Bronte | <i>Wuthering Heights</i> |
| 4.4 Thomas Hardy | <i>Tess of the D'Urbervilles</i> |
| 4.5 Oscar Wilde | <i>Salomi</i> |

Unit 5

Practical Application Tasks **(5 Hours)**

BOOKS FOR REFERENCE

- Bayley, Peter. *Edmund Spenser: Prince of Poets*. Hutchinson University Library 1971.
- Dever, J.W. "Tragedy and Style". *Revenge Tragedies New Casebook Series*. Ed. Steve Simkin, Palgrave, 2001.
- Gardner, Helen. *Religion and Literature*. Faber and Faber, 1997.
- . *Metaphysical Poets*. Oxford UP, 1997.
- Galvan, Jill Nicole. *Replotting Marriage in Nineteenth-Century Britain*. Ohio State University Press, 2018.
- Greenblatt, Stephen. "Marlowe and the Will to Absolute Play" (Chapter 5), *Renaissance Self-fashioning: From More to Shakespeare*. Chicago UP, 1980.
- Havens, Hillary. Ed. *Didactic Novels and British Women's Writing, 1790-1820*. Routledge, 2016.
- Hill, Christopher. Introduction, "Milton's Christian Doctrine" (Part V). *Milton and the English Revolution*. Faber and Faber, 1977.
- Leech, Clifford. *Webster: The Duchess of Malfi*. Edward Arnold, 1963.
- Loomba, Ania. "Women's Division of Experience", *Revenge Tragedies New Casebook Series*. Ed. Simkin, Steve. Palgrave, 2001.
- Martines, Lauro. *Society and History in English Renaissance Verse*. Basil Blackwell, 1985.
- Parry, Graham. *The Seventeenth Century Intellectual and Cultural Context of English Literature: 1603-1700*. Longman Group UK Ltd, 1989.
- Poplawski, Paul. *English Literature in Contexts*. Cambridge University Press, 2008.
- Price, Martin. "The Restoration and the Eighteenth Century". *The Restoration and the Eighteenth Century*, Oxford UP, 1973.
- Rivers, Isabel. "The Making of a 17th Century Poet". *John Milton Introductions*, Ed. John Broadbent. Cambridge UP, 1973.
- Sanders, Wilbur. "Providence and History in Elizabethan Thought". *The Dramatist and the Received Ideas: Studies in the Plays of Marlowe and Shakespeare*. Cambridge UP, 1968.
- , "History without Morality: Edward II", *The Dramatist and the Received Ideas: Studies in the Plays of Marlowe and Shakespeare*, Cambridge UP, 1968.

Steane, J.B. *Marlowe: A Critical Study*. Cambridge UP, 1964.
Steinbach, Susie L. *Understanding the Victorians: Politics, Culture and Society in Nineteenth-Century Britain*. Routledge, 2012.
Thrun-Dierkes, Petra. *Salome's Modernity: Oscar Wilde and the Aesthetic of Transgression*. University of Michigan, 2011.
Todd, Janet. *Aphra Behn Studies*. Cambridge University Press, 2008.

JOURNALS

English Literary Renaissance
Studies in Renaissance
Victorian Literature and Culture

WEB RESOURCES

www.poets.org
www.poetryfoundation.org
www.johnmilton.org

PATTERN OF ASSESSMENT:

| | | |
|---|------------------------|-----------------------------|
| Continuous Assessment Test: | Total Marks: 50 | Duration: 90 minutes |
| Section A –two out of four 300-word essays | | 2 x 10 = 20 marks |
| Section B – two out of four 650-word essays | | 2 x 15 = 30 marks |

| | |
|---|------------------------|
| Other Components: | Total Marks: 50 |
| Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Scheduled Class Work – Passage Analysis/Quiz/Panel Discussion/Group Presentation | |

| | | |
|--|-------------------------|--------------------------|
| End-Semester Examination: | Total Marks: 100 | Duration: 3 hours |
| Section A –four out of six 300-word essays | | 4 x 10 = 40 marks |
| Section B –three out of five 650-word essays | | 3 x 20 = 60 marks |

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019–2020)

LITERATURE AND SUBALTERNITY

CODE:19EL/PC/LS14

CREDITS:4

L T S:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To enable an understanding of the concept of subalternity
- To sensitise students to the silenced and marginalised voices in a text
- To enable students to position subaltern identities in texts
- To enable students to critically evaluate and analyse literary texts with reference to the intersection of the varied factors of oppression
- To enable students to extend their understanding of issues gained from the text to the world around them

COURSE LEARNING OUTCOMES

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

- demonstrate an understanding of the concept of subalternity
- read literary texts within the theoretical framework of subalternity
- respond sensitively to silenced and marginalised voices in a text
- critically evaluate and analyse literary texts with reference to the intersection of the various factors of oppression such as race, class, caste, religion, ethnicity, gender, sexual identity, physical and mental disability, age etc.
- extend their understanding of issues gained from the text to the world around them

Unit 1 (20 Hours)

- | | |
|--------------------|--|
| 1.1 Augusto Boal | Aristotle's Coercive System of Tragedy (from <i>Theatre of the Oppressed</i> , 31-34) |
| 1.2 Gayatri Spivak | Can the Subaltern Speak? (from <i>Postcolonial Studies Reader</i>) |
| 1.3 Ranajit Guha | On some aspects of the historiography of Colonial India |
| 1.4 James Cherlton | The Dimensions of Disability oppression: An Overview (from <i>Nothing About Us, Without Us</i>) |

Unit 2 (10 Hours)

- | | |
|-----------------------|------------------------|
| 2.1 Yashvant Vaghela | <i>Identity</i> |
| 2.2 Nellie Wong | <i>Their Eyes</i> |
| 2.3 Donna Kate Rushin | <i>The Bridge Poem</i> |
| 2.4 Audre Lorde | <i>Power</i> |

Unit 3 (17 Hours)
 3.1 Mahesh Dattani *On a Muggy Night in Mumbai*
 3.2 Dolores Prida *Beautiful Senioritas*

Unit 4 (10 Hours)
 4.1 Bama *Sangati*
 4.2 Mahasweta Devi *Rudali (Short Story)*
 4.3 TemsulaAo *Curfew Man (from These Hills Called Home)*

Unit 5 (8 Hours)
Practical Application Tasks

BOOKS FOR REFERENCE

Anazaldua, Gloria. *This Bridge Called My Back: Writing by Radical Women of Color*. New York: Kitchen Table: Women of Colour, 1983.
 Christian, Barbara. *Black Feminist Criticism: Perspectives on Black Women Writers*, Pergamon. 1985.
 Collins, Patricia Hill and Sirma Bilge. *Intersectionality: Key Concepts*. Polity Press, 2016.
 Fanon, Frantz. *Black Skin, White Masks*, Grove, 1967.
 Goodley, Dan. *Disability Studies: An Interdisciplinary Introduction*. Sage, 2011.
 Gramsci, Antonio. *History of the Subaltern Classes, Prison Notebooks Vol. II*, (Ed. &Tr.) Joseph A. Buttigieg, 1996, 24-25.
 Milner, Andrew and Jeff Browitt. *Race and Ethnicity in Black and Latino Cultural Studies: Contemporary Critical Theory*. III Ed. Rawat, 2003.
 Mitchell, David T and Sharon L. Snyder. *Narrative Prosthesis: Disability and the Dependencies of Discourse*. University of Michigan Press. 2011.
 Omvedt, Gail. “Chapter 11: Sita’s Curse and Shambuk’s Silence”, *Dalit Visions*. Orient Longman, 2006.
 Spivak, Gayatri Chakraborti. *Subaltern Studies: Deconstructing Historiography Vol IV*. (Ed.) Ranajit Guha, *Writings on South Asian History and Society*. OUP, 1985, 330-363.

PATTERN OF ASSESSMENT:

| | | |
|---|------------------------|-----------------------------|
| Continuous Assessment Test: | Total Marks: 50 | Duration: 90 minutes |
| Section A – three out of five 300-word essays | | 2x10=20 marks |
| Section B – one out of two 650-word essay | | 1x15=15 marks |
| Section C- passage analysis (unseen) | | 1x15=15 marks |

Other Components: **Total Marks: 50**
 Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Scheduled Class Work –
 Passage Analysis/Quiz/Panel Discussion/Group Presentation/Role-Play/Dramatisation
 Creative Writing

| | | |
|--|------------------------|--------------------------|
| End-Semester Examination: | Total Marks: 50 | Duration: 3 hours |
| Section A- three out of five 300-word essays | | 3x10=20 marks |
| Section B- three out of five 750-word essays | | 3x20=60 marks |
| Section C- passage analysis (unseen) | | 1x20=20 marks |

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019 -2020)

CONTEMPORARY CRITICAL THEORY –I

CODE:19EL/PC/CT24

CREDITS:4

L T P:4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To guide students to an understanding of major shifts in contemporary critical theory
- To enable students to identify the similarities and differences between various critical theories
- To train students to identify links between theory and text

COURSE LEARNING OUTCOMES

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

- understand the relevance of critical theories
- demonstrate an understanding of contemporary critical theories
- understand the similarities and differences between various critical theories
- analyse texts based on critical theories and concepts
- engage with critical concepts and apply them to contemporary contexts

| | | |
|----------------------|--|-------------------|
| Unit 1 | | (12 Hours) |
| 1.1 Cleanth Brooks | Irony as a Principle of Structure | |
| 1.2 Victor Shklovsky | Art as Technique | |
| Unit 2 | | (15 Hours) |
| 2.1 Jonathan Culler | Literary Competence (Section on Blake's Sunflower: 113-116) | |
| 2.2 Roland Barthes | The Death of the Author | |
| Unit 3 | | (14 Hours) |
| 3.1 Jacques Derrida | Différance | |
| 3.2 Umberto Eco | Towards a Semiological Guerrilla Warfare | |

Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Scheduled Class Work –
Passage Analysis etc/Quiz/Panel Discussion/Group Presentation

| | | |
|---|------------------------|--------------------------|
| End-Semester Examination: | Total Marks: 50 | Duration: 3 hours |
| Section A– two out of four 300-word essays | | 2x10=20 marks |
| Section B – three out of five 750-word essays | | 3x20=60 marks |
| Section C– passage analysis (unseen) | | 1x20=20 marks |

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019-2020)

LITERATURE OF THE BRITISH ISLES – II

CODE:19EL/PC/LB24

CREDITS:4

L T P:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To develop an analytical and critical approach to literature from the British Isles produced in the twentieth century
- To introduce students to the complexities of literary creation in the context of the changing social, cultural, political milieu of twentieth century
- To equip students with critical tools required to engage with issues of national identity as expressed in literary texts

COURSE LEARNING OUTCOMES

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

- appreciate literary creative conventions in the context of the changing milieu of the British Isles in the twentieth century
- appreciate and understand writers within the socio-cultural and political contexts
- display an awareness of the major movements of the century
- identify and critique discourses on ethnicity, nationhood and identity embedded in literary texts from the British Isles
- engage with literary forms and analyse literary themes of major literary schools/movements in the twentieth century

Unit 1

Poetry I

(13 Hours)

1.1 Gerard Manley Hopkins Pied Beauty

1.2 T.S. Eliot *The Waste Land*

1.3 W.B. Yeats Sailing to Byzantium

Circus Animals' Desertion

- 1.4 Philip Larkin Whitsun Weddings
1.5 Dylan Thomas Do Not Go Gentle into that Good Night

