



Syllabus

Fourth Semester Courses in

BA

ENGLISH

2024-2025

Contents:

- Syllabus for Core Courses and Ability Enhancement Course (AEC)
 - Course codes and titles
 - UAENG5003CR1: **American Literature**
 - UAENG5004CR1: **Contemporary Indian Writing in English**
 - UAENG5001AE1: **Critical Reading, Writing, and Thinking (Theory and Praxis)**
- Evaluation and Assessment guidelines

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Shinde

APPROVED SYLLABUS

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

SYBA in ENGLISH		
Course Title: American Literature		
Course Code: UAENG5003CR1		
Credits: 4 (60 hrs)		
No.	Course Objectives: This course aims	
1.	To understand the emergence and cultural ramifications of diverse American literary texts.	
2.	To identify the underpinnings of multiple identities that are embedded in American literary texts.	
3.	To help examine the interplay of different ethnicities in American culture and literature.	
4.	To promote the problematization and interrogation of the mythification of the American Dream.	
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1	Understand the origins and cultural complexities of the American literary landscape	Understanding
2	Interpret the multiple connotations of American literary texts	Analyzing
3	Analyze the literary texts and contexts through the lens of American culture	Analyzing
4	Evaluate the mythification of America within the scope of American literature	Evaluating
5	Explain the symbolic tropes in American Literature	Evaluating
6	Create well-crafted academic essays on American Literature	Creating



Unit 1

(15 lectures)

(A) The American Dream

Overview – themes and contexts such as the frontier myth, westward movement, taming the wilderness / the Wild West, the American way, individuality, industrialization and modernism; Critiquing the Dream: the Harlem Renaissance, Civil Rights Movement, Black Panthers, Women Writers, Native American Renaissance; Critiquing the System: Counter movements: the Beat movement, counter-culture, youth movements; The Melting Pot – immigrant voices, assimilation, multiculturalism

Unit 2:

(15 lectures)

Text for detailed study: F. Scott Fitzgerald's *The Great Gatsby* OR Linda Hogan's *Mean Spirit*

Unit 3:

(15 lectures)

Text for detailed study: Arthur Miller, *The Crucible* OR August Wilson, *Fences*

Unit 4: American Short Stories

(15 lectures)

The Red Convertible – Louise Erdrich

The Lottery – Shirley Jackson

To build a fire-Jack London

The Snows of Kilimanjaro – Ernest Hemingway

Purloined Letter – Edgar Allen Poe

Recommended Reading:

1. Goyal. *Cambridge Companion to Contemporary African American Literature*. 1st ed., Cambridge University Press, 2023.
2. Tillett, Rebecca. *Contemporary Native American Literature*. Edinburgh University Press, 2022, <https://doi.org/10.1515/9781474473262>.
3. Antonic, Thomas, et al. *Ruth Weiss : Beat Poetry, Jazz, Art*. Edited by Thomas Antonic and Estibaliz Encarnación-Pinedo, De Gruyter, 2021, <https://doi.org/10.1515/9783110694550>.
4. Lauter, Paul. *A Companion to American Literature and Culture*, Wiley-Blackwell, 2010



5. Scofield, Martin. *The Cambridge Companion to the American Short Story*, Cambridge University Press, 2006
 6. Ford, Boris. *American Literature*. Penguin, 1991.
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Evaluation (Core Theory): Total marks per course - 100

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).
CIA- 40 marks
CIA 1: Written test -20 marks
CIA 2: Assignment -20 marks

- II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).
End Semester Examination – 60 marks
One question from each unit for 15 marks, with internal choice. Total marks per question with choice -20 to 22.

Template for the Core course End Semester examination in Semester 4

Learning Levels	Remember	Understand	Apply	Analyze	Evaluate	Create
Percentage	0-5%	5-10%	20-30%	20-30%	10-20%	5-10%



SYBA in ENGLISH		
Course Title: Contemporary Indian Writing in English		
Course Code: UAENG5004CR1		
Credits: 4 (60 hr)		
No.	Course Objectives: This course aims	
1	To introduce the learners to the changing socio-cultural context of India.	
2	To facilitate the students to recognize the contribution of ethnic minorities of India.	
3	To enable them to analyse the effects of recent trends like globalization and multiculturalism	
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1	Recall the phases of Indian Writing in English	Remembering
2	Trace the development of Indian Writing	Understanding
3	Contextualise the text and the author	Applying
4	Critique recent trends in multiculturalism	Analyzing
5	Assess the impact of globalisation on the Indian literary scene	Evaluating
6	Author creative fiction	Creating



Unit 1: (15 lectures)

- 1.1 Issues in postcolonialism and gender. (Readings from Homi Bhabha, Partha Chatterjee, Spivak, Mahasweta devi).
- 1.2 Issues in Nativism. (Readings from Ganesh Devy Bhalchandra Nemade-selected short stories and essays)
- 1.3 Representation of liberalization, globalization, fundamentalism and terrorism in contemporary texts- Amartya Sen, Arundhati Roy, Githa Hariharan, *The Reluctant Fundamentalist* (film).

