Syllabus for BA (Honors) in English

(W.E.F. Academic Year 2021-22)

Faculty of Arts
CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student’s performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

1. Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate’s proficiency/skill is called an Elective Course.

2.1 Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development

Courses/Foundation Course: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). “AECC” courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science,
(ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.

3.2 AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

**Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.
### B.A. Hons. in English (Based on UGC LOCF and Model Curriculum)

Details of courses under B.A. (Honors)

<table>
<thead>
<tr>
<th>Course</th>
<th>*Credits</th>
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<tr>
<td>Theory</td>
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<tr>
<td><strong>I. Core Course (4 Credits)</strong></td>
<td>14X4= 56</td>
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<tr>
<td>(14 Papers)</td>
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<tr>
<td><strong>II. Elective Course (4 Credits)</strong></td>
<td>4X4=16</td>
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<tr>
<td>(8 Papers)</td>
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<tr>
<td>A.1. Discipline Specific Elective (4 Papers)</td>
<td>4X4=16</td>
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<tr>
<td>B.1. Generic Elective/Interdisciplinary (4 Papers)</td>
<td>4X4=16</td>
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</tbody>
</table>

- Optional Dissertation or project work in place of one Discipline Specific elective paper (4 credits) in 6th Semester

### III. Ability Enhancement Courses

1. **Ability Enhancement Compulsory Courses (AECC)**
   - (2 Papers of 4 credits each) 2 X 4=8
   - Environmental Science
   - English/Hindi/MIL Communication

2. **Skill Enhancement Courses (SEC)**
   - (Minimum 2, Max. 4) 2 X 4=8
   - (2 Papers of 2 credits each)

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Total credit = 104

Institute should evolve a system/policy about ECA/General Interest/Hobby/ Sports/ NCC/NSS/related courses on its own.

*wherever there is a practical there will be no tutorial and vice-versa.*
SCHEME FOR CHOICE BASED CREDIT SYSTEM IN
B.A. (Honours)

<table>
<thead>
<tr>
<th></th>
<th>CORE COURSE (14)</th>
<th>Ability Enhancement Compulsory Course (AECC) (2)</th>
<th>Skill Enhancement Course (SEC) (2)</th>
<th>Elective: Discipline Specific DSE (4)</th>
<th>Elective: Generic (GE) (4)</th>
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<tbody>
<tr>
<td>I</td>
<td>C1</td>
<td>(English/Hindi/MIL Communication)</td>
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<td>GE-1</td>
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<td></td>
<td>C2</td>
<td>Environmental Science</td>
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<tr>
<td>II</td>
<td>C3</td>
<td>Environmental Science/(English/Hindi/MIL Communication)</td>
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<td>GE-2</td>
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<td>C4</td>
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<td>III</td>
<td>C5</td>
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<td>SEC -1</td>
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<td>GE-3</td>
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<td>C6</td>
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<td>C11</td>
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<td>DSE-1</td>
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<td></td>
<td>C12</td>
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<td>DSE-2</td>
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<td>VI</td>
<td>C13</td>
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<td>DSE-3</td>
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<td>C14</td>
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<td>DSE-4</td>
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### Overview of the Courses

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<thead>
<tr>
<th>Sr. No.</th>
<th>Courses</th>
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<tr>
<td></td>
<td>Semester I</td>
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<tr>
<td>C1</td>
<td>British Poetry and Drama: 14&lt;sup&gt;th&lt;/sup&gt; to 17&lt;sup&gt;th&lt;/sup&gt; Centuries</td>
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<tr>
<td>C2</td>
<td>Popular Literature</td>
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<tr>
<td>AECC1</td>
<td>Soft Skills</td>
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<tr>
<td>GE1</td>
<td>Language, Literature And Culture</td>
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<td>Semester II</td>
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<tr>
<td>C3</td>
<td>British Poetry And Drama: 17th And 18th Centuries</td>
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<td>C4</td>
<td>Indian Writing In English</td>
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<tr>
<td>AECC2</td>
<td>Business Communication</td>
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<td>GE2</td>
<td>Academic Writing And Composition</td>
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<td></td>
<td>Semester III</td>
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<tr>
<td>C5</td>
<td>American Literature</td>
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<td>C6</td>
<td>Indian Writing In English</td>
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<tr>
<td>C7</td>
<td>British Literature 18&lt;sup&gt;th&lt;/sup&gt; Century</td>
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<tr>
<td>SEC1</td>
<td>Creative Writing</td>
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<td>GE3</td>
<td>Media and Communication Skills</td>
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<td>Semester IV</td>
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<td>C8</td>
<td>British Romantic Literature</td>
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<td>C9</td>
<td>British Literature: 19th Century</td>
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<td>C10</td>
<td>Women’s Writing</td>
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<tr>
<td>SEC2</td>
<td>English Language Teaching</td>
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<td>GE4</td>
<td>Language And Linguistics</td>
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<td>Semester V</td>
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<tr>
<td>C11 Indian Classical Literature</td>
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<td>C12 British Literature: The Early 20th Century</td>
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<tr>
<td>DSE1 Literary Theory</td>
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<td>DSE2 Autobiography And Life Writing</td>
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<tr>
<th>Semester VI</th>
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<tbody>
<tr>
<td>C13 Postcolonial Literatures</td>
</tr>
<tr>
<td>C14 European Classical Literature</td>
</tr>
<tr>
<td>DSE3 Literary Criticism</td>
</tr>
<tr>
<td>DSE4 Travel Writing</td>
</tr>
</tbody>
</table>
Semester I