Unit 2

Poetry II **(10 Hours)**

- 2.1 Ted Hughes Pike
 Apple Tragedy
2.2 Seamus Heaney Follower
 The Tollund Man
2.3 Carol Ann Duffy Mrs. Faust
 Small Female Skull
2.4 Jo Shapcott Thetis
2.5 Jackie Kay Pride

Unit 3

Drama **(13 Hours)**

- 3.1 Tom Stoppard *Arcadia*
3.2 Martin Crimp *The Country*

Unit 4

Fiction **(20 Hours)**

- 4.1 Julian Barnes *A History of the World in 10½ Chapters*
4.2 Kazuo Ishiguro *Remains of the Day*
4.5 Caryl Phillips *The Final Passage*

Unit 5

Practical Application Tasks **(9 Hours)**

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019-2020)

LITERATURE AND MYSTICISM

CODE:19EL/PC/LM24

CREDITS:4

L T P:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To foster an understanding in students of the breadth, diversity and parallel strains of thought and experience in key literary texts from major religious traditions
- To enable students to explore expressions of mystical experience outside religious traditions
- To encourage students to explore the interface among class, caste, gender and mystical experiences
- To enable students to appreciate the possibilities of non-empirical modes of knowledge
- To train students to think critically about the place of mystical experience and expression in contemporary times across and within religious communities

COURSE LEARNING OUTCOMES

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

- demonstrate an understanding of mystical traditions within major religious traditions of the world
- study literary expressions of mystical experiences using relevant reading methods.
- display knowledge of mystical symbols, categories, practices and terminology across various traditions over a span of about 2500 years
- engage with mystical expressions outside religious traditions, such as nature mysticism
- appreciate and produce a pluralistic discourse on mystical expressions embedded within religious traditions

Unit 1

(15 Hours)

1.1 The Holy Bible

1.1.1 Psalms 42

1.1.2 Song of Solomon Chapters 2 and 3

1.3 St. Francis of Assisi Canticum of Brother Sun

1.4 St. John of the Cross Stanzas of the Soul that Suffers with Longing to See God

1.5 John Donne Batter my heart, three person'd God

1.6 George Herbert The Collar

1.7 G M Hopkins The Windhover

| | | |
|--|--|-------------------|
| 1.8 Iyesubiran | Pillaithamizh 63 (from <i>Extraordinary Child</i> p 175) | |
| Unit 2 | | (15 Hours) |
| 2.1 Periyazhvar | Anxiety About Her Son (Tr. P V Sundaram) | |
| 2.2 Andal | The Song to the Kuyil (from <i>The Secret Garland</i> p159) | |
| 2.3 Sundarar | O madman... (from <i>Eating God</i> p 100) | |
| 2.4 Mahadevi Akka | No God This Man (from <i>Speaking of Siva</i> p123) | |
| 2.5 Rajai | The man of the house ... (from <i>Eating God</i> , p159) | |
| 2.6 Kamalakanta Bhattacharya | Who is this ... (from <i>Singing to the Goddess</i> . p 32) | |
| 2.7 Shenkottai Avudai Akka | Mei-poi Villakkam (from <i>Transgressing Boundaries</i> p 179-181) | |
| Unit 3 | | (15 Hours) |
| 3.1 Kabir | <i>Where are You Searching for Me Friend?</i> (from <i>Sacred Songs of India</i>) | |
| 3.1.1. Documentary on Kabir by ShabnamVirmani – not for testing | | |
| 3.2 Jalal-ud-din Rumi | Reed Flute's Song (from <i>The Essential Rumi</i>) | |
| 3.3 Omar Khayyam | Book of Pots from <i>The Rubaiyat of Omar Khayyam</i>) | |
| 3.4 Rabiya | If I adore You ... Eyes are at rest... (http://www.poemhunter.com/poem/) | |
| 3.5 Guru Nanak | It is the month of Chet... (from <i>Eating God</i> p 10) | |
| Unit 4 | | (15 Hours) |
| 4.1 Denise Levertov | Against Intrusion (from <i>Life Around Us</i> , p 72) | |
| 4.2 Emily Dickinson | You'll know it... | |
| 4.3 Kahlil Gibran | Religion (from <i>The Prophet</i> p. 49-50) | |
| Unit 5 | | (5 Hours) |
| Practical Application Tasks | | |

BOOKS FOR REFERENCE

- James, William. *The Varieties of Religious Experience*. Modern Library, 1902.
- Knysh, Alexander. *Sufism: A New History of Islamic Mysticism*. Princeton University Press, 2017.
- Nandakumar, Prema. *Goda's Garland of Devotion*. Madras: Samata Books, 1989.
- Sharda, S.R. *Sufi Thought*. Munshiram Manoharlal Publishers, 1998.
- Sivaramakrishna, M and Sumita Roy. *Poet Saints of India*. Sterling Publishers, 1996.
- Vendler, Helen. *The Poetry of George Herbert*. Harvard University Press, 1996.

JOURNALS

Bhakti Studies

Renascence

WEB RESOURCES

www.innerexplorations.com

www.sacred-texts.com/isl/

PATTERN OF ASSESSMENT:

Continuous Assessment Test:

Total Marks: 50

Duration: 90 minutes

Section A – two out of four 650-word essays

2x15=30 marks

Section B – passage analysis (unseen)

1x20=20 marks

Other Components:

Total Marks: 50

Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Scheduled Class Work/
Quiz/Panel Discussion/Group Presentation

End-Semester Examination:

Total Marks: 100

Duration: 3 hours

Section A – four out of six 650-word essays

4 x15 =60

Section B – one out of two 750-word essays

1 x 20 =20

Section C – passage analysis (unseen)

1 x 20=20

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI 600 086
M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019 -2020)

SOFT SKILLS

CODE: 19EL/PK/SS22

CREDITS: 2

L T P: 2 0 0

TOTAL TEACHING HOURS: 26

OBJECTIVES OF THE COURSE

- To empower students and create opportunities for self-development.
- To instill confidence in students to face challenges.
- To manage emotions and resolve conflicts.
- To organize activities and manage time.
- To set goals and plan ahead.

COURSE LEARNING OUTCOMES

- Communicate with confidence and poise.
- Accept themselves and improve on their weaknesses.
- Strengthen their relationships through confronting and solving problems.
- Work more effectively and complete activities on time.
- Plan their future with clarity and focus.

Unit 1

Behavioural Traits

(6 Hours)

- 1.1 Self Awareness
- 1.2 Communication Skills –Verbal and Non Verbal
- 1.3 Leadership Qualities
- 1.4 Etiquette and Good Manners
- 1.5 Experiential Learning –Based on activities

Unit 2

Team Work

(5 Hours)

- 2.1. Interpersonal Skills
- 2.2. People Management
- 2.3. Creative Thinking
- 2.4. Critical Thinking
- 2.5. Experiential Learning – Based on activities

Unit 3

Time Management

(5 Hours)

- 3.1. Importance of time management
- 3.2. Planning and Prioritizing
- 3.3. Organizing skills

- 3.4. Action Plan
- 3.5. Experiential Learning – Based on activities

Unit 4
Conflict Resolution (5 Hours)

- 4.1. Reasons for conflict
- 4.2. Consequences of conflict
- 4.3. Managing emotions
- 4.4. Methods of resolving conflicts
- 4.5. Experiential Learning – Based on activities

Unit 5
Career Mapping (5 Hours)

- 5.1. Goal Setting and Decision Making
- 5.2. Career Planning
- 5.3. Resume Writing
- 5.4. Handling Interviews
- 5.5. Experiential Learning – Based on activities

Workshop on Societal Analysis

BOOKS FOR REFERENCE

Khera. Shiv. *You Can Win*. New Delhi: Macmillan India, 2002.

Mishra. Rajiv. K. *Personality Development: Transform Yourself*. New Delhi: Rupa 2004.

Newstorm, John. W. and Scannell. Edward. E. *Games Trainers Play: Experiential Learning*. New Delhi: Tata McGraw Hill, 1980.

PATTERN OF EVALUATION

Internal Assessment:

Quiz / Group Presentation /Assignment

No End Semester Examination

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019-2020)

CONTEMPORARY CRITICAL THEORY II

CODE:19EL/PC/CT34

CREDITS:4

L T P:4 2 0

TOTAL TEACHING HOURS:78

OBJECTIVES OF THE COURSE

- To guide students to an understanding of some important ideas and concepts in Culture Studies
- To help students to establish links between theory and text
- To enable students to understand contemporary trends in critical theory in the context of literature, culture and media

COURSE LEARNING OUTCOMES

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

- demonstrate a knowledge of ideas in contemporary critical theory
- display an understanding of the links between theory and text
- interpret texts within critical and theoretical frameworks
- engage with texts/discourses and analyse them in the light of contemporary critical theories
- display an advanced level of critical and analytical skills

Unit 1 (15 Hours)

- | | |
|-------------------|--|
| 1.1 Toril Moi | Introduction: Sexual/Textual Politics |
| 1.2 Vandana Shiva | Women in Nature (from <i>Staying Alive</i>) |

Unit 2 (15 Hours)

- | | |
|------------------------|---|
| 2.1 Stephen Greenblatt | Introduction to the Power of Forms in the English Renaissance |
| 2.2 Stuart Hall | Cultural Studies and its Theoretical Legacies |
| 2.3 Hayden White | Historiography- Art or Science |

Unit 3 (20 Hours)

- | | |
|----------------------|--------------------------|
| 3.1 Raymond Williams | Sociology of Culture |
| 3.2 Carl Gustav Jung | The Principal Archetypes |

Unit 4 (20 Hours)

- | | |
|---------------------|----------------------|
| 4.1 Michel Foucault | Panopticism |
| 4.2 Pierre Bourdieu | The Forms of Capital |

Unit 5

Practical Application Tasks (Suggested Texts)

(8 Hours)

- 5.1 George Orwell *1984*
5.2 Oodgeroo Noonuccal *No More Boomerang*
5.3 Stephen Daldry *The Hours* (film)

BOOKS FOR REFERENCE

- Green, Keith and Jill Le Brian. *Critical Theory and Practice : A Course Book*. Routledge, 1996.
- Guerin, Wilfred, L., et al. *A Handbook of Critical Approaches to Literature*. Fourth Edition, Oxford UP, 1992.
- Jefferson, Ann and David Robey eds. *Modern Literary Theory. A Comparative Introduction*. Batsford, 1986.
- Nayar, Pramod K. *Reading Culture: Theory, Praxis, Politics*. Sage, 2006.
- Ryan, Michael. *Literary Theory: A Practical Introduction*. Blackwell, 1999.
- Schmiz, Thomas, A. *Modern Literary Theory and Ancient Texts: An Introduction*. Blackwell, 2007.
- Selden, Raman. *A Readers Guide to Contemporary Literary Theory*. Harvester, 1989.
- Storey, John. *Cultural Theory And Popular Culture : An Introduction, 8th edition*. Routledge, 2018.
- Wolfreys, Julian, ed. *Modern North American Criticism and Theory: A Critical Guide*. Edinburgh UP, 2006.
- -, ed. *Modern European Criticism and Theory: A Critical Guide*. Edinburgh UP, 2006.

