

CENTRAL UNIVERSITY OF HIMACHAL PRADESH
[Established under the Central Universities Act 2009]
PO Box: 21, Dharamshala, District Kangra - 176215 (HP)
www.cuhimachal.ac.in

Course Code: EEL 402

Course Instructor: KBS Krishna

Course Name: History of English Literature

Credits Equivalent: 04 credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective: The course is designed to teach beginner students of English Literature basic concepts and key terms of literature, and provide them with an overview of the history of English Literature. While students would be acquainted with major authors and movements in English literature, it is a survey course, and hence, would neither attempt to dwell upon any text, author, or movement, nor provide an exhaustive analysis or background for any one literary period.

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- the origins of Anglo-Saxon Literature, the Roman Conquest.
- the evolution of English literary writings from the times of Bedes onwards (in a chronological sequence).
- development of genres.
- representation of historical movements.
- language variation and style.

Attendance Requirement:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25%
 - i. Assignment: 5%
 - ii. Class participation: 10%
 - iii. Presentations: 5%
 - iv. Attendance: 5%

Course Contents:

UNIT-1 English Literature in the Making

(10 Hours)

- The Roman Conquest
- Anglo-Saxon Literature
- The Norman Conquest
- The Age of Chaucer

- The English Renaissance
- Elizabethan Literature: Shakespeare, University Wits
- Shakespearean Tragedy, Comedy
- English & Italian Sonnet Writers

UNIT-2 Jacobean to Restoration (8 Hours)

- The Metaphysical Poets
- The Puritan Interregnum
- The Restoration
- Dryden and His Works

UNIT-3 The Augustan Age- 18th century literature (7 Hours)

- The Augustan Age , Pope
- Age of Prose and Reason
- Periodical Literature/Essays
- Rise of the Novel/Four Wheels of the Novel

UNIT-4 Romantic & Victorian Period (8 Hours)

- The French Revolution
- The Romantics
- Victorian Compromise
- Women Novelists of Victorian Era: George Eliot & The Bronte Sisters

UNIT-5 Modern & Postmodern Period (7 Hours)

- Poetry of First World War
- Modernism
- Theatre of the Absurd

Prescribed Text Books:

1. Compton–Rickett, Arthur (2009). *History of English Literature*. UBS Publishers, New Delhi.
2. Alexander, Michael (2000). *A History of English Literature*. Macmillan, London.
3. William J. Long. *English Literature: Its History and Its Significance for the Life of the English Speaking World*. England: Kessinger Publishing, 2010.

Suggested Extra Readings:

1. Daiches, David (2003). *A Critical History of English Literature*, (vol. I & II). Supernova Publication, New Delhi.
2. Sanders, Andrew (2004). *The Short Oxford History of English Literature*. Oxford University Press, London.



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Course Code: EEL 404

Course Name: Renaissance

Course Instructor: Dr. Khem Raj Sharma

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective: The course is designed to:

- understanding the spirit of renaissance with reference to the cross fertilization of ideas;
- understanding the birth of the new world reflected especially in the humanistic tradition of thought and literary expression.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course.

A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25%
 - Quiz exams – based on texts: 5%
 - Two 1000 word assignments – the first to be submitted before September 1st, and the second to be submitted before November 1st: 5%
 - 3000 word Term Paper to be submitted before December 1st : 10%
 - Presentations: 5%

Course Contents:

UNIT – I:

A. An Introduction to Renaissance

(2 hours)

B. John Donne (Metaphysical Poetry)

(6 Hours)

- Introduction: Author, Genre (Poetry)
- The Canonisation
- The Sun Rising
- The Ecstasy
- The Flea
- A Valediction: Forbidding Mourning
- Critical Analysis/Interpretation

UNIT – II: John Milton (*Paradise Lost- Book 1*)

(8 Hours)

- Introduction: Author, Genre (Epic)
- The Text
- Critical Analysis/Interpretation

UNIT – III: Christopher Marlowe (*The Tragic History of Dr. Faustus*)

(8 Hours)

- Introduction: Author, Genre (Play)
- The Text
- Critical Analysis/Interpretation

Unit – IV: Essays by Francis Bacon

(8 Hours)

- Introduction: Author, Genre (Essays)
- Of Truth
- Of Wisdom for a Man's Self
- Of Discourse
- Of Studies
- Of Honour and Reputation
- Of Ambition
- Critical Analysis/Interpretation

Unit – V: Sir Thomas More's *Utopia*

(8 Hours)