Core-1 (C1)

British Poetry and Drama: 14th to 17th Centuries

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the tradition of English literature from 14th to 17th centuries.
- develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

Course Content

The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

Geoffrey Chaucer *The Wife of Bath’s Prologue*

Edmund Spenser Selections from *Amoretti:*

Sonnet LXVII 'Like as a huntsman…’

Sonnet LVII ‘Sweet warrior…’

Sonnet LXXV ‘One day I wrote her name…’

John Donne ‘The Sunne Rising’,

‘Batter My Heart’

‘Valediction: Forbidding Mourning’
Christopher Marlowe *Doctor Faustus*  
William Shakespeare *Othello*  
William Shakespeare *Twelfth Night*

**Suggested Topics**

- Renaissance Humanism
- The Stage, Court and City
- Religious and Political Thought
- Ideas of Love and Marriage
- The Writer in Society

**Suggested Readings**


**Core-2 (C2)**

**Popular Literature**

**Course Level Learning Outcomes**

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- trace the early history of print culture in England and the emergence of genre fiction and best sellers
• engage with debates on high and low culture, canonical and non-canonical literature
• articulate the characteristics of various genres of non-literary fiction
• investigate the role of popular fiction in the literary polysystem of various linguistic cultures
• demonstrate how popular literature belongs to its time
• Use various methods of literary analysis to interpret popular literature

Course Content
1. Children’s Literature
   Lewis Carroll, *Through the Looking Glass*
   Sukumar Ray, Two Poems: “The Sons of Ramgaroo”, and “Khichudi”
2. Detective Fiction
   Agatha Christie The Murder of Roger Ackroyd
3. Romance/Chick Lit
   Daphne du Maurier, *Rebecca*
   Or
   Anuja Chauhan, *The Zoya Factor*
4. Graphic Fiction
   Vishwajyoti Ghosh, *This Side That Side: Restorying Partition*
5. Science Fiction
   Isaac Asimov, “Nightfall”

Suggested Topics for Background Reading and Class Presentation
• Coming of Age
• The Canonical and the Popular
• Ethics and Education in Children’s Literature
• Sense and Nonsense
• The Graphic Novel
• The Popular and the Market
Suggested Readings
Felicity Hughes, ‘Children’s Literature: Theory and Practice’, *English Literary History*, vol. 45, 1978,
Christopher Pawling, ‘Popular Fiction: Ideology or Utopia?’ in *Popular Fiction and Social Change*, ed. Christopher Pawling
Tzvetan Todorov, ‘The Typology of Detective Fiction’, in *The Poetics of Prose*
Darco Suvin, ‘On Teaching SF Critically’, in *Positions and Presuppositions in Science Fiction*
Hilllary Chute, ‘Comics as Literature? Reading Graphic Narrative’, *PMLA* 123(2)
J. K. Rowling, *Harry Potter Series*
Paulo Coelho, *The Alchemist*

Ability Enhancement Compulsory Courses-1 (AECC 1)

Soft Skills

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Communicate with others effectively
- Exhibit qualities of leadership
- Take responsibility to undertake a work and complete it.
- Aware of their own weaknesses
- Work in groups either as members or leaders
- Think critically or laterally and solve problems
• Be flexible to the needs of others
• Negotiate with others to solve problems (conflict resolution)
• Cope with pressure and yet produce results

Course Content

a. Effective Communication strategies
b. Self-esteem and confidence building strategies
c. Awareness of the surroundings and using the resources to the best advantage for promoting self learning.
d. Lateral thinking
e. Emotional Intelligence
f. Adaptability
g. Time Management
h. Teamwork
i. Leadership
j. Problem solving

Suggested Readings

Bagchi, Subroto, The Professional
Clifford, Christine and Harry Beckwith, You Inc
Kapoor, Rahul, Work Wise

Generic Elective-1 (GE 1)

Language, Literature and Culture

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:
• see literature as a fine form of expression.
• use literature for analysis to understand the use of language
• see language as a major source of transmitting culture
• show the understanding of literature in the form of extrapolation (see the relevance of a story, poem, play etc in their own lives)
• show how cultures and languages are interrelated especially through their presentation of differences.