PATTERN OF ASSESSMENT:

| Continuous Assessment Test: | Total Marks: 50 | Duration: 90 minutes |
|---|------------------------|-----------------------------|
| Section A – two out of four 150-word essays | | 2x5=10 marks |
| Section B – two out of four 650-word essays | | 2x15=30 marks |
| Section C – passage analysis (unseen) | | 1 x10 =10 marks |

Other Components:

Total Marks: 50

Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Scheduled Class Work – Passage Analysis /Quiz/Panel Discussion/Group Presentation

End-Semester Examination:

Total Marks: 100

Duration: 90 hours

| | |
|---|------------------|
| Section A – four out of six 300-word essays | 4 x10 =40 marks |
| Section B – two out of four 750-word essays | 2 x 20 =40 marks |
| Section C- 1 passage analysis (unseen) | 1x 20=20 marks |

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019–2020)

INDIAN LITERATURES I

CODE:19EL/PC/IL34

CREDITS:4

L T P:4 2 0

TOTAL TEACHING HOURS:78

OBJECTIVES OF THE COURSE

- To introduce students to important literary, cultural and theoretical trends in India from the Classical Period to India's independence in 1947
- To familiarise students with the most significant writers and their texts in various bhashas
- To enable students to identify various modes of relationships between literatures across India
- To sensitise students to appreciate and respect the cultural, linguistic and religious diversity of India
- To introduce students to literary and cultural traditions, their continuity and interrogation

COURSE LEARNING OUTCOMES

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

- identify the important literary, cultural and social trends in India during the period under consideration
- interpret and critique texts produced in India during this period using relevant reading methods
- place the texts in their respective social, cultural and political contexts
- trace the varied relationships between literatures produced in different languages during this period
- appreciate the multiple linguistic, literary, cultural and spiritual traditions during this period that have impacted India's identity.

Unit 1

Indian Aesthetics and Thought

(15 Hours)

1.1 Bharatha

On Natya and Rasa: Aesthetics of Dramatic Experience
(from *The Natya* (in fact) *to* having only one act,
from A person who can,...*to* in this manner,
trans. G K Bhatt *Indian Literary Criticism*. Ed. G N
Devy)

1.2 Akathinaiyal

Porulatikaram 1-20 (trans. V Murugan)

- 1.3 Rabindranath Tagore Nationalism in India
 1.4 Babasaheb Ambedkar Castes: Their Mechanism, Genesis and Development in India

Unit 2
Upto 6th century AD (15 Hours)

- 2.1 Mahendravarman *Trivikramam*
 2.2 Buddha The Rod, Happiness (from *Dhammapada* trans. Valerie Roebuck, Penguin Classics)
 2.3 Paripatal Verse X “They offer the river liquor” (from *The River Speaks* trans. Muthukumar, Penguin Classics)

Unit 3
7th Century to 18th Century (20 Hours)

- 3.1 Amir Khusro Verses 33, 40, 49, 65, 69 (from *In the Bazaar of Love* trans. Paul Losensky and Sunil Sharma, Penguin Books)
 3.2 DaraShikoh from *Majma-ul-Bahrain* (The Mingling of the Two Oceans) I. Invocation IV. Discourse on the Attributes of God, the Most High V. Discourse on the Soul
 3.3 Kalhana *Rajatarangini* Chapter I Verses 1-73

Unit 4
19th Century to Independence (20 Hours)

- 4.1 MirzaGhalib Ghalib’s Pesian Verses: 16, 130, Urdu Verses: 85, 124, 126 (from *Oxford India Ghalib: Life, Letters and Ghazals*, ed. Russel)
 4.2 Kirupabai Sathianadan *Saguna*
 4.3 Fakir Mohan Senapati Dak Muni (trans. Chinmay Hota)
 4.4 M K Gandhi What is Swaraj (from *Hind Swaraj*)

Unit 5
Practical Application Tasks (8 Hours)

BOOKS FOR REFERENCE

- Hoskote, Ranjit. Introduction. *I, Lalla*. Penguin Books, 2013.
 Mukherjee, Meenakshi. *Realism and Realit: Novel and Society in India*. OUP, 1994.
 Muthukumar V.N. Introduction. *The River Speaks: The Vaiyai Poems from the Paripatal*. Penguin Books, 2012.
 Ramakrishnan E.V. *Locating Indian Literature*. Orient BlackSwan, 2011.
 Thapar, Romila. *The Past as Present: Forging Contemporary Identities through History*. Aleph Book Company, 2014.
 --- . *What is Nationalism?* Alpeh Book Company, 2016.

JOURNALS

- Kavya Bharati*
Indian Literature
The Little Magazine

PATTERN OF ASSESSMENT:

| | | |
|---|------------------------|-----------------------------|
| Continuous Assessment Test: | Total Marks: 50 | Duration: 90 minutes |
| Section A - two out of four 650-word essays | | 2x15=30 marks |
| Section B – one out of two 750-word essays | | 1x20=20 marks |
| Other Components: | Total Marks: 50 | |

Oral Presentation/Quiz/Group Presentation/Role-Play/Dramatisation/Creative Writing

End-Semester Examination: Total Marks: 100 Duration: 3 hours

Section A – four out of six 650-word essays 4x15=60 marks

Section B – two out of four 750-word essays 2x20=40 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019-2020)

LITERATURE AND ECOLOGY

CODE:19EL/PC/LE34

CREDITS:4

L T P:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To introduce students to writings on environmental and ecological issues
- To train students in ecology as a way of reading the world
- To equip students with the appropriate critical tools to apply an ecological mode of thinking to literary texts
- To enable students to understand the intersection of race, class, gender and the environment
- To train students to extend the ecological mode of thinking beyond literary texts to real life

COURSE LEARNING OUTCOMES

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

- demonstrate an understanding of important schools of thinking in the field of environmentalism and ecology, especially from the non-Anglo-American regions
- read literary texts within the theoretical framework of ecocriticism
- reconsider literary history using the ecocritical framework
- critically evaluate literary texts with reference to the interconnectedness of race, class, gender and the environment
- extend their understanding of ecological issues gained from the text to the real world in order to move towards an ecologically sustainable mode of living

Unit 1

Theoretical Considerations

(20 Hours)

1.1 Cheryl Glotfelty and Harold Fromm

Introduction from *The Ecocriticism Reader: Essays in Literary Ecology*

1.2 Editors' Preface

The Ecopoetry Anthology

1.3 Nirmal Selvamoney

Oikopoetics and Tamil Poetry

1.4 Amitav Ghosh

The Great Derangement Part I Chapters 15-18

Unit 2

Nature Writing and its Critique

(15 Hours)

| | | |
|--|--|-------------------|
| 2.1 William Wordsworth | Tintern Abbey | |
| 2.2 Terry Tempest Williams | The Bowl (from <i>Sisters of the Earth</i>) | |
| 2.3 Karen Tei Yamashita | <i>Through the Arc of the Rain Forest</i> | |
| Unit 3 | | |
| Environmentalism and Conservation | | (15 Hours) |
| 3.1 Sarah Orne Jewett | A White Heron (from <i>Sisters of the Earth</i>) | |
| 3.2 Sarah Joseph | <i>Gift in Green</i> | |
| 3.3 Stanley Kunitz | <i>The Wellfleet Whale</i> | |
| Unit 4 | | |
| Ecoliterature | | (10 Hours) |
| 4.1 Denise Levertov | Metier of Blossoming. (from <i>This Great Unknowing: Last Poems</i> p11) | |
| 4.2 Emily Warn | Focus (from <i>The Leaf Path</i> p 15) | |
| 4.3 Wangari Maathai | The Cracked Mirror | |
| 4.4 Louise Erdrich | I was Sleeping where the Black Oaks Move | |
| 4.6 from <i>The Speaking Land</i> | Becoming Birds (p 192-193) | |
| Unit 5 | | |
| Practical Application Tasks | | (5 Hours) |

BOOKS FOR REFERENCE

- Bryson, Scot. *Ecopoetry: A Critical Introduction*. University of Utah Press, 2002.
- . *The West Side of Any Mountain: Place, Space and Ecopoetry*. University of Iowa Press, 2005. en.bookfi.net. 21 Mar 2014.
- Clark, Timothy. *The Cambridge Introduction to Literature and the Environment*. Cambridge University Press, 2011.
- . *Ecocriticism on the Edge: The Anthropocene as a Threshold Concept*. Bloomsbury, 2016.
- Fisher-Wirth, Ann and Laura-Gray Street. Eds *The Ecopoetry Anthology*. Trinity University Press, 2013.
- Glotfelty, Cheryll and Harold Fromm. *The Ecocriticism Reader: Landmarks in Literary Ecology*. University of Georgia Press, 1996.
- Hall, Mathew. *Plants as Persons: A Philosophical Botany*. SUNY Press, 2011.
- Levertov, Denise. *New and Selected Essays*. New Directions, 1958.
- Longley, Michael. *Earth Songs: A Resurgence Anthology of Contemporary Eco-poetry*. Ed. Peter Abbs. Green Books, 2002.
- Mahood, Molly. *The Poet as Botanist*. Cambridge UP, 2008.
- Schliepake, Christopher. *Ecocriticism, Ecology, and the Cultures of Antiquity*. Lexington Books, 2017.
- Wall, Derek. *Green History: A Reader in Environmental Literature, Philosophy and Politics*.

Routledge, 1994. en.bookfi.net. 25 Jan 2014.

JOURNALS

ASLE

Journal of Literature and Science

Renascence

WEBSITES

<http://www.american-buddha.com/lit.sistersearthtoc.htm>

PATTERN OF ASSESSMENT

Continuous Assessment Test:

Total Marks: 50

Duration: 90 minutes

Section A – two out of four 650-word essays

2x15=30marks

Section B – passage analysis (unseen)

1x20=20 marks

Other Components:

Total Marks: 50

Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Scheduled Class Work/Quiz/Panel Discussion/Group Presentation

End-Semester Examination:

Total Marks: 100

Duration: 3 hours

Section A – four out of six 650-word essays

4 x15 =60 marks

Section B – one out of two 750-word essays

1 x 20 =20 marks

Section C – passage analysis (unseen)

1 x 20=20 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019–2020)

POSTCOLONIAL STUDIES

CODE:19EL/PC/PC34

CREDITS:4

L T P:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To introduce the students to some key theoretical formulations in the field
- To help develop an awareness of issues – social, political, cultural and economic – relating to the experience of colonialism and after
- To encourage dialogue on conditions of marginality and plurality and to question metanarratives

COURSE LEARNING OUTCOMES

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

- analyse texts using key concepts and theories in the field
- interrogate dominant discourses in texts influenced by colonial ideologies
- appreciate texts emerging from postcolonial nations
- engage with the interplay of issues of race, colour, caste and gender in a neo-colonial world
- challenge social inequalities existing in colonised regions and communities in the age of postcoloniality

Unit 1

Essays

(20 Hours)

1.1 Edward Said

Introduction from *Orientalism*

1.2 Robert J.C. Young

Postcolonialism

(from *Postcolonialism: An Historical Introduction*)

1.3 Ania Loomba

Defining the Terms: Colonialism, Imperialism, Neo-Colonialism, Postcolonialism

(from Chapter 1 *Colonialism/Postcolonialism*)

Unit 2

Fiction and Prose

(20 Hours)

2.1 Jhumpa Lahiri

Unaccustomed Earth (from *Unaccustomed Earth*)

2.2 Nadine Gordimer

The Train from Rhodesia (from *The Harper Anthology of Fiction*)

2.3 John Kelly

We are All in the Ojibway Circle (*The Faber Book of Contemporary Canadian Short Stories*)

2.4 Witi Ihimaera

The Whale (from *The Harper Anthology of Fiction*)

2.5 Chimamanda Adichie

Americanah

Unit 3

Poetry

(10 Hours)

3.1 Lisa Bellear

Women's Liberation

3.2 Judith Wright

At Cooloola

3.3 Derek Walcott

Ruins of a Great House

3.4 Gabriel Okara

Piano and Drums

Unit 4

Drama

(10 Hours)

4.1 Wole Soyinka

Death and the King's Horseman

4.2 Louis Nowra

Radiance

Background Reading

Ashcroft et al. *The Empire Writes Back*

Padmini Mongia, Ed. *Contemporary Post-Colonial Theory*

Ashcroft et al. Ed. *The Post-Colonial Studies Reader*

Unit 5

Practical Application Tasks

(5 Hours)

BOOKS FOR REFERENCE

Ashcroft, Bill. *On Post-Colonial Futures: Transformations of Colonial Culture*. Continuum, 2001.

