

Unit 5: Short Stories

- 1) Edgar Allan Poe: “The Purloined letter”
- 2) Alice Walker: “Everyday Use”

Suggested Reading:

Baym, Nina et al. *The Norton Anthology of American Literature*, Vol. C, D, E Fifth Avenue, USA, 2012.

Bloom, Harold. Ed. *Short Story Writers and Short Stories*. Chelsea House, 2005.

David Lehman, John Brehm. Eds. *The Oxford Book of American Poetry*. OUP, 2006.

Sen, Krishana and Ashok Sengupta. *A Short History of American Literature*, New Delhi: Orient Black Swan, 2017

Sheppard, C. A. Ed. *A Pageant of Poems*. Orient Longman Press. 1998.

Voss, Arthur. *The American Short Story: A Critical Survey*. Univ. of Oklahoma Press, 1980.

Scheme of Examination:

The Core Course will be of 100 marks.
Internal Examination: 30 marks.
End Semester Examination: 70 marks.

End Semester Examination (70 Marks):

1. STA: To answer 2 questions out of 3 from each unit @ 2 marks per question
(3 questions per unit x 5 units = 15 questions)
2 questions x 5 units x 2marks each = 20 marks
2. Broad Type/Essay Type Answer with “either/or” option:
{like “either (a) or (b)”, “either (a) and (b) or (c) and (d)”, etc.}
To answer 1 question out of 2 from each unit @ 10 marks per question
(1 question x 5 units x 10 marks each = 50 marks)

ENGDSC-252 Women’s Writing

Course Objective: The Course aims to understand Gender and Women’s Studies as an academic field of study, to be familiar with its major issues and ideas, concepts, diversity, character and analyze the ways in which societal institutions and power structures impact the material realities of women’s lives. By evaluating literature derived from various women’s writing, the course aims to interest students in the experience of being women across the globe.

Learning Outcome: The course will enlighten students about the issues and concerns of the women writers of nations across the world. Students will understand and appreciate the representation of female experience in literature. The students will definitely have an awareness of class, race and gender as social constructs and how they influence women's lives.

Unit I: Introduction

Key Terms:

Patriarchy, Androgyny, Stereotyping, Objectification, Misogyny, Gynocriticism, Gender discrimination, Womanism, Gender Equality, Dalit Feminism, Binary Oppositions, Emancipation, Anorexia Nervosa, Gaze, Consciousness Raising, Abjection, Phallogocentrism, Matrocentric.

Unit II: Poetry

1. Kamala Das: "The Old Playhouse"
2. Margaret Atwood: "This is a Photograph of Me"
3. Kishwar Naheed: "The Grass is really like me"
4. Maya Angelou: "Still I Rise"
5. Eunice D' Souza: "Advice for Women"

Unit III: Short Story

1. Ama Ata Aidoo: "The Girl Who Can"
2. Begum Rokeya: "Sultana's Dream"

Unit IV: Drama

1. Lorraine Hansberry: *A Raisin in the Sun*

Unit V: Essays

1. Virginia Woolf: "Professions for Women"
2. Simone de Beauvoir: "Introduction" to *The Second Sex*

Prescribed Reading:

Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) Chaps. 1 and 6.

Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18. 3.

Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial*

History (New Delhi: Kali for Women, 1989) pp. 1–25.

Chandra Talapade Mohanty, ‘Under Western Eyes: Feminist Scholarship and Colonial Discourses’, in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97

Lorraine Hansberry. *A Raisin in the Sun*, Vintage, 2006

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ENGDSC-253 Indian Classical Literature

Course Objective: This paper is intended to help students to understand the literature of ancient India with its deep spiritual and philosophical overtones as well as varied life styles inculcating high moral values. It also aims to introduce students to the different literary genres that were in practice in grand scale in ancient India, and to acquaint them to the different Sanskrit terminologies that are not exactly represented in their corresponding English words in respect of their vast literary connotations including the concept of Dharma and the Heroic.

Learning Outcome: The students will connect the relevance of the texts in the present contexts. They will be able to review the later eras and its literary productions comparing the varied thematic and artistic concerns of these texts. They will be able to know the vibrant socio-cultural scenario of ancient India and its rich literary traditions like the Indian Epic, theory and practice of mainly Sanskrit and Tamil Classical Dramas, Indian aesthetic theory of Alankar and Rasa.