Course Contents: An Anthology of Writings on Diversities in India. This is a course book prepared by the Delhi University for UG students. Appropriate contents from here and elsewhere may be selected by stakeholders keeping in view the location and neighbouring languages and cultures of the learners.

Semester II

Core-3 (C3)

British Poetry and Drama: 17th and 18th Centuries

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

• identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry
• demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
• examine critically keys themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
• show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
• analyze literary devices forms and techniques in order to appreciate and interpret the texts
Texts suggested:
1. John Milton *Paradise Lost: Book 1*
2. John Webster *The Duchess of Malfi*
3. Aphra Behn *The Rover*
4. Alexander Pope *The Rape of the Lock*

Suggested Topics for Background Reading and Class Presentation
- Religious and Secular Thought in the 17th Century
- Changing Images of the Human Being in the Literature of the Period
- The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

Suggested Readings

Core-4 (C4)

Indian Writing in English

Course Level Learning Outcomes
Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- appreciate the historical trajectory of various genres of IWE from colonial times till the present
- critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

**Course Content**

Some texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

**NOVELS**
- R.K. Narayan, *Swami and Friends*
- Amitav Ghosh, *Shadow Lines*

**POETRY**
- H.L.V. Derozio ‘Freedom to the Slave’, ‘The Orphan Girl’, ‘To India – My Native Land’
- Robin S. Ngangom, ‘The Strange Affair of Robin S. Ngangom’, ‘A Poem for Mother’
- Eunice de Souza, ‘De Souza Prabhu’

**SHORT FICTION**
- Mulk Raj Anand ‘Two Lady Rams’
- Rohinton Mistry ‘Swimming Lesson’
• Shashi Deshpande ‘The Intrusion’

DRAMA
• Mahesh Dattani, Dance Like a Man/ Tara

Suggested Topics for Presentation
• 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
• The Nation and Indian English Literature

Suggested Readings

Ability Enhancement Compulsory Courses-2 (AECC 2)

Business Communication

Course Level Learning Outcomes
Some of the course learning outcomes that students of this course are required to demonstrate run thus:
• develop a comprehensive understanding of the theoretical and practical aspects of business communication
• develop both basic and advanced skills in business communication from writing minutes of meetings to project reports
• demonstrate through their speech and writing, appropriate business communication
• communicate at different levels of social and receptive domains
• perform appropriate roles of business personnel in different locations

Course Content:
1. Introduction to the Essentials of Business Communication: Theory and practice
2. Citing references, and using bibliographical and research tools
3. Writing a project report
4. Writing reports on field work/visits to industries, business concerns etc. /business negotiations.
5. Summarizing annual report of companies
6. Writing agenda and minutes of meetings
7. Writing emails and letters
8. Spoken English for business communication
   (Viva for internal assessment)
9. Making oral presentations
   (Viva for internal assessment)

Suggested Readings:
R. C. Bhatia, Business Communication, Ane Books Pvt Ltd, New Delhi
Asha Kaul, Business Communication
Generic Elective-2 (GE2)

Academic Writing and Composition

Course Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- convey their ideas in English using simple and acceptable English in writing
- understand to recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc
- describe a diagram or elaborate information contained in a graph, chart, table etc
- write a review of a book or a movie
- write a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper

Course Contents

1. Introduction to the Writing Process
2. Introduction to the Conventions of Academic Writing
3. Writing in one’s own words: Summarizing and Paraphrasing
4. Study Skills including note making, note taking, information transfer, reviewing etc.
5. Structuring an Argument: Introduction, Interjection, and Conclusion
6. Critical Thinking: Syntheses, Analyses, and Evaluation
7. Remedial Grammar
8. Citing Resources; Editing, Book and Media Review

Suggested Readings

Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic*
Semester III

Core-5 (C5)

American Literature

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic American and Asian) writing traditions
• critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
• critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
• explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
• relate the African American experience in America (both ante-bellum and postbellum) to issues of exclusion in societies relevant to their learning experience
• analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