Ashcroft, Bill, et al. *Post-Colonial Studies: The Key Concepts*. 2nd ed., Routledge, 2007.

Barker, Francis. et al., editors. *Colonial Discourse/Postcolonial Theory*. Manchester UP, 1994.

Bayard, Caroline. *The New Poetics in Canada and Quebec: From Concretism to Post-Modernism*. University of Toronto Press, 1989.

Bennett, Bruce, editor. *A Sense of Exile*. Centre for Studies in Australian Literature, 1988.

Chew, Shirley, and David Richards, editors. *A Concise Companion to Postcolonial Literature*. Wiley Blackwell, 2010.

Irvine, Lorna L. *Sub/version: Canadian Fiction by Women*. ECW Press, 1986.

Jahabegloo, Raman. *India Revisited: Conversations on Continuity and Change*. Oxford UP, 2008.

Juneja, Om Prakash. *Post Colonial Novel - Narratives of Colonial Consciousness*. Creation, 1995.

King, Bruce. *New National and Post-colonial Literatures: An Introduction*. Clarendon Press, 1996.

- Kudchedkar, Shirin and Jameela Begum, editors. *Canadian Voices*. Pencraft, 1996.
- Lazarus, Neil, editor. *The Cambridge Companion to Postcolonial Literary Studies*.
Cambridge UP, 2004.
- Nkosi, Lewis. *Tasks and Masks: Themes and Styles of African Literature*. Longman, 1981.
- Pandey, Sudhakar. *Perspectives on Canadian Fiction*. Prestige Books, 1994.
- Schwarz, Henry and Sangeeta Ray. *A Companion to Postcolonial Studies*. Blackwell,
2000.
- Soyinka, Wole. *Art, Dialogue and Outrage: Essays on Literature and Culture*. Methuen 1993.
- Tanti, Melissa et al., editors. *Beyond "Understanding Canada": Transnational Perspectives
on Canadian Literature*. U of Alberta Press, 2017.
- Walder, Dennis. *Post-Colonial Literatures in English: History, Language and Theory*.
Blackwell, 1998.
- Young, Robert J.C. *Postcolonialism: An Historical Introduction*. Blackwell, 2001.

JOURNALS

ARIEL: A Review of International English Literature

Journal of Commonwealth Literature

Postcolonial Studies

Wasafiri

WEB RESOURCES

http://www.mohamedrabeea.com/books/book1_3985.pdf

<http://www.udel.edu/ArtHistory/ARTH435/Ashcroft.pdf>

<http://faculty.ksu.edu.sa/Nugali/English%20461/Postcolonialism.pdf>

PATTERN OF ASSESSMENT:

Continuous Assessment Test: Total Marks: 50 Duration: 90 minutes

Section A –two out of four 300-word essays 2x10=20 marks

Section B – one out of three 750-word essays 1x20=20 marks

Section C – passage analysis (unseen) 1x10=10 marks

Other Components: Total Marks: 50

Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Scheduled Class Work –
Passage Analysis /Quiz/Panel Discussion/Group Presentation/Role-Play/Dramatisation

Creative Writing

End-Semester Examination: Total Marks: 100 Duration: 3 hours

Section A – four out of six 300-word essays 4x10=40 marks

Section B – two out of four 750-word essays 2x20=40 marks

Section C – passage analysis (unseen) 1x20=20 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086
M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019–2020)

DISSERTATION

CODE:19EL/PC/DS47

CREDITS:7

L T P:0 9 0

OBJECTIVES OF THE COURSE

- To enable students to identify a research gap
- To train students to formulate a clear research question
- To equip students with high order critical and analytical skills and techniques of documentation
- To train students to organize arguments coherently
- To acquaint students with ethical issues involved in research

COURSE LEARNINGF OUTCOMES

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

- demonstrate a knowledge of the research process
- identify and use appropriate research methods and terminology
- deal with ethical challenges of research and exhibit a high standard of ethical behavior
- demonstrate the skills required to write and publish research work

Course Description: Analysis/argument in the form of an extended research paper on a topic or aspect of a topic following the MLA (Eighth Edition) documentation and citation style.

Length : Around 6000-9000 words/25-35 pages, organised in 4-5 chapters

Purpose : To demonstrate a student's capability and skill

- a) in undertaking independent, original work at the postgraduate level
- b) in preparing and writing a sustained and logically structured argument in clear prose
- c) in referencing and documentation
- d) in presentation

Scope : Students could work on

- a) an author/authors
- b) a particular theme or issue in the context of a literary work
- c) application of a given theoretical approach to a particular text/group of texts

The above entails extensive reading of primary and secondary texts.
(to be done in consultation with the supervisor)

Citation and documentation : MLA Handbook, 8th edition to be followed.

Requirement: An abstract of 250-300 words

1. A clear thesis statement
2. Works Cited – a minimum of 5 secondary sources including at least 1 article
3. Documentation and Bibliography using MLA (Eighth Edition) format
4. Drafting and revising process to be followed

PATTERN OF ASSESSMENT

Continuous Assessment:

Annotated Bibliography 20 marks

Draft 30 marks

No CA Test

External and Internal Evaluation of Dissertation 100 marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019-2020)

INDIAN LITERATURES – II

CODE:19EL/PC/IL44

CREDITS:4

L T P:4 2 0

TOTAL TEACHING

HOURS:78

OBJECTIVES OF THE COURSE

- To introduce students to the main literary, cultural and theoretical trends in India from India's independence to the present time
- To familiarise students with the important social, cultural, political and economic factors that shaped Indian literatures in different languages during this period
- To acquaint students with the some significant writers and their texts in various languages
- To encourage students to critically examine patterns of continuity and change in Indian literature and culture during this period
- Sensitise students to appreciate and respect the social, cultural, linguistic and religious diversity of India

COURSE LEARNING OUTCOMES

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

- identify the important literary trends in India during the period under consideration
- study the texts in relation to their respective social, cultural and political contexts
- trace the varied relationships between literatures produced in different languages during this period
- trace the varied relationships between literary productions in various languages and the socio-cultural and political reality that informs them.
- interrogate patterns of continuity and change in Indian culture and tradition during this period from the perspective of literary studies

Unit 1

Indian Aesthetics and Thought

(15 Hours)

1.1. Amartya Sen

Secularism and its Discontents (from *The Argumentative Indian*)

1.2. Bruce King

Rewriting India, Autobiography, History and Globalisation (from *Rewriting India*)

1.3. G. N. Devy

The Masculine State (from *G. N. Devy Reader*)

1.4. Romila Thapar

Historical Consciousness in Early India (from *Cultural Pasts: Essays in Early Indian History*)

Unit 2

1947–1980

(15 Hours)

2.1 Popati Hiranandani

Husband

2.2 Dhoomil

The City, Evening and an Old Man: Me

| | | | |
|---------------|------------------------------------|--|-------------------|
| | 2.3 R Parthasarathy | Rough Passages | |
| | 2.4 Khushwant Singh | India is a Strange Country | |
| Unit 3 | 1980–2000 | | (20 Hours) |
| | 3.1 Narayan | <i>Kochareti</i> | |
| | 3.2 Kanjarani Longjam Chanu | Poison Arrow | |
| | 3.3 Prem Narayan Nath | Poems | |
| | 3.4 Sidhalingaiah | From <i>A Word With You World</i> (“The College Students Union Elections.... And they were abashed” (pp 120-122), “Perhaps writers didn’t need caste labels,...he had found me a house (page 246-248), trans. S R Ramakrishna, Navayana) | |
| | 3.5 Nissim Ezekiel | In India (from <i>Latter Day Psalms</i> p50-52) | |
| | 3.6 A. K. Ramanujan | No Amnesiac King | |
| Unit 4 | 2000 to the Present | | (20 Hours) |
| | 4.1 S. Ramakrishnan | <i>Aravaan</i> | |
| | 4.2 Brij Nath. Betaab | Ghazal | |
| | 4.3 Arshad Mushtaq | That’s When I Threw Stones | |
| | 4.4 Arundhati Subramaniam | To the Welsh Critic who doesn’t Find Me Identifiably Indian | |
| | 4.5 Vivek Narayan | Shooting | |
| | 4.6. Tishani Doshi | A Poem | |
| | 4.7 Poile Sengupta | <i>So Said Shakuni Thus Spake Shurpanaka</i> | |
| | 4.8 Keki Daruwalla | <i>For Pepper and Christ</i> | |
| Unit 5 | Practical Application Tasks | | (8 Hours) |

BOOKS FOR REFERENCE

- Deshpande, G. P., editor. *Modern Indian Drama: An Anthology*. Sahitya Akademi, 2001.
- Devy, G N. *The Crisis Within: On Knowledge and Education in India*. Aleph Bopok Company, 2016.
- D’Souza, Eunice. *Talking Poems: Conversations with Poets*. OUP, 1999.
- Kalinnikova, Elena J. *Indian-English Literature a Perspective*. Vimal Prakashan, 1982.
- Karnad, Girish. *Three Plays: Nagamandala, Hayavadana, Tughlaq*. OUP, 1997.
- Karnad, Girish, Badal Sircar and Vijay Tendulkar. *Three Modern Indian Plays*. OUP, 1998.
- Karnani, Chetan. *Eminent Indian English Writers*. Rawat, 2001.
- Khair, Tabish. *Babu Fictions: Alienation in Contemporary Indian English Novels*. Oxford UP, 2001.
- King, Bruce. Rev.ed. *Modern Indian Poetry in English*. Oxford UP, 1998.
- Lisa Lau and Om Prakash Dwivedi. *Re-Orientalism and Indian Writing in English*. Palgrave Macmillan, 2014.
- Mukherjee, Meenakshi. *The Twice-Born Fiction: Themes and Techniques of the Indian Novel in English*. Heinemann, 1971.
- Naik, M.K. *A History of Indian English Literature*. Sahitya Akademi, 1982.
- . ed. *Aspects of Indian Writing in English*. New Delhi Macmillan, 1980.
- Trivedi, Harish. *Colonial Transactions*. Ohio Press, 1995.

