

**SYLLABUS**  
**B. A. Honours (English)**  
**Department of English**  
**Doon University**  
**Dehradun**  
**(2022-2023)**

**(A) Programme Outcomes:**

The three year undergraduate honours' degree programme in English aims at:

- extending the core and applied knowledge of English Studies across the globe with special emphasis on History of English Literature, Literary Terms and Movements, European, Indian, American, Literature of Diaspora, Ecology and Literature, Literature and Films, Literary Theory and Criticism and Post Colonial Studies.
- strengthening understanding of basic Indian Economy, Environmental Studies, Indian History and Human Resource Management.
- mapping creative synthesis of texts, society and culture.
- promoting critical thinking and humanitarian values.
- developing research skills and aptitude of the students.
- facilitating the students to recognise the distinct shift from Eurocentric literature to Indian literature.
- creating awareness and sensitizing the students to society, environment, gender and disability, intersectionality and other issues of human dignity.

**(B) Programme Specific Outcomes:**

- Comprehend and analyse the characteristics of literary movements and their development in chronological order.
- Enhance English writing skills and understand the fundamental concepts of language and communication to facilitate our first generation learners.
- Apply the knowledge of literary genres in interdisciplinary fields.
- Read and analyse the representative texts as categorized under the various genres.
- Communicate new ideas of literature through written and verbal assessment.
- Explore the concepts of critical thinking through major literary theories.
- Identify the political and intellectual interrelations between literature and society.
- Explore ideas of literature for propagation of knowledge and popularizing literary sensibility in a society.
- Develop a gender-sensitive outlook through an understanding of the women's condition in the society.
- Model the social issues prevalent across the contemporary cultures and present their improved understanding.

## **Semester IV**

### **LGN 402: India Since 1947-II (2 Credit)**

#### **Course Outcomes:**

- After the completion of the course, students will be able to:
- Develop an understanding of the beginnings of the modern Indian political system after Independence.
- Appraise the different aspects of Indian political system in history.
- Assess the impact of Nehruvian era to the Coalition era.
- Identify the reasons of the emergence of women movement in India.

1. An assessment of India's freedom struggle: The Colonial rule is over
2. The Indian Constitution
3. The Nehru Era: Indian Foreign Policy
4. Indian political parties: From one party dominance to multi-party system
5. Indian political parties (1947 to 1964) Congress versus others
6. India from Shastri to Indra Gandhi: (1964 to 1973)
7. The J.P movement and emergency in India (1974 to 1977): The janta experiment to Indra Gandhi's second term (1977 to 1984)
8. The Rajiv Era
9. The Coalition Era
10. Indian thinkers: Gandhi: an apostle of peace non-violence and satyagrah
11. Ambedkar: A prophet of social revolution
12. Tagore: Cultural icon of India
13. Women movement since Independence

### **SLE 413: English Drama II (4 credit)**

#### **Course Outcomes:**

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

- Estimate the social and cultural impact of movements like modernism and expressionism through texts.
- Develop an understanding of theatre of the absurd and theatre of cruelty.
- Assess and interpret modern dramatists' texts.

**Unit 1:** G. B. Shaw: *Candida*

**Unit 2:** Eugene O'Neill: *The Hairy Ape*

**Unit 3:**  
Samuel Beckett: *Waiting for Godot*

**Unit 4:**  
Edward Bond: *Lear*

**Suggested Topics and Background Prose Readings for Class Presentations:**

Paganism and Catholicism  
Gender roles and the changing tradition  
Tradition versus modernity  
Theatre of the absurd and existentialism  
Problem plays  
The concept of marriage  
Women and femininity.

**Prescribed Readings:**

- 1) *A Glossary of literary Terms*. MH Abrams
- 2) *Modern and Contemporary Irish Drama: Backgrounds and Criticism*. WW Norton and Company 2009.

**SLE 414: English Fiction II (4 credit)**

**Course Outcomes:**

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

- Develop an understanding of modernistic novels and its impact on the society.
- Appraise the emergence of female narratives in art and literature
- Interpret the literary concepts and ideas like interior monologue, dystopian fiction, primitivism and modernism.

**Unit 1:**

D. H. Lawrence: *Sons and Lovers*  
Virginia Woolf: *Mrs Dalloway*

**Unit 2:**

George Orwell: *Animal Farm*  
R. L. Stevenson: *Dr Jekyll and Mr Hyde*

**Suggested Topics and Background Prose Readings for Class Presentations:**

Sigmund Freud and his Oedipus and Electra complex  
Changing face of modernity and city life  
Russian Revolution and the emergence of Communism  
The rising differences between haves and have nots  
Wessex novels  
Victorian era novels.