Course Content
The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

Fiction and Drama
Mark Twain: *Huck Finn* or Hemingway: *The Old Man and the Sea*

Or

Toni Morrison: *The Bluest Eye* or Alice Walker: *The Color Purple* or F Scott Fitzgerald: *The Great Gatsby*

Arthur Miller *All My Sons* or August Wilson: *Fences*, Tennessee Williams: *The Glass Menagerie*

Short Fiction and personal narrative
Edgar Allan Poe ‘The Purloined Letter’
Booker T Washington: Selection from *Up from Slavery* (Chap. 1 and 2) or
Maya Angelou: Selections from *I Know Why the Caged Bird Sings* (chaps 15 and 16)
William Faulkner ‘Dry September’

**Poetry**
Anne Bradstreet ‘The Prologue’
Walt Whitman Selections from *Song of Myself* (Sections 1 to 5) ‘O Captain, My Captain’
Emily Dickinson: Any two poems ['Because I could not stop for Death' or ‘This was a Poet' or ‘I heard a fly buzz']
Robert Frost: Two Poems ‘Once by the Pacific’/ Mending Wall
Langston Hughes: ‘The Negro Speaks of Rivers' or Maya Angelou: ‘Still I Rise’
Alexie Sherman Alexie ‘Crow Testament’, ‘Evolution’

**Suggested Topics for Background Reading and Class Presentation**
- The American Myths of Genesis/ The American Dream/ The American Adam
- American Romance and the American Novel
- Is *Huck Finn* the Prototypical American Novel?
- Multicultural Literature of the United States; Folklore and the American Novel
- Race and Gender in American Literature
- War and American Fiction
- Two Traditions of American Poetry; Emerson and Poe/ Typological and Tropological Traditions
- Social Realism and the American Novel
- The Questions of Form in American Poetry

**Suggested Readings**


Core-6 (C6)

Indian Writing in English

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- appreciate the historical trajectory of various genres of IWE from colonial times till the present
- critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Course Content

Some texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

NOVELS

- R.K. Narayan, Swami and Friends
- Amitav Ghosh, Shadow Lines

POETRY

- H.L.V. Derozio ‘Freedom to the Slave’, ‘The Orphan Girl’, ‘To India – My Native Land’
• Kamala Das, ‘Introduction’, ‘My Grandmother’s House’
• Nissim Ezekiel, ‘Enterprise’/ ‘Goodbye Party to Miss Pushpa TS’, ‘The Night of the Scorpion’
• Robin S. Ngangom, ‘The Strange Affair of Robin S. Ngangom’, ‘A Poem for Mother’
• Eunice de Souza, ‘De Souza Prabhu’

SHORT FICTION
• Mulk Raj Anand ‘Two Lady Rams’
• Rohinton Mistry ‘Swimming Lesson’
• Shashi Deshpande ‘The Intrusion’

DRAMA
• Mahesh Dattani, Dance Like a Man/ Tara

Suggested Topics for Presentation
• 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
• The Nation and Indian English Literature

Suggested Readings
Core-7 (C7)

British Literature 18th Century
Course Level Learning Outcomes
Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- explain and analyze the rise of the critical mind
- trace the development of Restoration Comedy and anti-sentimental drama
- examine and analyze the form and function of satire in the eighteenth century
- appreciate and analyze the formal variations of Classicism
- map the relationship between the formal and the political in the literature of the neoclassical period

Course Content
1. William Congreve *The Way of the World*
2. Jonathan Swift *Gulliver’s Travels* (Books III and IV)
3. Samuel Johnson ‘London’
4. Thomas Gray ‘Elegy Written in a Country Churchyard’
5. Laurence Sterne *The Life and Opinions of Tristram Shandy, Gentleman*

Suggested Topics and Background Prose Readings for Class Presentations

Topics
- The Enlightenment and Neoclassicism
- Restoration Comedy
- The Country and the City
- The Novel and the Periodical Press
- The Self-Conscious Art Form

Readings


Skill Enhancement Course-1 (SEC 1)

Creative Writing

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- recognize creativity in writing and discern the difference between academic/non creative and creative writing
- develop a thorough knowledge of different aspects of language such as figures of speech, language codes and language registers so that they can both, identify as well as use these; in other words, they must learn that creative writing is as much a craft as an art
- develop a comprehensive understanding of some specific genres such as fiction, poetry, drama and newspaper writing
- distinguish between these as well as look at the sub divisions within each genre (such as in poetry, different forms like sonnets, ballads, haiku, ghazal, etc)
- process their writing for publication and so must have the ability to edit and proofread writing such that it is ready to get into print.