JOURNALS

Indian Literature-Sahitya Akademi

Asian Journal of English Studies

Journal of Indian Writing in English

Asian Quaterly:An International Journal of Contemporary Issues(AQ)

PATTERN OF ASSESSMENT:

| | | |
|---|------------------------|-----------------------------|
| Continuous Assessment Test: | Total Marks: 50 | Duration: 90 minutes |
| Section A - two out of four 650-word essays | | 2x15=30 marks |
| Section B – one out of two 750-word essays | | 1x20=20 marks |

Other Components: Total Marks: 50

Oral Presentation/Quiz/Group Presentation/Role-Play/Dramatisation/Creative Writing/
Assignments

| | | |
|---|-------------------------|--------------------------|
| End-Semester Examination: | Total Marks: 100 | Duration: 3 hours |
| Section A – four out of six 650-word essays | | 4x15=60 marks |
| Section B – two out of four 750-word essays | | 2x20=40 marks |

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086
M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019–2020)

LINGUISTICS

CODE:19EL/PC/LG44

CREDITS:4

L T P:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To enable students to perceive language as a science
- To introduce students to the socio-cultural variables that impact the production of the varieties of English language
- To enable students to understand the functioning of the brain and its role in speech production

COURSE LEARNING OUTCOMES

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

- understand issues related to the functioning of the English language
- analyse sounds and identify patterns of sounds in the English language
- compare and contrast language in terms of systematic differences in phonetics, phonology, morphology, syntax and semantics

- connect language, society and culture, and understand language variations such as social, regional and historical dialects.
- understand the functioning of the brain and its role in speech production, and analyse speech disorders

Unit 1 (25 Hours)

- 1.1 Phonology
 - 1.1.1 Speech Mechanisms
 - 1.1.2 The Cardinal Vowel Scale
 - 1.1.3 English Vowels, Diphthongs, Consonants
 - 1.1.4 Allophones
 - 1.1.5 Stress, Intonation, Elision, Assimilation
 - 1.1.6 Phonemic Transcription
- 1.2 Morphology
 - 1.2.1 Definition and Classification of Morphemes
 - 1.2.2 Bound, Free, Derivational, Inflectional Morphemes
Empty, Zero Morphemes
 - 1.2.3 Allomorph

Unit 2 (18 Hours)

- 2.1. Syntax
 - 2.1.1. Sentence Patterns
 - 2.1.2 I.C. Analysis
- 2.2. Introduction to the Three Schools of Grammar
 - 2.2.1 Traditional Grammar
 - 2.2.2 Structural Grammar
 - 2.2.3 Transformational-Generative Grammar

Unit 3 (7 Hours)

- 3.1 Synonymy, Antonymy, Hyponymy
- 3.2 Homophony, Homonymy, Polysemy

Unit 4 (10 Hours)

- 4.1 Sociolinguistics
 - 4.1.1 Dialects - Social and Geographical
 - 4.1.2 Pidgin, Creole Languages
 - 4.1.3 Choosing a Code - Code Choice
Code Switching
Code Mixing
- 4.2 Neurolinguistics
 - 4.2.1 Language areas in the brain
 - 4.2.2 Language errors
 - 4.2.3 Aphasia

Unit 5 (5 Hours)

- 5.1 Langue and Parole
- 5.2 Saussure's Concept of Sign—Sound Image and Concept

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086
M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019-020)

SHAKESPEARE

CODE:19EL/PC/SH44

CREDITS:4

L T P:4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To move towards an understanding and appreciation of Shakespeare's craft
- To move towards interpreting Shakespeare's texts in contemporary contexts
- To engage critically with theatrical interpretations of Shakespeare plays

COURSE LEARNING OUTCOMES

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

- demonstrate an understanding of the formal features of comedies, tragedies and histories as evident in the plays of Shakespeare
- study the ways and mediums through which Shakespeare's plays have been dispersed over the past four hundred years
- examine the formal features of the sonnet as evident in Shakespeare's sonnets
- examine the ways in which Shakespeare's sonnets critique received traditions
- evaluate the contemporary relevance of Shakespeare's works

Unit 1 **(20 Hours)**

1.1 *Macbeth*

(for close reading)

Unit 2 **(20 Hours)**

2.1 *A Midsummer Night's Dream*

(for close reading)

Unit 3 **(15 Hours)**

3.1 *Henry V*

3.2 *Henry V* Film Version Directed by Laurence Olivier

3.3 *Henry V* Film Directed by Kenneth Branagh (1989)

3.4 Taking on Shakespeare: Kenneth Branagh's "Henry V" - Peter Donaldson,
Shakespeare Quarterly, Vol.42, No.1 (Spring 1991) 60-71

Unit 4 **(5 Hours)**

4.1 Sonnets: VI, XVIII, XLVI, LIII, LX, CXVI, CXXIX, CXXX, LXXXIII, CXI

Unit 5 **(5 Hours)**
Practical Application Tasks

5.1 Analysis of Plays not Prescribed on the Syllabus

5.2 Analysis of Movie/Stage Versions, Adaptations, Retellings of Shakespeare's Plays

BOOKS FOR REFERENCE

- Bernard, Mc Elroy. *Shakespeare's Mature Tragedies*. Princeton UP, 1976.
- Bloom, Harold. *Shakespeare: The Invention of the Human*. Fourth Estate, 1999.
- Brian, Vickers. *Appropriating Shakespeare: Contemporary Critical Quarrels*. Yale UP & New Haven, 1993.
- Campbell, Lily B. *Shakespeare's Histories: Mirror of Elizabethan Policy*. Methuen, 1973.
- Charlton, H.B. *Shakespearean Comedy*. Methuen, 1945.
- Coghill, Nevill. *Shakespeare's Professional Skills*. Cambridge UP, 1967.
- Dieter, Mehl. *Shakespeare's Tragedies: An Introduction*. Cambridge UP, 1986.
- Dollimore, Jonathan and Allan Sinfield, editors. *Political Shakespeare: New Essays in Cultural Materialism*. Manchester UP, 1985.
- Fraser, Russell. *Shakespeare: The Later Years*. Columbia UP, 1976.
- Harris, Jonathan Gil. *Masala Shakespeare: How a Firangi Writer Became Indian*. Aleph Book Company, 2018.
- Kott, Jan. *Shakespeare Our Contemporary*. Methuen, 1967.
- Leggatt, Alexander. *Shakespeare's Comedy of Love*. Methuen, 1974.
- Long, Michael. *The Unnatural Scene: A Study in Shakespearean Tragedy*. Methuen, 1976.
- Moschovakis, Nick, editor. *Macbeth: New Critical Essays*. Routledge, 2008.
- Murphy, Andrew, editor. *The Renaissance Text*. Manchester UP, 2000.
- Smith, Emma, editor. *Shakespeare's Tragedies*. Blackwell Publishing Ltd., 2004.
- Tillyard, E M W. *Shakespeare's History Plays*. Chatto & Windus, 1956.
- Vendler, Helen. *The Art of Shakespeare's Sonnets*. Harvard University Press, 1997.

PATTERN OF ASSESSMENT:

| | | |
|---|------------------------|-----------------------------|
| Continuous Assessment Test: | Total Marks: 50 | Duration: 90 minutes |
| Section A – three out of five 300-word essays | | 3x10 = 30 marks |
| Section B – one out of two 750-word essays | | 1x20 = 20 marks |

Other Components: **Total Marks: 50**

Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Scheduled Class Work Quiz/Panel Discussion/Group Presentation/Role-Play/Dramatization/Creative Writing

| | | |
|---|-------------------------|--------------------------|
| End-Semester Examination: | Total Marks: 100 | Duration: 3 hours |
| Section A – four out of six 300-word essays | | 4 x10 =40 marks |
| Section B – three out of five 750-word essays | | 3 x 20 =60 marks |

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019-2020)

CHILDREN'S LITERATURE

CODE:19EL/PE/CL15

CREDITS:5

L T P:5 0 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To introduce students to the key tenets of children's literature and the postulations of key theorists in the field
- To help them read and interpret literary texts written by adults for children
- To introduce students to the features of specific sub-genres in the field

COURSE LEARNING OUTCOMES

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

- appreciate the paradoxes involved in the term Children's Literature
- engage with and identify the features of the Fairy Tale, the Folk Tale, the Postmodern Picturebook, the Fantasy, the School Story and the Graphic Novel
- comprehend the influence of adult ideologies and the role of socio-cultural constructs in texts written for children
- appreciate and analyse texts intended for children across cultures
- engage with texts for children as cultural artefacts

Unit 1

Introduction to Children's Literature

(10 Hours)

- 1.1 Defining Children's Literature
- 1.2 How to read Children's literature

Unit 2

The Folk Tale and The Fairy Tale

(15 Hours)

- 2.1 Features of the Folk Tale
 - 2.1.1 *Gulla and the Hangul* – Mariam Karim Ahlawat and Proiti Roy
 - 2.1.2 *Under the Neem Tree* – P Anuradha and A. V. Ilango
- 2.2 Features of the Fairy Tale
 - 2.2.1 Fairy Tale Motifs across Cultures: Cinderella Stories Across The World

Unit 3

The Postmodern Picturebook

(15 Hours)

- 3.1. Features of the Postmodern Picturebook
 - 3.1.1. *King and King* –Stern Nijland and Linda De Haan
- 3.2. Metafiction and the Postmodern Picturebook
 - 3.2.1 *The Stinky Cheese Man and Other Fairly Stupid Tales*
John Scieszka and Lane Smith

Unit 4
The Novel (18 Hours)

4.1 Features of the Fantasy

4.1.1 *Harry Potter and the Philosopher's Stone*- J K Rowling

4.2 Features of the Graphic Novel

4.2.1 *Captain Coconut and the Case of the Missing Bananas*

Anushka Ravishankar

Unit 5
Practical Application Tasks (7 Hours)

BOOKS FOR REFERENCE

Alston, Ann. *The Family in English Children's Literature*. Routledge, 2008.

Cullingford, Cedric. *Children's Literature and its Effects: The Formative Years*. Cassel, 1998.

Grenby, M. O., and Kimberley Reynolds. *Children's Literature Studies: A Research Handbook*. Palgrave, 2011.

Haviland, Virginia, editor. *Children and Literature: Views and Reviews*. Bodley Head, 1974.

Kakar, Sudhir. *The Inner World: A Psycho-Analytic Study of Childhood and Society in India*. 2nd ed., Oxford UP, 1981.

Peter, Hunt, editor. *Understanding Children's Literature: Key Essays from the International Companion Encyclopaedia of Children's Literature*. Taylor & Francis e-Library, 1999. *BookFI*. en.bookfi.net.

Reynolds, Kimberley. *Children's Literature in the 1890s and the 1990s*. Writers and Their Work Series, Northcote House in association with the British Council, 1994.

---. *Radical Children's Literature: Future Visions and Aesthetic Transformations in Juvenile Fiction*. Palgrave, 2007.

Sipe, Lawrence R., and Sylvia Pantaleo, editors. *Postmodern Picturebooks: Play, Parody, and Self-Referentiality*. Routledge, 2008.

Styles, Morag, and Eve Bearne, editors. *Art, Narrative and Childhood*. Trentham, 2003.

Superle, Michelle. *Contemporary English-Language Indian Children's Literature: Representations of Nation, Culture, and the New Indian Girl*. Routledge, 2011.

JOURNALS

CLAQ - *Children's Literature Association Quarterly*

IBBY - *The International Board on Books for Young People*

WEB RESOURCES

Anstey, Michele. "'It's Not All Black and White': Postmodern Picturebooks and New Literacies." *Journal of Adolescent & Adult Literacy*, vol. 45, no. 6, 2002, pp. 444+.

Academic Search Elite. www.scribd.com/doc/91921813/Postmodern-Picture-Books.

Berry, Nita. "Social Change through Children's Books – An Indian Perspective." *Children and Their Books*. *Bookbird*, vol. 54, no.1, pp. 48–54. *IBBY*, www.ibby.org.

Gubar, Marah. "Risky Business: Talking about Children in Children's Literature Criticism." *Children's Literature Association Quarterly*, vol. 38, no. 4, 2013, pp. 450–57. *Literature Online*.