- Introduction: Author, Genre (Fiction)
- The Text
- Critical Analysis/Interpretation

Prescribed Text Books:

1. Bacon, Francis (2009). *Essays*. J. M. Dent, University of Virginia.
2. Brotton, Jerry (2006). *The Renaissance: A Very Short Introduction*. Oxford UP, New York.
3. Chambers, E.K. (1989). *Poems of John Donne*. Lawrence & Bullen, London.
4. Marlowe, Christopher (2009). *The Tragic History of Dr. Faustus*. Dover Publications, New York.
5. Milton, John (2004). *Paradise Lost-Book I*. UBS publishers, New Delhi.
6. More, Thomas (1996). *Utopia*. The Harvard Classics, New York.

Suggested Reading:

1. Bowen, Catherine Drinker, D. Balestra and Dominic J. Balestra (1993). *Francis Bacon: The Temper of a Man*. Fordham University Press, New York.
2. Grendler, Paul F. *The Renaissance: An Encyclopedia for Students*. Thomson Gale, New York.
3. Guibbory, Achsah ed. (2006). *The Cambridge Companion to John Donne*. Cambridge University Press, UK.
4. Hopkins, Lisa (2008). *Christopher Marlowe, Renaissance Dramatist*. Edinburg University Press, Edinburg.
5. Keenan, Siobhan (2008). *Renaissance Literature*. Edinburg University Press, Edinburg.
6. Milton, John, Fay Weldon, and Christopher Ricks (2010). *Paradise Lost & Paradise Regained*. Signet Classics, USA.
7. Roper, William (2012). *The Life of Sir Thomas More*. Hardpress Publishing, New York.

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Course Code: EEL 406

Course Name: Neo-Classicism

Credit Equivalents: 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective: The course is designed to:

understand the major traits of Neo-classicism with emphasis on rationalistic thought, moralistic tone and tenor of life, and refinement of expression.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

4. Mid -Term Examination: 25%
5. End -Term Examination: 50%
6. Continuous Internal Assessment: 25%
 - Library Work Assignment: 5%
 - Subjective Assignment: 10%
 - Group Discussion: 5%
 - Presentations: 5%

Course Content:

UNIT – I: Introduction

(6 Hours)

- Pre Neo-Classical Period
- Restoration Period
- Characteristics of Restoration Period
- Restoration Drama
- Glorious Revolution and the move towards Neo-Classicism
- Introduction to the Neoclassical Age
- Social, political, intellectual and literary background of the Age
- Important authors, genres and literary themes and issues

UNIT – II: Mock Epic

Alexander Pope: *The Rape of the Lock* (1712)

(10Hours)

- Introduction: Author, Genre (Mock Epic) (1 lec)
- The Text: Alexander Pope's *The Rape of the Lock* (8 lec)
- Critical Analysis/Interpretation(2 lec)

UNIT – III: Ballad Opera (10 Hours)

John Gay: *The Beggar’s Opera* (1728)

- Introduction: Author, Genre (Ballad Opera) (1 lec)
- The Text: *The Beggar’s Opera* (1728) (8 lec)
- Critical Analysis/Interpretation (2 lec)

UNIT – IV: Poetry (6 Hours)

a) Dr. Samuel Johnson: “The Vanity of Human Wishes: The Tenth Satire of Juvenal Imitated ” (1749) (Satire)

- Introduction: Author, Genre (Poetry, Satire) (1 lec)
- The Text : Dr. Samuel Johnson’s “The Vanity of Human Wishes: The Tenth Satire of Juvenal Imitated ” (1749) (4 lec)
- Critical Analysis/Interpretation (1 lec)

Unit – V: Prose Readings (8 Hours)

- a) Mary Astell: Selections from “Some Reflections on Marriage” (1700) (Pamphlet)
- b) John Dryden: “A Discourse Concerning Original and Progress of Satire”(Criticism)
- c) Joseph Addison and Richard Steele: “The Aims of The Spectator,” from *The Spectator* (1711) (Periodical Essay)
- d) Jonathan Swift- “A Modest Proposal for Preventing the Children of Poor People From Being a Burden to Their Parents or Country, and for Making Them Beneficial to the Publick” (1729) (Satirical essay, Pamphlet)

- Introduction: Author, Genre, Intellectual Context
- The Text
- Critical Analysis/Interpretation

Prescribed Text Book:

- a. Abrams, M. H. ed. (2000). *The Norton Anthology of English Literature*. 7th ed. New York, London: W. W. Norton & Company.