Course Content

Unit 1. What is Creative Writing?
Unit 2. The Art and Craft of Writing
Unit 3. Modes of creative Writing
Unit 4. Writing for the Media and Internet (Brochure, Pamphlet, website and other forms of content writing)
Unit 5. Preparing for Publication

Suggested Readings
Lammot, Anne, Bird by Bird
King, Stephen, On Writing

Generic Elective-3 (GE 3)

Media and Communication Skills

Course Level Learning Outcomes
Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts.
- demonstrate practical skills of various types of media writing, reviews, reports, programmes and discussions.
- demonstrate their familiarity with the new media, its techniques, practices of social media and hypermedia.
- critically analyze the ways in which the media reflects, represents and influences the contemporary world.
- identify avenues for a career in print and electronic media.

Course Content
The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as
global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

1. Introduction to Mass Communication
   1. Mass Communication and Globalization
   2. Forms of Mass Communication

**Topics for Student Presentations:**

a. Case studies on current issues Indian journalism
b. Performing street plays
c. Writing pamphlets and posters, etc.

2. Advertisement
   1. Types of advertisements
   2. Advertising ethics
   3. How to create advertisements/storyboards

**Topics for Student Presentations:**

a. Creating an advertisement/visualization
b. Enacting an advertisement in a group
c. Creating jingles and taglines

3. Media Writing
   1. Scriptwriting for TV and Radio
   2. Writing News Reports and Editorials
   3. Editing for Print and Online Media

**Topics for Student Presentations:**

a. Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio
b. Writing news reports/book reviews/film reviews/TV program reviews/interviews
c. Editing articles
d. Writing an editorial on a topical subject

4. Introduction to Cyber Media and Social Media
   1. Types of Social Media
   2. The Impact of Social Media
   3. Introduction to Cyber Media
Suggested Readings

Semester 4

Core-8 (C8)

British Romantic Literature

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand Romanticism as a concept in relation to ancillary concepts like Classicism
- understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences
- analyze and understand the main characteristics of Romanticism
- appreciate the canonical and representative poems and prose of the writers of the Romantic period.
• develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
• appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity
• relate Romantic literary texts to other forms of expression such as painting, for instance.

**Course Content**

The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

1. William Blake ‘The Lamb’,
   ‘The Chimney Sweeper’ (from *The Songs of Innocence* and *The Songs of Experience*)
   ‘The Tyger’ (*The Songs of Experience*)
   'Introduction' to *The Songs of Innocence*
   Robert Burns ‘A Bard's Epitaph’
   ‘Scots Wha Hae’

2. William Wordsworth ‘Tintern Abbey’
   ‘Ode: Intimations of Immortality’
   Samuel Taylor Coleridge ‘Kubla Khan’
   ‘Dejection: An Ode’

3. Lord George Gordon
   Noel Byron ‘Childe Harold’: canto III, verses 36–45
   (lines 316–405); canto IV, verses 178–86
   (lines 1594–674)
   Percy Bysshe Shelley ‘Ode to the West Wind’
   ‘Ozymandias’
   ‘Hymn to Intellectual Beauty'
John Keats 'Ode to a Nightingale'
'To Autumn'
'On First Looking into Chapman’s Homer'
4. Mary Shelley *Frankenstein*

**Suggested Topics for Presentation**
- Reason and Imagination
- Conceptions of Nature
- Literature and Revolution
- The Gothic
- The Romantic Lyric

**Suggested Readings**

**Core-9 (C9)**

**British Literature: 19th Century**

**Course Level Learning Outcomes**
Some of the course learning outcomes that students of this course are required to demonstrate run thus:
• identify and analyze the socio-economic-political contexts that inform the literature of the period
• comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
• understand the conflict between self and society in different literary genres of the period
• link the rise of the novel to the expansion of Colonialism and Capitalism
• understand the transition from Romantic to Victorian in literature and culture
• link the Victorian temper to political contexts in English colonies
• link the changes in the English countryside to changes brought about in similar settings in India

Course Content
1. Jane Austen *Pride and Prejudice*
2. Charlotte Bronte *Jane Eyre*
3. Charles Dickens *Hard Times*

Suggested Topics for Background Reading and Class Presentation
• Utilitarianism
• Colonialism and nineteenth century literature
• The Death of the Village
• The 19th Century Novel
• Marriage and Sexuality
• The Writer and Society
• Faith and Doubt
• The Dramatic Monologue
**Readings:**