Serafini, Frank, and Felicia Tompkins. "Books In/As/Through Books." *The Reading Teacher*, vol. 68, no. 5, 2015, pp. 344–46. *EBSCOhost*.

Smith, Tamara Ellis. "The Vibrant Triangle: The Relationship between the Picture Book, the Adult Reader, and the Child Listener." *Bookbird*, vol. 51, no. 2, 2013, pp. 66–69. *IBBY*,

www.ibby.org.

PATTERN OF ASSESSMENT:

Continuous Assessment:

One written assignment

One group presentation

Total Marks: 50

25 marks

25 marks

No CA Test

End-Semester Evaluation (Internal)

A 2000-word Term Paper (Critical Analysis/Creative)

Total Marks: 100

No End-Semester Examination

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019–2020)

CREATIVE WRITING

CODE:19EL/PE/CW15

CREDITS:5

L T P:5 0 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To enable students to analyse aspects of poetry, fiction, drama and film scripts
- To enable them to produce a creative piece in a specific genre
- To give students hands-on training in producing a piece of creative writing
- To enable students to understand their writing process and discuss the importance of editing in order to publish one's work.

COURSE LEARNING OUTCOMES

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

- demonstrate an understanding of the aspects of poetry, fiction, drama and film scripts
- produce a creative piece based on the various aspects of poetry, fiction, drama and film scripts
- demonstrate an awareness of the features of different literary genres to be used in producing a creative piece in a specific genre
- create works of poetry, fiction, drama as well as film scripts
- understand the significance of analysing their own writing process and editing their creative writing piece in order to publish their work

Unit 1

Introduction to Creative Writing

(5 Hours)

- 1.1 Why do we write?
- 1.2 The writing process
- 1.3 Editing your work
- 1.4 Publishing and marketing

Unit 2

Poetry

(15 Hours)

- 2.1 Using poetic devices: simile, metaphor, imagery, symbol, synecdoche, metonymy, rhyme and rhythm
- 2.2 Types of Poetry
 - 2.2.1. Haiku
 - 2.2.2. Blackout Poetry
 - 2.2.3. Performance / Slam Poetry

- 2.2.4. Free Verse
- 2.2.5. Sonnet

Unit 3

Fiction

(15 Hours)

- 3.1 Aspects of Fiction
 - 3.1.1 Creating plot, character, setting, point of view, themes
 - 3.1.2 Writing linear and non-linear narratives
- 3.2 Types of Fiction: Flash fiction, short story and the novel
 - 3.2.1 Epistolary Novel
 - 3.2.2 Stream-of-Consciousness
 - 3.2.3 Speculative Fiction (Fantasy, Science Fiction, Horror etc.)
 - 3.2.4 The Novel of Social Realism
 - 3.2.5 The Bildungsroman

Unit 4

Drama

(15 Hours)

- 4.1 Aspects of Drama
 - 4.1.1 Creating plot, character, setting
 - 4.1.2 Writing dialogue
 - 4.1.3 Writing Stage Directions
- 4.2 Types of Drama: Plays and Playlets
 - 4.2.1 Comedy
 - 4.2.2 Tragedy

Unit 5

Scriptwriting

(15 Hours)

- 5.1 Aspects of Scriptwriting
 - 5.1.1 Creating plot, character, setting
 - 5.1.2 Writing dialogue
 - 5.1.3 Writing the mis-en-scene
- 5.2 Linear and non-linear narrative structure

BOOKS FOR REFERENCE

- Dancyger, Ken, and Jeff Rush. *Alternative Scriptwriting: Successfully Breaking the Rules*. Focal Press, 2007.
- Disher, Gary. *Writing Fiction: An Introduction to the Craft*. Allen & Unwin, 2001.
- Eagleton, Terry. *How to Read a Poem*. Blackwell Publishing Ltd, 2007.
- Earnshaw, Stephen editor. *The Handbook of Creative Writing*. Edinburgh University Press, 2007.
- Fry, Stephen. *The Ode Less Travelled*. Hutchinson, 2005.
- Harper, Graeme. *Critical Approaches to Creative Writing*. Routledge, 2018.
- Le Guin, Ursula K. *Steering the Craft*. Mariner Books, 1998.
- Mills, Paul. *The Routledge Creative Writing Coursebook*. Routledge, 2006.
- Neale, Derek editor. *A Creative Writing Handbook: Developing Dramatic Technique, Individual Style and Voice*. A & C Black Publishers Ltd., 2009.

WEBSITES

www.poets.org

www.poetryfoundation.org
www.literarydevices.org

PATTERN OF ASSESSMENT:

Continuous Assessment:

One written assignment

One seminar

(Both the above may include passage analysis, adaptation, dramatisation, scriptwriting, writing based on prompts)

Total Marks: 50

25 marks

25 marks

No CA test

End-Semester Evaluation (Internal)

Creative Writing Project

Total Marks: 100

No End-Semester Examination

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019–2020)

DETECTIVE FICTION

CODE:19EL/PE/DF15

CREDITS:5

L T P:5 0 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To introduce the student to detective fiction and its various sub-genres
- To train them to recognise the formulae of classic detective fiction
- To help students identify the conventions of the genre and how they have evolved with the changing times

COURSE LEARNING OUTCOMES

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

- display an awareness of the characteristic features of detective fiction
- appreciate diverse sub-genres of detective fiction
- demonstrate an understanding of the formulae of classic detective fiction
- identify and analyse salient features of the sub-genres in select texts
- engage with the historical, political and cultural realities directing the writers and framing the readers of detective fiction

| | |
|--|-------------------|
| Unit 1 Overview of Detective Fiction 1.1 History of Detective Fiction | (5 Hours) |
| Unit 2 The Role of the Detective 2.1 Dupin in Edgar Allan Poe 2.2 Holmes in Arthur Conan Doyle | (10 Hours) |
| Unit 3 The Golden Age Detective Fiction 3.1 Features of Classic Detective Fiction 3.2 Agatha Christie | (16 Hours) |
| Unit 4 Crime Fiction: Sub-genres 4.1 Hard-boiled Detective Fiction 4.2 The Crime Thriller 4.3 Spy Fiction 4.4 The Police Procedural 4.4.1 Nordic Noir 4.5 The Serial Killer Novel | (26 Hours) |
| Unit 5 Practical Application Tasks | (8 Hours) |

BOOKS FOR REFERENCE

- Bernthal, J.C. *The Ageless Agatha Christie: Essays on the Mysteries and Legacies*. McFarland, 2016.
- Duncan, Paul. *Film Noir: Films of Trust and Betrayal*. Harpenden, 2000.
- Knox, Ronald. Introduction. *Best Detective Stories of the Year 1928*. Edited by Ronald Knox and H. Harrington. Faber and Faber, 1929, pp. xi-xiv.
- Messent, P. "Introduction: From Private Eye to Police Procedural - The Logic of Contemporary Crime Fiction." *Criminal Proceedings: The Contemporary American Crime Novel*. Pluto Press, 1997.
- Priestman, Martin, editor. *The Cambridge Companion to Crime Fiction*. Cambridge UP, 2003.
- Qusby, Ian. *The Crime and Mystery Book: A Reader's Companion*. Thames and Hudson, 1997.
- Symons, Julian. *Bloody Murder: From the Detective Story to the Crime Novel: A History*. Harmondsworth, 1974.

WEB RESOURCES

Van Dine, S.S. "Twenty Rules for Writing Detective Stories". *American Magazine*, Sept. 1928. gaslight.mtroyal.ca/vandine.htm.

PATTERN OF ASSESSMENT:

Continuous Assessment:

One written assignment

One seminar

Total Marks: 50

25 marks

25 marks

No CA Test

End-Semester Evaluation (Internal)

Total Marks:100

Term paper: Analysis of any work of detective fiction in the light of any of the sub-genres prescribed in the syllabus

No End-Semester Examination

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086
M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019–2020)

ENGLISH LANGUAGE TEACHING

CODE:19EL/PE/ET15

CREDITS:5

L T P:5 0 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To acquaint students with the psychology of language learning
- To enable students to distinguish between language acquisition and language learning
- To equip students with the skill to identify the methods and approaches in language teaching
- To train students in assessing the needs of learners and in preparing lesson plans for different levels of learners
- To train them to prepare materials for teaching the four language skills

- To acquaint students with the different kinds of syllabi
- To help students gain an understanding of the principles of language testing and the different kinds of tests

COURSE LEARNING OUTCOMES

On successful completion of the course the student will be able to

- gauge and use effectively the strategies identified by psychology with reference to language learning
- assess learner needs, and plan and teach lessons which take into account learners' backgrounds, and needs
- demonstrate knowledge about language skills, and the different tasks that could be used to train learners in the use of the language
- demonstrate awareness of appropriate teaching strategies
- plan and prepare lessons designed to develop their learners' overall language competence
- distinguish between various kinds of tests and their purpose

Unit 1 Introduction (15 Hours)

- 1.1 Difference between language acquisition and language learning – L1 and L2
- 1.2 Psychology of Learning
 - 1.2.1 Behaviorism
 - 1.2.2 Cognitivism
 - 1.2.3 Humanism

Unit 2 Approaches and Methods in Teaching English (15 Hours)

- 2.1 Grammar Translation Method
- 2.2 Situational Method
- 2.3 Audiolingual Method
- 2.4 Communicative Approach
- 2.5 Use of Technology in the Teaching of English (Using the Language Lab)

Unit 3 Syllabus (15 Hours)

- 3.1 Definition of Curriculum and Syllabus
 - 3.1.1 Needs Analysis
 - 3.1.2 Defining Objectives
- 3.2 Types of Syllabus
 - 3.2.1 Structural Syllabus
 - 3.2.2 Functional Syllabus
 - 3.2.3 Communicative Syllabus
 - 3.2.4 Task-based Syllabus

Unit 4 Testing (10 Hours)

- 4.1 Validity and Reliability in Testing
- 4.2 Types of Tests
- 4.3 Formative and Summative Testing

Unit 5**Practical Application Tasks****(10 Hours)**

5.1 Preparation of Tasks to teach Four Language Skills

5.2 Teaching Practice

BOOKS FOR REFERENCE

- Baxter, Andy. *Evaluating Your Students: Handbooks for Teachers*. Richmond Publishers, 1999.
- Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson Education ESL, 2007.
- Dunkel, Patricia A. and Frank Pialorsi. *Advanced Listening Comprehension: Listening and Notetaking Skills*. Heinle ELT, 2005.
- Epstein, Ruth and Mary Ormiston. *Tools and Tips for Using ELT Materials: A Guide for Teachers*. University of Michigan Press, 2007.
- Hutchinson, Tom and Alan Waters. *English for Specific Purposes: A Learner Centred Approach*. Cambridge: Cambridge UP, 1987.
- Hanratty, Luan. *TEFL 101: Principles, Approaches, Methods & Techniques*. TEFL Ideas, 2016.
- Hughes, Arthur. *Testing for Language Teachers*. Cambridge University Press, (1989) 2002.
- Hutchinson, Tom and Alan Waters. *English for Specific Purposes: A Learner Centred Approach*. Cambridge UP, 1987.
- Krashen, Stephen D. *Second Language Acquisition and Second Language Learning*. Pergamon Press, 1981.
- Larsen-Freeman, Diane and Marti Anderson. *Techniques and Principles in Language Teaching*, 3rd edition, Oxford University Press, 2011.
- Lefrancois, Guy R. *Psychology for Teaching*. Wordsworth Publishing Co., 1975.
- Nunan, David. *The Self-Directed Teacher: Managing the Learning Process*. Cambridge University Press, 1996.
- Prabhu, N.S. *Second Language Pedagogy*. Oxford UP, 1987.
- Renandya, Willy A and Handoyo Puji Widodo, eds. *English Language Teaching Today*. Springer, 2016.
- Richards, Jack C. and T.S. Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge UP, 1986.
- Rivers, Wilga. M. *Interactive Language Teaching*. Cambridge UP, 1987.
- Weir, C. *Language Testing and Validation: An Evidence-Based Approach*. Palgrave Macmillan, 2005.