Unit 2: (15 lectures)

- 2.1 Indian Diaspora: Agha Shahid Ali, Meena Alexander, Jhumpa Lahiri, Bharati Mukherjee, Suketu Mehta
- 2.2 Contemporary Women's Narratives: (Selected readings from *Unbound* (Journeys)
- 2.3 Resistance in North-East writing: Selected short stories from *Keerok and Other Stories* - Mohonto Panging OR *Laburnum for my Head* - Temsula Ao

Unit 3: Indian Knowledge Systems (15 lectures)

- 3.1 Excerpts from 11 autobiographies of Women who defied the Ordinary
- 3.2 Selected readings from *Folktales from India* - A. Ramanujan (Penguin)

Unit 4: Texts for Compulsory Reading (15 lectures)

- 4.1 *The Shadow Lines* (Amitav Ghosh)
OR
The White Tiger (Arvind Adiga)

Recommended Reading:

1. Said, E. (2004) *Culture and Imperialism* (London: Vintage)
2. Ghosh, Amitav. 2002 *The Imam and the Indian*. Essays. New Delhi: Ravi Dayal.
3. Rushdie, Salman. 1992 *Imaginary Homelands: Essays and Criticism 1981-1991*. London: Granta.
4. Bhabha, H. ed (1990) *Nation and Narration*. London: Routledge.
5. Chatterjee, Partha (1986). *Nationalist Thought and the Colonial World: A Derivative Discourse*.



Evaluation (Core Theory): Total marks per course - 100

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).
CIA- 40 marks
CIA 1: Written test -20 marks
CIA 2: Assignment -20 marks
- II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).
End Semester Examination – 60 marks
One question from each unit for 15 marks, with internal choice.

Template for the Core course End Semester examination in Semester 4.

Learning Levels	Remember	Understand	Apply	Analyze	Evaluate	Create
Percentage	0-5%	5-10%	20-30%	20-30%	10-20%	5-10%



SYBA in English		
Course Title: Critical Reading, Writing, and Thinking (Theory and Praxis)		
Course Code: UAENG5001AE1		
Credits: 2 (30 hr)		
No.	Course Objectives: This course aims	
1	To enable students to develop critical reading skills through engagement with contemporary social themes in the readings.	
2	To introduce students to cross-disciplinary cultural and postcolonial theoretical concepts that will supplement work in their core subjects.	
3	To impart writing and editing skills that will benefit them during university or job applications in the future.	
4	To help students become confident speakers through class discussions, presentations and tutorial activities.	
5	To explore various strategies of literary research in creating academic essays.	
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1	Identify diverse cultural and historical contexts underlying the essays meant for close reading.	Remembering
2	Understand the impact of the socio-cultural and political underpinnings on the style of the writer.	Understanding
3	Apply the skills of editing to one's own writing.	Applying
4	Analyze any text to understand the deeper meanings that are embedded within the text	Analyzing
5	Evaluate appropriate MLA stylesheets that will be useful to create academic essays	Evaluating
6	Write critical essays on literary texts	Creating



Unit 1: Non-fiction

1. A short excerpt from the memoir *Coming out as Dalit* (non-fiction)- Yashica Dutt
2. "What to a Slave is the fourth of July?"(Non-fiction)- Frederick Douglass
3. "Postcolonialism and the Indian English Novel" by Meenakshi Mukherjee
4. "The Ethics of Postcolonialism in Indian Literature" by Anjali Gera Roy
5. "The Postcolonial City in India" by Ananya Roy

Unit 2: Fiction

1. "A very old man with enormous wings"(fiction)- Gabriel Garcia Marquez
2. "The Blue Donkey" (fiction)- Suneeti Namjoshi
3. Our Old Woman (short play)-Krishna Baldev Vaid
4. "White Paper" (Poetry)- Sharankumar Limbale
5. "Tonight no Poetry Shall serve" (Poetry)- Adrienne Rich
6. Short excerpt from *The Beach of Falesa*(fiction)-Robert Louis Stevenson

Unit 3: Academic Writing

1. Academic essays and research writing.
2. Elements of a research paper- abstract, thesis, citations, footnotes, bibliography
3. Preparing a scoping document; framing the thesis/argument
4. The U-shaped paragraph in essay-writing; Constructing the Perfect Essay
5. Types of plagiarism in writing and how to avoid them

List of readings:

1. Gandhi, Leela. *Postcolonial Theory: A Critical Introduction*. Oxford University Press, 1999.
2. Mongia, Padmini. *Contemporary Postcolonial Theory: A Reader*. Oxford University Press, 1997.
3. Thieme, John ed by. *The Arnold Anthology of Post-colonial Literatures in English*. Arnold Publishers, 1996.

Evaluation (Core Theory): Total marks per course - 50.

I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).

CIA Written Assignment- 20 marks

II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).

End Semester (Written) Examination – 30 marks

Template for End Semester examination in Semester Four for AEC

Learning Levels	Remember	Understand	Apply	Analyze	Evaluate	Create
Percentage	0-5%	5-10%	20-30%	20-30%	10-20%	5-10%

