

Paper 9
English CORE
Life Narratives
ENG050204

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

Course Objectives:

- Students will be educated about the distinctiveness and variety of the genre of Life Narratives
- At the same time students will be exposed to the range and inclusiveness of the genre, which has many sub-genres that invite study
- Students will be acquainted with narratological approaches which lead to more analytical interpretations of Life Narratives
- They will also learn about the affinities with other genres and disciplines such as History and Fiction.

Course Outcome:

At the end of the Course the students should be able to

- Go beyond the traditional approaches to study Life Narratives, which are often confined to splitting the genre into biographies and autobiographies of canonical western authors.
- Appreciate the broader conditions and contexts that enable and nurture Life Narratives in specific junctures of history
- Be equipped to closely look at themes and strategies employed by the writers and write critical essays on them.

Unit 1 (2 credits)

Emily Dickinson. Letters: to Mrs. A.P. Strong January 29 1850 / to William A. Dickinson, November 17 1851
Ismat Chughtai. *A Life in Words: Memoirs*

Unit 2 (2 credits)

Samuel Johnson, "Life of Dryden" from *The Lives of the Poets*
Zora Neale Hurston. *Barracoon; The Story of the Last Slave*
Jhumpa Lahiri. *The Clothing of Books*

Recommended Reading:

Laura Marcus. *Autobiography: A Very Short Introduction*, Oxford University Press, 2018
Lloyd E. Ambrosius. ed. *Writing Biography: Historians & Their Craft*, University of Nebraska Press, 2004
Leon Edel. *Literary Biography*, University of Toronto Press, 1957
Paul Murray Kendall, *The Art of Biography*, Allen & Unwin, 1965

Paper 10
English CORE
Fiction: Modern and After
ENG050304

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

Objectives:

This paper is designed to

- Give students an overview of the development of fiction in the English language during the 20th & 21st centuries
- Familiarize them with the contexts in which fiction emerges in different cultures in this period
- Acquaint them with themes and concerns of this fiction

Outcomes (Graduate attributes)

- Comprehensive historical knowledge of fiction in the 20th and 21st centuries (disciplinary attribute)
- Critical thinking (critical and analytical ability to understand contemporary life and times through the fiction)
- Creativity (Enhanced imagination and emotional intelligence through exposure to a variety of human situations and experiences in fiction)
- Multicultural spirit (Broad perspective on diversity and multiple cultures)

Unit 1: Contexts, Ideas and Concepts (1 Credit)

Contexts of fiction (selected events and conditions of the 20th and 21st centuries and a corresponding overview of fiction of each of the following)

- War and Conflict (the World Wars, decolonization, 9/11)
- Society, Economy, Politics
- Gender, Class and Race
- Environmental Crises

Unit 2: Fiction (3 Credits)

D.H. Lawrence: "The Rocking Horse Winner"

Joyce Carol Oates: "Where are You Going, Where Have You Been?"

Jean Rhys: *Wide Sargasso Sea*

John Boyne: *The Boy in the Striped Pyjamas*

Graham Swift: "England" from *England and Other Stories*

Recommended Reading:

Chris Baldick: *The Modern Movement, 1910-1940*, Oxford University Press, 2004

Bruce King: *The Internationalization of English Literature* Oxford University Press, 2004

Peter Boxall: *The Value of the Novel*, Cambridge University Press, 2015

Jesse Matz: *The Modern Novel: A Short Introduction*, Wiley, 2004

Debjani Ganguly: *This Thing Called the World: The Contemporary Novel as Global Form*, Duke University Press, 2016

Paper 11

English CORE

Literary Criticism

ENG050404

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

Objectives:

This paper is designed to

- Provide learners with a foundational understanding of the genesis and development of the field.
- Familiarize learners with the various concept and thoughts generic to the field.
- Provide training into critical approach to various genres of literature.
- Provide insights into various critical tools required for the study of literature.

Outcomes (Graduate attributes)

- Comprehensive historical knowledge of the growth of criticism from the beginning to the 20th century.
- Critical ability to comprehend and examine texts.
- Critical understanding of the difference between genres of literature.
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UNIT-1: (Concepts & Ideas): 2 Credits

- ° Plato - Mimesis
- ° Longinus – The Sublime
- ° Philip Sidney – Defence of Poetry
- ° Stephen Gosson – Views against Poetry
- ° Samuel Johnson – Views of Shakespeare and the "Three Unities".
- ° Samuel Taylor Coleridge – Imagination and Fancy
- ° John Keats – Negative Capability
- ° F.R. Leavis – Enactment

- ° W.K. Wimsatt & Monroe C. Beardsley – Affective Fallacy, Intentional Fallacy.

UNIT 2: Seminal Texts: 2 Credits

- ° Aristotle: *Poetics*
- ° William Wordsworth: Preface to *The Lyrical Ballads* (1802)
- ° Mathew Arnold: The Study of Poetry
- ° T. S. Eliot: Tradition and the Individual Talent
- ° Cleanth Brooks: The Heresy of Paraphrase

Recommended Reading:

Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. Oxford: Blackwell, 2005

Wimsatt W.K and Cleanth Brooks. *Literary Criticism: A Short History*, New Delhi: Oxford, 2004

Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. NY: OUP, 1971

Eaves, M., and M. Fischer, eds. *Romantic and Contemporary Criticism*. Cornell University Press, 1986