**Prescribed Readings:**

- 1) *A History of English Literature* (English, Paperback, Compton-Rickett)
- 2) *History of English Literature* (English, Paperback, Edward Albert)

**SLE 415: Literary Terms and Movements (6 credit)**

**Course Outcomes:**

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

- Develop an understanding of various literary terms
- Assess how movements and ideas revolutionised the entire Europe
- Identify the shift of the worldview in different ages through movements and texts.
- Compare the similarities between the Renaissance and contemporary ideas.

**Unit 1:** Lyric, Ode, Elegy and Dramatic Monologue;

Blank Verse, Heroic Couplet, Free Verse, Soliloquy, Dramatic Irony

**Unit 2:** Simile and Metaphor, Image and Imagery, Allegory, Symbol;

Epic, Tragedy, Comedy, One-Act Play, Novella (A short novel)

**Unit 3:** Renaissance and Reformation;

The Metaphysical School of Poets

**Unit 4:** English Neoclassicism;

English Romanticism;

Realism and Naturalism

**Recommended book:**

*A Glossary of Literary Terms* by M. H. Abrams

*Dictionary of Literary Terms and Literary Theory* by J. A. Cuddon

**SLE 416: Human Resource Management (4 credit)****Course Outcomes:**

- Develop understanding of concept and functions of Human Resource Management
- Importance of training and management.
- Assess real life engagement of Human resources.

**Unit 1: Human Resource Management**

Concept and functions; Role, status and competencies of HR manager; HR policies; Evolution

of HRM; emerging challenges of human resource management – Workforce diversity, empowerment, downsizing, VRS, work life balance.

**Unit 2: Acquisition of Human Resource**

Human resource planning – Quantitative and qualitative dimensions; Job analysis – Job description and job specification; Recruitment – concept sources; selection – concept and process; Test and interview; Placement, induction and socialization; Retention.

**Unit 3: Training and Development**

Concept and importance; Role specific and competency based training; Training and development methods – Apprenticeship, understudy, job rotation, vestibule training, case study,

role playing, sensitivity training, In-basket, management games, conferences and seminars, coaching and mentoring, management development programs; Training process outsourcing.

**Unit 4: Performance Appraisal and Compensation Management**

Performance appraisal – Nature, objectives and process; Performance management; Methods of performance appraisal; Potential appraisal; Employee counseling; Job changes – Transfers and promotions Human resource audit; Compensation – Concept and policies, Base and supplementary compensation; individual, group and organization incentive plans; Fringe benefits; Performance linked compensation; Employee stock option; Pay band compensation system; Job evaluation.

### **Suggested Readings**

1. Mondy. A.W., and Noe, R.M. Human resource Management. Pearson Education.
2. Decenzo, D.A., and Robbins, S.P. fundamentals of Human resource Management. Wiley. India.
3. Dessler, g., and Varkkey, B. Human resource Management Person Education. Delhi.
4. Chhabra, T.N. Human resource Management. Dhanpat Rai & Co., Delhi.
5. Aswathappa, K. Human resource Management. Tata McGraw-Hill. New Delhi
6. French, W.L., Human resource Management. Haughten Mifflin, Boston.
7. Gupta, C.B. Human resource Management. Sultan Chand & Sons. Delhi.
8. Rao, V.S.P. Human resource Management: Text and Cases. Excel Books.

### **SLE 417: Indian Writing in English (4 credit)**

#### **Course Outcomes:**

- Develop a knowledge of the seminal writers and texts of India
- Recognise the importance and benefits of translation
- Recognise the loss of ethos that inevitably occurs due to translation
- Review the past through the reconstruction of the culture through their translated texts
- Develop a knowledge of the different languages and literatures of India

**Unit 1:** Girish Karnad- *Tughlaq*

**Unit 2:** Ruskin Bond: *Room on the Roof*

**Unit 3:** Toru Dutt: “Baugmaree”  
Nissim Ezekiel: “In India”  
Vikram Seth: “All You Who Sleep Tonight”

**Unit 4:** Allen Seally: *The Everest Hotel*

### **Suggested Topics and Background Prose Readings for Class Presentations**

Indian English

Indian English Literature and its Readership

Themes and Contexts of the Indian English Novel

The Aesthetics of Indian English Poetry

Modernism in Indian English Literature

**Suggested Readings:**

1. Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.
2. Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.
3. Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp. 187–203.
4. Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