LECTURE PLAN:

Lecture	Topic	Source of Study
Lectures 1- 4	Introduction to the Neoclassical Age	Book 2
Lectures 5-6	Mary Astell: selections from <i>Some Reflections on Marriage</i>	Book 1
Lectures 7-8	Dryden : <i>A Discourse concerning original and Progress of Satire (criticism)</i>	Book 1

Lecture 9	Introduction	Book 2
Lectures 10- 17	Pope: <i>The Rape of the Lock</i> (Textual Discussion)	Book 1
Lectures 18-19	Critical Analysis/Interpretation	Reading: Book 2 and 4
Lectures 20-21	Joseph Addison and Richard Steele: <i>The Spectator</i> (1711) (Periodical Essay). <i>The aims of Spectator</i>	Book 1
Lecture 22	Introduction	Book 2
Lectures 23 -30	John Gay: <i>The Beggar's Opera</i> (Textual Discussion)	Book 1
Lecture 31-32	Critical Analysis/Interpretation	
Lectures 33-34	Jonnathan Swift: <i>A Modest Proposal for Preventing the Children of Poor People From Being a Burden to Their Parents or Country, and for Making Them Beneficial to the Publick</i> (1729) (satirical essay, pamphlet)	Book 1
Lecture 35	Introduction	Book 2
Lectures 36-39	Dr. Johnson: "The Vanity of Human Wishes: The Tenth Satire of Juvenal Imitated " (1749) (satire) (Textual Discussion)	Book 1
Lecture 40	Critical Analysis/Interpretation	Book 5

Primary Text:

The Norton Anthology of English Literature: The Restoration and the Eighteenth Century. Ed. M.H. Abrams et al. 7th edition. New York: Norton, 2000.

Suggested Readings:

- Alexander, Michael. "Augustan Literature to 1790." *A History of English Literature*. London : Macmillan Press, 2000. Print.
- Addison, Joseph. "On the Essay form". 1711. *Quotidiana*. N.P. N.D. Web. 12 August 2015. Print.
- Baldick, Chris. *The Concise Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press, 2001. Print.
- Baines, Paul. *The Complete Critical Guide to Alexander Pope*. London: Routledge, 2000. Print.
- Broich, Ulrich (1990). *The Eighteenth Century Mock-Heroic Poem*. Cambridge: Cambridge.
- Brooks, Cleanth. "The Case of Miss Arabella Fermor." *Sewanee Review*. LI.4(1943):505-524. Print.
- Carter, Ronald and John McRae. "Restoration to Romanticism 1660-1789." *The Routledge History of Literature English Literature: Britain and Ireland*. London: Routledge, 1997. Print.
- Clingham, Greg (1999). *The Cambridge Companion to Samuel Johnson*. Cambridge: Cambridge.
- Cohen, Ralph. "Transformation in *The Rape of the Lock*." *Eighteenth-Century*

Studies. 2. 3 (1969):205-224. Print.