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**Core-10 (C10)**

**Women's Writing**

**Course Level Learning Outcomes**

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- recognise the importance of gender specificity in literature
- understand and appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female
- examine and appreciate the role played by socio-cultural-economic contexts in defining woman
- link the status of woman to social discrimination and social change
- draw a location specific trajectory of female bonding or empowerment
- to understand the complexity of social and biological constructions of manhood and womanhood
- to examine the relationship of women to work and production

**Course Content**
1. Emily Dickinson ‘I cannot live with you’
   ‘I’m wife; I’ve finished that’
Sylvia Plath ‘Daddy’
‘Lady Lazarus’
Eunice De Souza ‘Advice to Women’
‘Bequest’
2. Alice Walker *The Color Purple*
3. Charlotte Perkins Gilman ‘The Yellow Wallpaper’
   Katherine Mansfield ‘Bliss’
   chap. 1, pp. 11–19; chap. 2, pp. 19–38.
   pp. 295–324.

**Suggested Topics for Background Reading and Class Presentation**

- The Confessional Mode in Women’s Writing
- Sexual/Textual Politics
- Body, Beauty and Discrimination
- Race, Caste and Gender
- Social Reform and Women’s Rights
- Women under Colonialism
- Women in and out of Slavery
- Is there a Woman’s Language?

**Suggested Readings**
Skills Enhancement Course-2 (SEC 2)

English Language Teaching

Course Level Learning Outcomes
Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- identify and classify strategies used by a teacher to teach language
- demonstrate clear understanding of the syllabus, its structure and development
- understand the structure of a textbook and its use
- articulate the reasons for different types of tests the teacher administers
- demonstrate the ways in which technology can be used for learning language.

Course Content

a. Knowing the learner (Syllabus structure; identifying the learner)
b. Structures of English language (Grammatical syllabuses and their contents)
c. Methods of teaching English language and literature
d. Materials for language teaching (Structure of a textbook and its relation to the syllabus)
e. Assessing language skills (tests and their purposes)
f. Using Technology in language learning (ICT and language learning including Web 2.0 Tools)
Suggested Reading


*Brunella English* (New Delhi: Pearson, 2008).


**Generic Elective-4 (GE 4)**

**Language and Linguistics**

**Course Level Learning Outcomes**

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- recognize/understand the structure and various parts of the language
- understand the existence of language in the form of different dialects based on a set of established factors
- identify the various functions a language performs and the roles assigned to it
- understand that all languages behave alike and develop a tolerance for other languages
- understand that making errors is a process of learning and not hesitate to use language for the fear of making errors

**Course Content**

2. Structuralism:
   a. Distinctive features of human language. (Here we discuss how language used for human communication though unique, shares several features with animal communication.)
   b. Language learning and acquisition: (Here we discuss how a child learns language in an atmosphere of love and leisure in contrast to what happens in school. The implications this understanding will have on both learning and teaching language can be explored in brief.) (Saussure, Ferdinand de. 1966. *Course in general linguistics.* New York: McGraw Hill ‘Introduction’ Chapter 3)


**Suggested Reading**

Selinker, L (1975) *An Introduction to Linguistics,* London, Longman


Syal, Puspinder et.al. (2009). *An Introduction to Linguistics: Language, Grammar and Semantics,* New Delhi, PHI

Mohanraj, Jayashree. (2014) *Let’s Hear them Speak,* New Delhi, Sage

**Semester 5**
Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD
- appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
- historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
- trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- understand, analyze and appreciate various texts with comparative perspectives

Course Content

The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

1. Excerpts from The Ramayana
2. Excerpts from The Mahabharata
3. Ilango Adigal, Silappadikaram
4. Bharatamuni’s Natyashastra (Chapter 1 on the origin of drama)
5. Banabhatta, Kadambari
6. Kalidas, Shakuntala

Suggested Readings:

Core-12 (C12)

British Literature: The Early 20th Century

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- link and distinguish between modernity and modernism
- explain the links between developments in science and experiments in literature
- explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
- identify and analyze the use and modernist technique in different genres in early twentieth century British literature
- trace the history of the self and subjectivity in literature in the light of colonial consciousness
- explain and analyze the idea of from in modernist literary texts from across major genres

Course Content:

1. Joseph Conrad *Heart of Darkness*
2. D.H. Lawrence *Sons and Lovers*
3. Virginia Woolf *Mrs Dalloway*
4. W.B. Yeats ‘Leda and the Swan’
   ‘The Second Coming’
‘No Second Troy’
‘Sailing to Byzantium’
5. T.S. Eliot ‘The Love Song of J. Alfred Prufrock’
‘Sweeney among the Nightingales’
‘The Hollow Men’