PATTERN OF ASSESSMENT:

| Continuous Assessment Test: | Total Marks: 50 | Duration: 90 minutes |
|--|------------------------|-----------------------------|
| Section A – three out of four 150-word answers | | 3x5=15 marks |
| Section B – one out of two 650-word essays | | 1x15=15 marks |
| Section C – preparation of tasks for a given passage | | 20 marks |

Other Components:**Total Marks: 50**

| | |
|---|----------|
| Practice teaching (Teaching their own classmates/ Bridge Course students) | 25 marks |
| Preparation of lesson plan | 25 marks |

End-semester Evaluation (Internal)**Total Marks: 100**

Portfolio (Preparation of materials, five lessons)

No End-Semester Examination

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086
M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019–2020)

NEW FICTION AND THE CONTEMPORARY WORLD

CODE:19EL/PE/NF15

CREDITS:5

L T S:5 0 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To enable students to read, analyse, and assess twenty-first century fiction in the light of global, national and other topical issues
- To encourage them to engage with these issues in ways that will bring them to a deeper understanding and awareness of these in relation to their lives

COURSE LEARNING OUTCOMES

On successful completion of this course, students will be able to

- critically analyse new fiction
- understand the social, political, economic, and cultural contexts that shape new fiction
- relate to new fiction
- arrive at a better understanding of the contemporary world
- engage better with the contexts that shape new fiction

Course Content

Two award winning novels of the year / previous year to be selected by the course teacher and students. (To select, if possible, one novel in English by an Indian author)

| | | |
|---------------|--|-------------------|
| Unit 1 | Introduction to Fiction | (10 Hours) |
| | 1.1 The Novel | |
| | 1.2 The Short story | |
| Unit 2 | Introduction to the Context/ Text | (10 Hours) |
| | 2.1 Political and Economic Background | |
| | 2.2 Cultural, Literary and Social Background | |
| Unit 3 | Novel 1 | (17 Hours) |
| Unit 4 | Novel 2 | (17 Hours) |
| Unit 5 | Practical Application Tasks | (11 Hours) |

BOOKS FOR REFERENCE

Eagleton, Robert. *Contemporary Fiction: A Very Short Introduction*. Oxford University Press, 2013.

Eagleton, Robert, and Daniel O'Gorman. *The Routledge Companion to Twenty-First Century Literary Fiction*. Routledge, 2019.

Easthope, Antony. *Literary into Cultural Studies*. Routledge, 1991.

Walder, Dennis. Ed. *Literature in the Modern World: Critical Essays and Documents*. (1990). Oxford UP, (2nd Rev. ed.) 2004.

Continuous Assessment:

One oral presentation

One take-home test

Total Marks: 50

25 marks

25 marks

No CA Test

End-Semester Evaluation (Internal)

A 2000-word term paper

Total Marks: 100

No End-Semester Examination

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086
M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS
(Effective from the academic year 2019–2020)

READING FILMS

CODE:19EL/PE/RF15

CREDITS:5

L T P:5 0 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To introduce students to the evolution of films and to significant movements in cinema
- To help students analyse films as an art form, using film language, editing, camera angles and movements as well as the sound in cinema
- To enable students to study various forms of representation in films
- To enable students to analyse the relationship between literature and films through adaptations
- To enhance the students' understanding of representation in cinema through the prescribed texts

COURSE LEARNING OUTCOMES

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

- trace the evolution of cinema and major film movements
- critically analyse cinema from various perspectives
- identify various technical aspects of cinema
- appreciate and develop an academic discourse on cinema
- analyse the relationship between films and literature through adaptations

Unit 1

Evolution of Films

(15 Hours)

- 1.1 Evolution of films from still to moving pictures
- 1.2 Evolution of films from black and white to colour
- 1.3 Evolution of films from silent movies to talkies

Texts to be discussed:

| | |
|-------------------------|---------------------------------------|
| Lumière Brothers | <i>The Arrival of a Train</i> |
| George Melies | <i>A Trip to the Moon</i> |
| Edwin Porter | <i>The Great Train Robbery</i> (1903) |
| Dadasaheb Phalke | <i>Growth of a Pea Plant</i> |

Unit 2

How to Read a Film

(20 Hours)

- 2.1 Film Language – aspect ratio, mis-en-scène, montage, etc.
- 2.2 Editing – montage, jump cut, cross cut, fade, dissolve, iris in/out, etc.
- 2.3 Cinematography-camera movements and angles
- 2.4 Sound-diegetic and non-diegetic sounds

Unit 3

Global Cinematic Movements

(20 Hours)

| | | |
|----------------------------|-------------------|-------------------------------|
| 3.1 Italian Neorealism | Vittorio De Sica | <i>Ladri di Biciclette</i> |
| 3.2 French New Wave | François Truffaut | <i>Les Quatre Cents Coups</i> |
| 3.3 Iranian New Wave | Jafar Panahi | <i>Offside</i> |
| 3.4 Indian Parallel Cinema | Satyajit Ray | <i>Pather Panchali</i> |

Unit 4

Representation in Indian Cinema

(20 Hours)

| | |
|---------------------------|---|
| 4.1 Tom Emmatty | <i>Oru Mexican Aparatha</i> |
| 4.2 Mari Selvaraj | <i>Pariyerum Perumal</i> |
| 4.3 Karan Johar | ‘Ajeeb Dastan Hai Yeh’ from <i>Bombay Talkies</i> |
| Zoya Akhtar | ‘Sheila Ki Jawaani’ from <i>Bombay Talkies</i> |
| 4.4 Alankrita Shrivastava | <i>Lipstick Under My Burkha</i> |

Unit 5

Adaptations

(20 Hours)

| | |
|----------------------|----------------|
| 5.1 Vishal Bharadwaj | <i>Maqbool</i> |
| 5.2 Danny DeVito | <i>Matilda</i> |

BOOKS FOR REFERENCE

Abrahams, Nathan, et al. *Studying Film*. Arnold: Hodder Headline Group, 2001.

- Aitken, Ian. *European Film Theory and Cinema: A Critical Introduction*. Edinburgh University Press, 2001.
- Andrew, Dudley. *Concepts in Film Theory*. Oxford University Press, 1984.
- Bazin, Andre. *What is Cinema? Vol. I*. University of California Press, 2005.
- Bhaskar, Ira. 09 Apr 2013, "The Indian New Wave". *Routledge Handbook of Indian Cinemas*. edited by K. Moti Gokulsing and Wimal Dissanayake. Routledge, 2019. pp. 19-34.
- Buckland, Warren, editor. *Film Theory and Contemporary Hollywood Movies*. Routledge, 2009.
- Butler, Andrew. *Film Studies*. Pocket Essentials, 2005.
- Dixon, Wheeler Winston and Foster, Gwendolyn. *A Short History of Film*. Rutgers University Press, 2018.
- Elsaesser, Thomas, and Malte Hagener. *Film Theory: An Introduction Through the Senses*. Routledge, 2010.
- Hutcheon, Linda. "In Defence of Literary Adaptation as Cultural Production." *Media Culture Journal*, vol. 10, no. 2, May 2007.
<http://journal.media-culture.org.au/0705/01-hutcheon.php>
- Kuhn, Annette, Guy Westwell. *A Dictionary of Film Studies*. OUP, 2012.
- Monaco, James. *How to Read a Film: The World of Movies, Media, and Multimedia: Language, History, Theory*. Oxford University Press, 2000.
- Nichols, Bill. *Movies and Methods*. University of California Press, 1976.
- Nichols, Bill. *Engaging Cinema: An Introduction to Film Studies*. W. W. Norton and Company, 2010.

PATTERN OF ASSESSMENT:

| | | |
|--|------------------------|-----------------------------|
| Continuous Assessment Test: | Total Marks: 50 | Duration: 90 minutes |
| Section A: four out of six 150-word essays | | 4x5=20 marks |
| Section B: three out of five 300-word essays | | 3x10=30 marks |

| | |
|---|------------------------|
| Other Components: | Total Marks: 50 |
| Assignment/Seminar/Presentation/Open Book Test/Film Analysis/Quiz | |

End-semester Evaluation (Internal) Total Marks: 100

A 2000 word term paper

No End-Semester Examination

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086
M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019–2020)

TECHNICAL WRITING

CODE:19EL/PE/TW15

CREDITS:5

L T P:5 0 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To introduce students to various styles and methods in technical writing
- To train students in skills required for a technical communicator
- To train students in using basic online packages and applications as tools of technical writing

COURSE LEARNING OUTCOMES

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

- demonstrate an understanding of styles and methods in Technical Writing
- locate, evaluate and use online packages and appliances effectively
- display skills required for a technical communicator
- use visuals effectively
- integrate the components of accuracy, brevity and objectivity in Technical Writing

Eligibility Criteria

Knowledge of MS Office

Unit 1

Introduction (5 Hours)

- 1.1 What is Technical Writing?
- 1.2 Difference Between Technical and Academic Writing
- 1.3 The Scope of Technical Writing
- 1.4 The Role and Essential Skills of a Technical Communicator

Unit 2

Guidelines and Grammar in Technical Writing (12 Hours)

- 2.1. Basic Patterns and Elements of the Sentence
- 2.2. Common Grammar, Usage, Punctuation Problems
- 2.3. Writing with Clarity and Precision
- 2.4. The Fog Factor

Unit 3

The Writing Process (18 Hours)

- 3.1 Audience Analysis
- 3.2 Task Analysis
- 3.3 Writing and Editing (Using Track Changes)
- 3.4 Communicating with Visuals

Unit 4

Application of Technical Writing - I (15 Hours)

- 4.1 Writing Proposals
- 4.2 Technical Reports: Survey – Report

Unit 5

Application of Technical Writing - II (15 Hours)

- 5.1 Users' Manuals
- 5.2 Writing for the Web

BOOKS FOR REFERENCE

Blake, Gary and Robert W Bly. *The Elements of Technical Writing*. Macmillan Publishers,

1993

Blicq, Ronald, S and Lisa Moretto. *Technically Write!*. Prentice Hall, 2004.

Marnell, Geoffrey. *Essays on Technical Writing*. Burdock Books, 2016

Reddy, Devaki and Shreesh Chaudhary. *Technical English*. Macmillan, 2009.

Rizvi, Ashraf M. *Effective Technical Communication*. Tata McGraw-Hill, 2006.

Samson, C Donald. *Editing Technical Writing*. Oxford UP, 1995.