- ---. "The Reversal of Gender in *The Rape of the Lock*." *South Atlantic Bulletin*. 37. 4. (1972): 54-60. Print.
- Daiches, David. *A Critical History of English Literature: The Restoration to 1800*. London: Martin & Warbug, 1960. Print.
- Day, Gary and Bridget Keegan. ed. *The Eighteenth-Century Literature Handbook*. London: Continuum, 2009. Print.
- Dryden, John. "Macflecknoe". 1682. *Poetryfoundation*. N.P. N.D. Web. 18 August 2015.
- Dustin, Griffin. "Dryden and Restoration Satire." *A Companion to Satire: Ancient and Modern*. Oxford: Blackwell, 2007. Print.
- Fowler, Alastair. "The Paradoxical Machinery of *The Rape of the Lock*". *Alexander Pope: Essays for the Tercentenary*. Aberdeen: Aberdeen University Press, 1988. Print.
- Haslett, Moyra. "Introduction: Defining the Eighteenth Century." *Pope to Burney, 1714-1779: Scriblerians to Bluestockings*. New York: Palgrave Macmillan, 2003.
- Hill, Christopher. "Introduction" from *The World Turned Upside Down: Radical Ideas during the English Revolution*. 1972. London: Penguin Books, 1991. 13-17. Print.
- Hobsbawm, E.J. "Introduction" from *The Age of Capital: 1848-1875*. 1975. London: Abacus, 1995. 13-20. Print.
- Hopkins, David (1986). *John Dryden*. Cambridge: Cambridge.
- Hunt, John Dixon.ed. *Pope the Rape of the Lock A Casebook*. London: Macmillan, 1968. Print
- Jack, Ian. "The Rape of the Lock." *Augustan Satire: Intention and Idiom in English Poetry 1660-1750*. Oxford, 1952. Print.
- Kinnaird, Joan. "Mary Astell and the Conservative Contribution to English Feminism." *Journal of British Studies*. 19.1. (1979): 53-75. Print.
- Knight, Wilson G. "Drama and Epic in the Rape of the Lock." *Pope the Rape of the Lock A Casebook*. Ed. John Dixon Hunt. London: Macmillan, 1968. Print.
- Kolbrener, William and Michal Michelson. "'Dreading to Engage Her': The Critical Reception of Mary Astell." *Mary Astell: Reason, Gender and Faith*. Burlington : Ashgate, 2007. Print.
- Morrissey, Lee. "The Restoration and Eighteenth Century, 1660-1780." *English Literature in Context*. Ed Paul Polawski. Cambridge: Cambridge University Press, 2008. Print.
- Mack, Maynard. "Mock Heroic in the Rape of the Lock." *Pope the Rape of the Lock A Casebook*. Ed. John Dixon Hunt. London: Macmillan, 1968. Print.
- Noble, Yvonne. *Twentieth Century Interpretations of The beggar's Opera: A Collection of Critical Essays*. New York: Prentice-Hall, 1975. Print.
- Payne, Deborah C. "Pope and The War Against Coquettes: Or, Feminism and "The Rape of The Lock Reconsidered Yet Again." *The Eighteenth Century*. 32. 1. (1991):3-24. Print.
- Perry, Ruth. *The Celebrated Mary Astell: An Early English Feminist*. Chicago: University of Chicago Press, 1986. Print.

- Pollock, Ellen. "The Rape of the Lock: A Reification of the Myth of Passive Womanhood." *The Poetics of Sexual Myth: Gender and Ideology in the Verse of Swift and Pope*. Chicago: Chicago University Press, 1985. Print.
- Price, Martin. "The Problem of Scale: The Game of Art." *Pope the Rape of the Lock A Casebook*. Ed. John Dixon Hunt. London: Macmillan, 1968. Print.
- Rogers, Patt. *A Political Biography of Alexander Pope*. London: Pickering & Chatto, 2010. Print.
- Rogers, Pat. ed. *The Cambridge Companion to Alexander Pope*. Cambridge: Cambridge Press, 2007. Print.
- Rousseau, G. S. *Twentieth Century Interpretations of The Rape of the Lock : A Collection of Critical Essays*. Englewood Cliffs, N.J: Prentice-Hall, 1969. Print.
- Smith, Hilda L. "Cry Up Liberty": The Political Context for Mary Astell's Feminism." *Mary Astell: Reason, Gender and Faith*. ed. Kolbrener, William and Michal Michelson. Burlington : Ashgate, 2007. Print.
- Steele, Richard. "The Spectator Club." 1711. *Bartleby*. N.P. 2001. Web. 12 August. Print.
- Sutherland, Christine Mason. "Some Reflections Upon Marriage." *The Eloquence of Mary Astell*. Calgary: Calgary Press, 2005. Print.
- Tillotson, Geoffrey. "The Rape of the Lock." *Pope the Rape of the Lock A Casebook*. Ed. John Dixon Hunt. London: Macmillan, 1968. Print.
- Warren, Austin. "The Rape of the Lock as Burlesque." *Critics on Pope: Readings in Literary Criticism*. Ed. Judith O'Neill. London: Allen & Unwin, 1968. Print.

Course Code: EEL 414

Course Name: Advanced Oral Communicative Skills in English

Course Instructor: Dr. Hem Raj Bansal

Credit Equivalents: 02 Credits (One credit is equivalent to 10 hours of lectures/organized classroom activities/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activities and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

Course Objectives

The course is designed

- to improve the students' accuracy and fluency in Spoken English as much as possible during the period of instruction
- to prepare the students to be more confident and active participants in all aspects of their program by developing their ability to use effective oral communication strategies throughout
- to develop enduring oral communication skills in the students by the appropriate use of English in different situations and for different purposes cutting across the curriculum

Attendance Requirements

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is mandatory failing which a student will not be permitted to appear in the examination.

Course Requirements

All students registered in this course must.