**SEMESTER V****Course Outcomes:**

- Develop an overview of the critical theories of Rasa and Dhvani since Indian classical times.
- Compare Indian and Western literary theoretical frameworks.
- Apply the critical theories to literary texts
- Recognise the relevance of the theories in the social context
- Develop the art of critical thinking

**SLE 418: Introduction to Literary Theory (4 credit)****Unit 1:**

Introduction to Indian Poetics (Rasa, Dhvani)

**Unit 2:**

Ferdinand de Saussure: "The Object of Study"

Roland Barthes: "The Death of the Author"

Stephen Greenblatt: „The Circulation of Social Energy"

Elaine Showalter: "Feminist Criticism in the Wilderness"

**Suggested Background Prose Readings and Topics for Class Presentations:**

The East and the West

Questions of Alterity

Power, Language, and Representation

The State and Culture

**Suggested Readings:**

1. Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
2. Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).

**SLE 419: Advertising (4 Credit)****Course Outcomes:**

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

- Understand the importance of concepts, tools and techniques of advertising.
- Explore theoretical frameworks and usage in practical fields.
- Assess information about copywriting, ASCI, etc.

**Unit 1:**

Introduction to Advertising: Definition, Origin & development

**Unit 2:**

Purpose of advertising

Types of advertising

**Unit 3:**

Ad copy- Copywriting

Advertising as a Marketing Tool

**Unit 4:**

Advertising Theories: Unique Selling Proposition, Brand Image, Role & effects.

Ad campaign planning.

Ad agencies.

Bodies like ASCI, AAI.

**SLE 420: European Modernism (4 credit)****Course Outcomes:**

**After the completion of the course, students will be able to:**

- Develop an overview of the contemporary critical theories like Marxism and Psychoanalysis
- Assess the relevance of the theories in the social context
- Explore range of experimental and avant-garde trends in literature.
- Demonstrate a broad understanding of the major debates concerning modernism and modernity in Europe

**Unit 1:**

Bertolt Brecht: Mother Courage and her Children

**Unit 2:**

Karl Marx and

Friedrich Engels: "The German Ideology"

**Unit 3:**

Benedetto Croce: "History as the Story of Liberty"

**Unit 4:**

Sigmund Freud "An Outline of Psychoanalysis"

(\*From The Modern Tradition: Background of Modern Literature, ed. Richard Ellmann)

**Suggested Topics and Background Prose Readings for Class Presentations:**

Politics, Social Change and the Stage Text and Performance

European Drama: Realism and Beyond

Marxism and Literature

**Suggested Readings:**

Williams, Raymond. 1997. *Marxism and Literature*. Oxford: Oxford University Press.

Montag, Warren. 2003. *Louis Althusser*. Basingstoke: Palgrave Macmillan.

Bennett, Tony. 1979. *Formalism and Marxism*. London: Methuen. Brannigan, John. 1998. *New Historicism and Cultural Materialism*. London: Macmillan.

Constantin Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.

Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.

George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

## **SLE 421: Postcolonial Literature (4 credit)**

### **Course Outcomes:**

- Recognise the difference in colonial and post- colonial sensibilities
- Develop an understanding of the post- colonial theory
- Evaluate texts on the basis of post- colonial tenets
- Appraise the importance and efforts to decolonize
- Develop an understanding of Indian Colonial History and struggle against it

**Unit 1:** Ngugi wa thiong'o: Decolonising The Mind

Chinua Achebe: "An Image of Africa: Racism in Conrad's *Heart Of Darkness*"

**Unit 2:** George Orwell: *Shooting an Elephant*

W. H New: *New Language, New World*

**Unit 3:**

Jumpha Lahiri: *Namesake*

Khushwant Singh: *Train to Pakistan*

**Unit 4:**

Amitav Ghosh: *The Hungry Tide*

### **Suggested Topics and Background Prose Readings for Class Presentations:**

De-colonization, Globalization and Literature

Literature and Identity Politics

Writing for the New World Audience

Region, Race, and Gender

Postcolonial Literatures and Questions of Form

### **Suggested Readings:**

1. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.

2. Ngugi wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

3. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge:



Cambridge University Press, 1987).

4. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.