Suggested Topics for Background Reading and Presentation

Topics

- Modernism, Post-modernism and non-European Cultures
- The Women’s Movement in the Early 20th Century
- Psychoanalysis and the Stream of Consciousness
- Literature and the Fear of Disintegration
- The Uses of Myth
- Nation and Narration in Early Twentieth Century Novel
- The Avant Garde

Suggested Readings


Discipline Specific Elective-1 (DSE 1)

Literary Theory

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:
1. have a historical overview of major literary theorists, particularly of the 20th century
2. show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
3. develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
4. historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
5. identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts
6. apply various theoretical frameworks and concepts to literary and cultural texts
7. evaluate and analyze strengths and limitations of theoretical frameworks and arguments
8. sharpen interpretative skills in the light of various theoretical frameworks

Course Content
The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

Module I
Literary Theory: An Introduction

Module II
New Criticism and Russian Formalism

Module III
Reader Response

Module IV
Marxism

Module V
Psychoanalytic theory

Module VI
Structuralism
Module VII

Poststructuralism
Module VIII

New Historicism
Module IX

Postcolonialism
Module X

Feminism
Module XI

Black and Dalit Aesthetics/Subaltern Studies
Module XII

Theory Now

Suggested Readings


Discipline Specific Elective-2 (DSE 2)

Autobiography and Life Writing

Course Level Learning Outcomes
Some of the course learning outcomes that students of this course are required to demonstrate run thus:

1. demonstrate a familiarity with kinds of writing which seek to represent and make sense of the experiences of the individual.
2. understand the relationship between self and history, truth, claims and fiction in private and public spheres.
3. explain the working of memory, politics of memory and its role in constructing identity.
4. explain and analyze how life writing provides alternatives to existing ways of writing history.
5. examine the status of life writing as a literary form and the history of its reception
6. appreciate the emergence of life writing non-western context.

Course Content
3. TJS George MS – A Life in Music. New Delhi, Harper Collins 2004 (first Three chapters)
4. Ramchandra Guha *Savaging the Civilized* New Delhi, Permanent Black 1999 (first three chapters)
5. *The Diary of Samuel Pepys* (selections) or The Diary of Young Girl Anne Frank
7. Sharan Kumar Limbale *The Outcaste* New Delhi OUP (pp 1-39)

Suggested Topics for Background Reading and Class Presentation
1. Life writing and Truth
2. Self and Society
3. Role of memory in Life writing
4. Life Writing as Resistance
5. Life Writing and rewriting History
6. Life Writing and Identity

Suggested Readings
Roy Pascal, *Design and Truth in Autobiography*


Laura Marcus The Law of Genre in Autobiographical Discourse Manchester University Press 1994 (pp 229 – 74)


Rajkumar, Dalit *Personal Narratives*, Hyderabad, Orient Blackswan

**Semester 6**

**Core-13 (C13)**

**Postcolonial Literatures**

**Course Level Learning Outcomes**

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
- see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
• critically engage with issues of racism and imperialism during and after colonial occupation
• appreciate the changing role and status of English in postcolonial literatures
• link colonialism to modernity

Course Contents

1. Fiction
1. Chinua Achebe Things Fall Apart/ Man of the People/ Amitav Ghosh: The Hungry Tide
2. V S Naipaul: In a Free State or Phakir Mohan Senapati: Six Acres and a Third or Rushdie: Shame/ or Kamila Shamsie: In a City by the Sea or Gabriel Garcia Marquez Chronicle of a Death Foretold *

2. Short Fiction
Phakir Mohan Senapati: ‘Rebati’/ Premchand/Lakshminath Bezbaroa: ‘Bapiram’]*
Bessie Head ‘The Collector of Treasures’
Ama Ata Aidoo ‘The Girl who can’
Grace Ogot ‘The Green Leaves’

3. Poetry:
Derek Walcott ‘A Far Cry from Africa’ /From Omeros
‘Names’
Okot p’Bitek: ‘My Husband’/ ‘Modern Cooking’
David Malouf ‘Revolving Days’
‘Wild Lemons’
Mamang Dai ‘Small Towns and the River’/ ‘The Voice of the Mountain’
Pablo Neruda ‘Tonight I can Write’/ ‘The Way Spain Was’*

[Note *Attempts should be made by stakeholders to include In one or two units Indian texts in English translation that carries the imprint of colonialism and postcolonialism any of the aspects mentioned in the LOCF objectives, preferably from the region in which the course is to be taught. It is important to identify texts from Asia or Africa at the BA level, given that learners should be able to respond critically to the nature and role of colonialism in these locations]
Suggested Topic for Background Reading and Class Presentation