Electronic Resource

Business Writing – Clarity, UK

PATTERN OF ASSESSMENT:

Continuous Assessment:

Total Marks: 50

Two written Assignments

2 x 25 = 50 marks

No CA Test

End-Semester Evaluation:

Total Marks: 100

Project: Designing a web page, with four links (to be submitted on a CD)

No End-Semester Examination

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086
M.A. DEGREE: BRANCH VII - ENGLISH

SYLLABUS

(Effective from the academic year 2019–2020)

TECHNICAL WRITING

CODE:19EL/PE/TW15

CREDITS:5

L T P:5 0 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To introduce students to various styles and methods in technical writing
- To train students in skills required for a technical communicator
- To train students in using basic online packages and applications as tools of technical writing

COURSE LEARNING OUTCOMES

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

- demonstrate an understanding of styles and methods in Technical Writing
- locate, evaluate and use online packages and appliances effectively
- display skills required for a technical communicator
- use visuals effectively
- integrate the components of accuracy, brevity and objectivity in Technical Writing

Eligibility Criteria

Knowledge of MS Office

Unit 1

Introduction (5 Hours)

1.1 What is Technical Writing?

1.5 Difference Between Technical and Academic Writing

1.6 The Scope of Technical Writing

1.7 The Role and Essential Skills of a Technical Communicator

Unit 2

Guidelines and Grammar in Technical Writing (12 Hours)

2.5. Basic Patterns and Elements of the Sentence

2.6. Common Grammar, Usage, Punctuation Problems

2.7. Writing with Clarity and Precision

2.8. The Fog Factor

Unit 3

The Writing Process (18 Hours)

3.1 Audience Analysis

3.2 Task Analysis

3.3 Writing and Editing (Using Track Changes)

3.4 Communicating with Visuals

Unit 4

Application of Technical Writing - I (15 Hours)

4.1 Writing Proposals

4.2 Technical Reports: Survey – Report

Unit 5

Application of Technical Writing - II (15 Hours)

5.1 Users' Manuals

5.2 Writing for the Web

BOOKS FOR REFERENCE

Blake, Gary and Robert W Bly. *The Elements of Technical Writing*. Macmillan Publishers,

1993

Blicq, Ronald, S and Lisa Moretto. *Technically Write!*. Prentice Hall, 2004.

Marnell, Geoffrey. *Essays on Technical Writing*. Burdock Books, 2016

Reddy, Devaki and Shreesh Chaudhary. *Technical English*. Macmillan, 2009.

Rizvi, Ashraf M. *Effective Technical Communication*. Tata McGraw-Hill, 2006.

Samson, C Donald. *Editing Technical Writing*. Oxford UP, 1995.

Electronic Resource

Business Writing – Clarity, UK

PATTERN OF ASSESSMENT:

Continuous Assessment:

Total Marks: 50

Two written Assignments

2 x 25 = 50 marks

No CA Test

End-Semester Evaluation:

Total Marks: 100

Project: Designing a web page, with four links (to be submitted on a CD)

No End-Semester Examination

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

**Postgraduate Elective Course offered by the Department of English to
M.A / M.Sc. Degree Programme**

SYLLABUS

(Effective from the academic year 2019–2020)

LITERATURE AND SPIRITUALITY

CODE:19EL/PE/LS23

CREDIT:3

L T P:3 0 0

TOTAL TEACHING HOURS:39

OBJECTIVES OF THE COURSE

- To introduce students to the spiritual and mystical dimensions of different religious traditions, through literature
- To enable students to explore and appreciate expressions of spiritual experience within major religious traditions
- To promote, in students, an understanding of the commonality and differences among various spiritual traditions

COURSE LEARNING OUTCOMES

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

- demonstrate an understanding of spiritual traditions and practices within major religious traditions of the world
- display the skills required to interpret spiritual texts from across traditions
- appreciate the pluralistic discourses embedded within religious traditions
- show an awareness of the importance of the spiritual dimension in the holistic growth of an individual
- engage in an inter-faith dialogue

Unit 1

(8 Hours)

1.1 Sumangalamata

At Last Free (from Women in Praise of the Sacred Ed. Jane Hirschfield, p 18)

1.2 Three Tantric Buddhist Women's Song

(from Women in Praise of the Sacred Ed. Jane Hirschfield, p 51-52)

1.3 Surdas

Today My Friend (from Sur's Ocean Trans. John Stratton Hawley, p 33)

1.4 Basavanna

The Elephant is Huge (from Eating God Ed. Arundhati Subramanian, p 134)

1.5 Mirabhai

Love has stained my body (from Women in Praise of the Sacred Ed. Jane Hirschfield, p 133)

Unit 2

(8 Hours)

| | |
|------------------------|--|
| 2.1 The Bible | Psalm 23 <i>New King James Version</i> |
| 2.2 The French Beguine | from <i>The Soul Speaks (from Women in Praise of the Sacred</i> Ed. Jane Hirschfield, p 111-112) |
| 2.3 Donne | Hymn to God the Father |
| 2.4 Christina Rossetti | Spring |
| 2.5 Hopkins | God's Grandeur |

Unit 3 (11 Hours)

| | |
|---------------------|--|
| 3.1 Rumi | Story-Water (from <i>Essential Rumi</i> Ed. Coleman Barks, p 171-172, 265) |
| 3.2 Rabi'a | I am fully qualified (from <i>Women in Praise of the Sacred</i> Ed. Jane Hirschfield p 43) |
| 3.3 Kabir | Saints I See The World Is Mad |
| 3.4 Sheikh Muzaffer | Stories (from <i>Essential Sufism</i> Ed. James Fadiman p 131, 132, 146) |
| 3.5 Yunus Emre | I Haven't Come Here To Settle Down |

Unit 4 (12 Hours)

| | |
|--------------------|---|
| 4.1 Enheduanna | O my Lady, Beloved of Heaven (from <i>Women in Praise of the Sacred</i> Ed. Jane Hirschfield p 3) |
| 4.2 Sappho | Leave Crete (from <i>Women in Praise of the Sacred</i> Ed. Jane Hirschfield p 16) |
| 4.3 Nahuatl | Invocation for Storing of Corn (from <i>Women in Praise of the Sacred</i> Ed. Jane Hirschfield p 146) |
| 4.4 Denis Levertov | The Goddess |

BOOKS FOR REFERENCE

- Fadiman, James. Ed. *Essential Sufism*. Castle Books, 1997.
- Hirschfield, Jane. *Women in Praise of the Sacred*. HarperPerennial, 1994.
- James, William. *The Varieties of Religious Experience*. Modern Library, 1902.
- King, Ursula. *Christian Mystics: Their Lives and Legacies throughout the Ages*. Routledge, 2004.
- Knysh, Alexander. *Sufism: A New History of Islamic Mysticism*. Princeton University Press, 2017.
- Sivaramakrishna, M and Sumita Roy. *Poet Saints of India*. Sterling Publishers, 1996.
- Subramaniam, Arundhati. Ed. *Eating God*. Penguin Ananda, 2014.
- Underhill, Evelyn. *Mysticism: A Study In Nature And Development Of Spiritual Consciousness*. Methuen & co., 1911.

JOURNALS

- Bhakti Studies*
Renascence

WEBSITES

- www.innerexplorations.com
www.sacred-texts.com/isl/
[http://www.poetry-haikhana.com/Poets/E/Emre Yunus/Ihaventomeh/index.html](http://www.poetry-haikhana.com/Poets/E/Emre_Yunus/Ihaventomeh/index.html)
<http://symbolreader.net/2014/08/24/the-goddess-by-denise-levertov/>

PATTERN OF ASSESSMENT:

| | | |
|---|------------------------|-----------------------------|
| Continuous Assessment Test: | Total Marks: 50 | Duration: 90 minutes |
| Section A – two out of four 650-word essays | | 2x15=30 marks |
| Section B – one out of two 750-word essay | | 1x20=20 marks |

| | | |
|--|------------------------|--|
| Other Components: | Total Marks: 50 | |
| Assignment/Seminar/Presentation/Take Home Test/Open Book Test/Quiz/Panel Discussion/ Group Presentation/Role-Play/Dramatisation Creative Writing | | |

| | | |
|----------------------------------|-------------------------|--------------------------|
| End-Semester Examination: | Total Marks: 100 | Duration: 3 hours |
| four out of six 800-word essays | | 4x25=100 marks |

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

Postgraduate Elective Course offered by the Department of English to

M.A / M.Sc. Degree Programme

SYLLABUS

(Effective from the academic year 2019–2020)

LITERATURE, MYTH AND FOLKLORE

CODE:19EL/PE/MF23

CREDITS:3

L T P:3 0 0

TOTAL TEACHING HOURS:39

OBJECTIVES OF THE COURSE

- To understand the historical and contemporary significance of mythic and folk narratives from across the world.
- To compare and contrast mythic and folk narratives cross-culturally with reference to cultural distinctiveness, historical interaction and contemporary relevance.
- To analyze the influence of mythic and folk narratives on art, literature, films etc.

COURSE LEARNING OUTCOMES

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

- demonstrate an understanding on the influence of mythological narratives in society.
- demonstrate an understanding on the influence of folk narratives in society.
- appreciate the cultural similarities in mythological and folk narratives
- appreciate the cultural differences in mythological and folk narratives
- examine the mythic and folk influences in contemporary culture

Unit 1

Myths of Creation

(9 Hours)

- 1.1 Lumerai, the Mother Snake: A Rainbow Serpent Creation Story from the Northern Territory (Australia)
- 1.2 Pan-Gu and the creation of the world (China)
- 1.3 Odin and Ymir (Norse)
- 1.4 The Flood, Epic of Gilgamesh (West Asia)

Unit 2

Myth and Gender (10 Hours)

- 2.1 Pandora (Greek)
- 2.2 Shiva-Shakti (India)
- 2.3 Why Women Have Long Hair (Pan-African)
- 2.4 The Princess in the Tower (Jewish)

Unit 3

Myth and the Non-Human World /Natural World (10 Hours)

- 3.1 Anansi (Africa)
- 3.2 How Marshlands Came to Be (Siberian)
- 3.3 Pele (Hawaiian Volcano goddess)
- 3.4 Namazu, the Earth Shaker (Japanese)

Unit 4

Myth of Nations and Communities (10 Hours)

- 4.1 The White Buffalo Woman (Lakota)
- 4.2 St. Patrick and the Snakes (Irish)
- 4.3 People of the Sacred Tree (Pygmy)
- 4.4 The People Could Fly (African American)

BOOKS FOR REFERENCE

Billson, Janet Mancini and Kyra Mancini. *Inuit Women: Their Powerful Spirit in a Century of Change*. Rowman & Littlefield. 2007.

Bronner, Simon. *Folklore: The Basics*. Taylor & Francis. 2016.

Colum, Padraic. *Nordic Gods and Heroes*. Dover Publications, 1996.

Bendix, Regina F, and Galit Hasan-Rokem. Ed *A Companion to Folklore*. Blackwell

Publishing Ltd., 2012.

George, Andrew. *The Epic of Gilgamesh: The Babylonian Epic Poem and Other Texts in Akkadian and Sumerian*. Penguin Classics, 2002.

Gokhale, Namita. *The Book of Shiva*. Penguin UK, 2012.

Kleeman, Terry and Tracy Barret. *The Ancient Chinese World*. Oxford University Press, 2005.

Kenaan, Vered Lev. *Pandora's Senses: The Feminine Character of the Ancient Text*. The University of Wisconsin Press, 2008.

Stookey, Lorena Laura. *Thematic Guide to World Mythology*. Greenwood Press, 2004.

PATTERN OF ASSESSMENT:

Continuous Assessment Test: Total Marks: 50 Duration: 90 minutes

Section A: two out of four 300-word essays 2x10= 20 marks

Section B: two out of four 650-word essays 2x15= 30 marks

Other Components: Total Marks: 50

Assignments/Presentations/Quiz/Passage Analysis

End-Semester Examination: Total Marks: 100 Duratin:3 hours

Section A: four out of six 250-word essays 4x10= 40 marks

Section B: three out of five 750-word essays 3x20= 60 marks