5. "The New Empire within Britain," in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

6. W. H. New, "New Language, New World," *Awakened Conscience: Studies in Commonwealth Literature*, ed. C. D. Narasimhaiah (London: Heinemann, 1978)

## **SLE 422: Understanding India through Creative Writings in English: 1900-1950 (4 Credit)**

### **Course Outcome:**

- recognise and use basic terminology in creative writing through the texts by Indian writers.
- use the knowledge to apply major styles and techniques in creative writing .
- develop critical reading skills for writing the criticism through Indian literature in English.
- Explore the social, cultural and political background of the society, space and text.

**Unit 1:** Rudyard Kipling- *Kim*

Rabindra Nath Tagore -*Gitanjali*

**Unit 2:** Ruth Praver Jhabvala- *Heat and Dust*

EM Forster- *Passage to India*

**Unit 3:** Mulk Raj Anand- *Untouchable* 1934

Raja Rao *Kanthapura*

**Unit 4:** RK Narayan Mr Sampath : The Printer of Malgudi

### **Suggested Topics and Readings for Class Presentation:**

Colonialism, Nationalism, and the Partition

Communalism and Violence

Homelessness and Exile

Women in the Partition

### **Suggested Readings:**

1. Ritu Menon and Kamla Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).

2. Sukrita P. Kumar, *Narrating Partition* (Delhi: Indialog, 2004).

3. Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Delhi: Kali for Women, 2000).

4. Sigmund Freud, 'Mourning and Melancholia', in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041–53.

## **SLE 423: Indian Classical Literature (4 Credits)**

### **Course Outcomes:**

After taking the course the students shall be able to:

- Develop knowledge about the masterpieces in Indian classical literature.
- Motivated by the superb classical drama of Kalidas, Vyasa and Sudraka.

- A comparative study of English literature and Indian classical literature.
- Understood the richness of Indian literature

**Unit 1.** Kalidasa *Meghaduta*

**Unit 2.** Vyasa ‘The Dicing’ and ‘The Sequel to Dicing’, ‘The Book of the Assembly Hall’, in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.

**Unit 3.** Sudraka *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).

**Unit 4:** Ilango Adigal ‘The Book of Banci’, in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

### **Suggested Topics and Background Prose Readings for Class Presentations**

The Indian Epic Tradition: Themes and Recensions

Classical Indian Drama: Theory and Practice

Alankara and Rasa

Dharma and the Heroic

### **Readings:**

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: ‘Sentiments’, pp. 100–18.

2. Iravati Karve, ‘Draupadi’, in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.

3. J.A.B. Van Buitenen, ‘Dharma and Moksa’, in Roy W. Perrett, ed., *Indian Philosophy*, vol. V, *Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.

4. Vinay Dharwadkar, ‘Orientalism and the Study of Indian Literature’, in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.

## **Semester VI**

### **SLE 424: American Literature (6 credit)**

#### **Course Outcomes:**

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

- Appraise the idea of multiculturalism in America
- Compare and contrast the various sociological theories of American cultural milieu
- Recognise and reflect the social problems in America

**Unit 1:** Ernest Hemingway- *Old Man and the Sea*

**Unit 2:** Walt Whitman- “I Hear America Singing,” “When Lilacs Last in the Dooryard Bloom'd”

**Unit 3:** Emily Dickinson: “Because I Could Not Stop for Death”; Robert Frost: “Mending Wall”

**Unit 4:** Mark Twain- *The Adventures of Huckleberry Finn*

## **Suggested Topics and Background Prose Readings for Class Presentations:**

The American Dream  
Social Realism and the American Novel  
Folklore and the American Novel  
Black Women's Writings  
Questions of Form in American Poetry

## **Suggested Readings:**

1. Hector St John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
2. Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
3. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.
4. Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
5. Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

## **SLE 425: Literature of Diaspora (6 Credit)**

### **Course Outcomes:**

**After the completion of the course, students will be able to:**

- Develop understanding of the term diaspora and literature associated with it.
- Recognise the issues like identity crisis, nostalgia and the idea of home among diasporic communities.
- Interpret the inter- generational issues that exist in diasporic communities.

**Unit 1:** *Jhumpa Lahiri: Interpreter of Maladies*

**Unit 2:** *Bharati Mukherjee: Jasmine*

**Unit 3:** *Bapsi Sidhwa: Ice Candy Man*

**Unit 4:** *Rohinton Mistry: Tales From Ferozshah Bagh*

## **SLE 426: Dissertation (14 Credit)**

A dissertation of 14 credits shall be prepared and presented by the students on a topic related to literature, including any interdisciplinary study. The dissertation shall be of approximately 50 pages and based on the format issued by the competent authority at Doon University.

\*\*\*\*\*