- Nationalism and Nationality
- De-colonization, Globalization and Literature
- Race, Region, Religion
- Women and Postcolonialism/Gender and Identity
- English and Bhasha: The Languages of Postcolonialism
- Postcolonial Literatures and Questions of Ethics
- Postcolonialism and Resistance
- Literature and Identity Politics
- Writing for the New World Audience

Suggested Readings


Core-14 (C14)

European Classical Literature

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
• engage with classical literary traditions of Europe from the beginning till the 5th century AD
• grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
• appreciate classical literature of Europe and pursue their interests in it
• examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives
• develop ability to pursue research in the field of classics
• develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period

Course Content
The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

Homer: selections from the *Iliad*
Sophocles, *Antigone* or Oedipus Rex
Virgil, selections form the *Aeneid*
Dante, selections from *The Divine Comedy*
Horace, *Satires*
Plautus: Selections from *The Ghost or Menaechmi*

Suggested Readings
Discipline Specific Elective-3 (DSE 3)

Literary Criticism

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
- learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory)
- learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory
- learners will have knowledge about major, critical movements and critics in various critical traditions – Indian (schools of Rasa, Alamkar, Riti, Dhwani, Vakroti, Auchitya) and Western (Greek, Roman, English, German, Russian and French)
- learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts
- learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts
- learners will be able to evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments
- learners will be able to strengthen and deepen their interpretative skills

Course Content

The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

1. Schools of Indian Literary Theory: Rasa, Alamkar, Riti, Dhwani, Vakroti, Auchitya
2. Aristotle (from *Poetics*)
3. Longinus: Excerpts from 'On the Sublime'
4. Christopher Caudwell Excerpts (from *Illusion and Reality*)
5. I.A. Richards: Excerpts from *Practical Criticism*
6. Victor Shklovsky (from 'Art as Technique')
7. T.S. Eliot from 'The Use of Poetry and the Use of Criticism'
8. Northrop Frye (from *The Anatomy of Criticism*)

**Suggested Readings**


**Discipline Specific Elective-4 (DSE 4)**

**Travel Writing**

**Course Level Learning Outcomes**

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- map the social-historical-political-economic contexts of Travel Writing from regional, national and global perspectives
- explain the origin and reception of Travel Writing in chosen locations
- appreciate and analyze the relationship of Travel Writing to colonialism
see the link between Travel Writing and history writing: Travel Writing as an alternative history or supplement to historical writing

see the link between travel writing and translation

analyze travel writing in relation to colonial and postcolonial positions

appreciate the role of travel in shaping selfhood and otherness and relate the growth of Travel Writing to regional national and global identities

critically engage with the accounts of places visited by foreigners and how their impressions change local perspectives of the places

Course Contents

1. Ibn Batuta: ‘The Court of Muhammad bin Tughlaq’, Khuswant Singh’s City Improbable: Writings on Delhi, Penguin Publisher / Verrier Elwin: From A Philosophy for NEFA (‘A Pilgrimage to Tawang’)
   Al Biruni: Chapter LXIII, LXIV, LXV, LXVI, in India by Al Biruni, edited by Qeyamuddin Ahmad, National Book Trust of India

2. Selections from Mark Twain: The Innocent Abroad (Chapters 7, 8, 9) or Richard Wright: Pagan Spain Ernesto Che Guevara: The Motorcycle Diaries: A Journey around South America (the Expert, Home land for victor, The City of Viceroy), Harper Perennial
   *Selections from Vikram Seth: Heaven Lake or Amitav Ghosh: Dancing in Cambodia or)
   William Dalrymple: City of Dijnn (Prologue, Chapters I and II) Penguin Books

3. Rahul Sankrityayan: From Volga to Ganga (Translation by Victor Kierman) (Section I to Section II) Pilgrims Publishing

4. Nahid Gandhi: Alternative Realities: Love in the Lives of Muslim Women, Chapter ‘Love, War and Widow’, Westland, 2013. Or Marianne Postans (selections from Western India1838) or Elizabeth Vickland (appropriate selections from Daughter of Brahma)

Suggested Topics and Background Prose Readings for Class Presentations

Topics:
- Travel Writing and Ethnography
- Gender and Travel
- Globalization and Travel
- Travel writing and Disciplinary Knowledge
- Travel and Religion
- Orientalism and Travel

Suggested Readings