- Attend classes regularly with active participation.
- Speak only English in class and in all course activities.
- Demonstrate substantial effort and progress in the development of oral communication skills in English necessary for academic success.
- Fulfill other course requirements including meeting assignment deadlines and writing exams.

Evaluation Criteria

7. Mid-Term Examination: 25%
8. End-Term Examination: 50%
9. Continuous Internal Assessment: 25%
 - a) Active and Effective Participation in Classroom: 10%
 - b) Reading Passages (Fluency, Pronunciation and Confidence): 5%
 - c) Declamations, Extempore and Presentations: 5%
 - d) Home Assignments: 5%

Course Contents

UNIT-I Basics of Phonetics
hours)

(6

- Speech Sounds (Vowels and Consonants)

Activities: Transcribing Commonplace/Simple English Words, List of Words Often Mispronounced, Correct Pronunciation by Reading Short Poems and Prose Pieces Aloud, Practice of Pronunciation through Individual Presentations

UNIT-II **Vocabulary and Syntax**
hours)

(6

- Select Idioms, Proverbs and Phrasal Verbs
- Tenses and Transformation of Sentences

Activities: Word Formation (Roots, Prefixes, Infixes and Suffixes); List of Homophones, Homographs, and Homonyms; List of Words Often Confused; Parsing; Using Discourse Markers; Interaction Based on Tenses and Sentence Transformation, Idiomatic Use of Language

UNIT-III Reading and Listening Skills (6 hours)

- Slow, Speed and Fixed Reading
- Types and Traits of Good Listening

Activities: Skimming and Scanning While Reading Short Passages, Assigning Poetry and Prose Passages to Read and Comprehend, Listening to Select Audio-Visual Clips/Abstracts of Literary Discourses and Movies, Interpersonal Communication Based on Reading and listening Exercises, Finding the Gist of Argument by Reading/Listening

UNIT-IV Improvisation-Based Communication (6 hours)

- Debate and Group Discussion
- Personal Interview and Public Speaking

Activities: Tech-Based Communication Including Power Point Presentations, Mock Interviews, Debate and Group Discussion on Selected Issues, , Impromptu Speaking, Prepared Speech, Story-Telling, Using Non-Verbal Communication Skills While Speaking

UNIT-V Language Games (6 hours)

- Dialogue Speaking and Vocabulary Brainstorming
- Charades and Pictorial Description

Activities: Organizing and Testing the Above and Related Games by Creating Different Situations, Role Playing, Snowball Story-Telling, etc.

Prescribed Text Book

Mohan, Krishna, and Meera Banerji (2012). *Developing Communication Skills*. Macmillan, Delhi.

Further Readings

- Bansal, R. K., et al. (2009). *Spoken English*. Orient Black Swan, Hyderabad.
- Gangal, J.K. (2010). *A Practical Course in Spoken English*. PHI, New Delhi.
- Konar, Nira (2010). *Communication Skills for Professionals*. PHI, New Delhi.
- McCarthy, M., et al. (1999). *English Vocabulary in Use: Upper-Intermediate & Advanced*. Cambridge UP, Cambridge.



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Course Code: EEL 433

Course Name: American Literature

Course Instructor: Dr KBS Krishna

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective: The course is designed to:

- Make students understand the characteristic features of American literature.
- Show how American literature developed.
- Show how literature evolves in conjunction with socio-political conditions.

Attendance Requirements:

Students are expected to attend all lectures in order to fully benefit from the course. A minimum of 75% attendance is a must; failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25%

Course Content:

UNIT – I: Introduction - The Idea of America

(8

Hours)

Texts:

John Winthrop: “City upon a Hill” [Essay]

Walt Whitman: “One-Self I Sing” [Poem]

Ralph Waldo Emerson: “American Scholar” [Essay]

UNIT – II: The Dream of Democracy

(6

Hours)

Texts:

Washington Irving: "Rip Van Winkle" [Short Story]

Henry Thoreau: "Civil Disobedience" [Essay]

Edgar Allan Poe: "Some Words with a Mummy" [Short Story]

UNIT – III: The Voice of Dissent

(8

Hours)

Texts:

Herman Melville: "Bartleby the Scrivener" [Short Story]

Mark Twain: *The Adventures of Huckleberry Finn* [Novel]

Emily Dickinson: "What Mystery Pervades a Well." [Poem]

UNIT – IV: American Tragedy

(8

Hours)

Texts:

Ernest Hemingway: "Soldier's Home" [Short Story]

Arthur Miller: *Death of a Salesman* [Play]

Langston Hughes: "Harlem" [Poem]

Kevin Barry: "Hares in the Old Plantation" [Short Story]

Unit – V: Conclusion: Melting Pot and the New Utopia

(10

Hours)

Texts:

Robert Frost: "Directive" [Poem]

Philip Roth: "Goodbye Columbus" [Short Story]

Toni Morrison: "Recitatif" [Short Story]

Bharati Mukherjee: "Jasmine" [Short Story]

Esther Belin: "Night Travel" [Poem]

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Course Code: EEL 446

Course Name: Human Values in Literature

Credits Equivalent: 02 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective: The course is designed to:

- Inculcate in students an understanding of basic human values through studying different genres of literature;

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

4. Mid Term Examination: 25%
5. End Term Examination: 50%
6. Continuous Internal Assessment: 25%
- v. Library Work Assignment: 5%
- vi. Subjective Assignment: 5%
- vii. Quiz/Games/Puzzles: 5%
- viii. Personality Assessment: 5%
- ix. Ability to Express in Unusual Situations: 5%

Course Content:

UNIT 1:

(6 hours)

- What are values?
- What are human values?
- Literature and human values
- Literature and society
- Ethical and moral dimensions of human values
- Text Prescribed: Francis Bacon: "Of Studies"

UNIT-2: Short Stories

- **Leo Tolstoy: "God Sees the Truth But Waits"** (3 hours)
- (Points of Discussion: What is truth?; what is forgiveness?; how do you perceive God?; and how do we look at suffering)

- Rabindranath Tagore: ‘The Castaway’
- (Points of Discussion: What is your understanding of adulthood?; how do you relate it to responsibility?; and Interrelation between truth, responsibility and adulthood.

UNIT-3: Poems

(5 hours)

- William Shakespeare: “Seven Stages of Man”
- P. B. Shelley: “Ode to the West Wind”
- Sarojini Naidu: “Indian Weavers”
- Walt Whitman: “I Sing of Myself”

UNIT-4: Prose/ Essays

(3 hours)

- M. K. Gandhi: “The Doctrine of the Sword”
- Bertrand Russell: “The World Government”
- Martin Luther King: “I have a Dream”

UNIT-5: Memoirs (Poems/Articles)

(3 hours)

- Kamala Das: “My Grandmother’s House”
- Gerald Durrell: An episode from the memoir *My Family and Other Animals*



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Course Code: EEL 501

Course Name: Romanticism

Course Instructor: Dr Hem Raj Bansal

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective: The course is designed to understand the role and nature of Romantic imagination – new themes and techniques and the role of the individual in a liberal space. It shows how Romantic poets, novelists and essayists enlarged the scope of literature by drawing on the philosophy of Rousseau. It aims to study literature with a new perspective, contrasting it with Neo classicism and Enlightenment.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

7. Mid Term Examination: 25%
8. End Term Examination: 50%
9. Continuous Internal Assessment: 25%
 - Attendance: 5%
 - Subjective Assignment: 10%
 - Reading of the Text: 5%
 - Presentations: 5%

Course Contents:

UNIT – I: Introduction to the Period

(8 hours)

- Romanticism : Philosophical Origins
- Philosophers: Kant’s “Transcendental Idealism”, The French Revolution
- Rousseau’s Notion of Natural Man and the Origin of Inequality

- Beginnings of Romanticism
- Romanticism: Characteristics

Texts:

Thomas Grey: "Elegy Written in a Country Churchyard"

UNIT –II: Poetry of First Generation of Romantic Poets (9 hours)

- Criticism of Industrialization
- French Revolution in Poetry

Texts:

William Blake -- "The Tyger", "The New Jerusalem"

William Wordsworth – 'Lucy Grey', 'The French Revolution as it Appeared to Enthusiasts at its Commencement, 'The Solitary Reaper'

Samuel Taylor Coleridge – 'Kubla Khan', 'Frost at Midnight'

UNIT – III: Second Generation Romantic Poets (9hours)

- Ode as a Poetic Form
- Wordsworth vs Shelley
- Luddites and Political concerns of the Romantics

Texts:

- John Keats – 'Ode to a Nightingale, 'Ode on a Grecian Urn'
- P.B. Shelley – 'England in 1819', 'To Wordsworth'
- Lord Byron – 'Song for the Luddites', 'When We Two Parted'

UNIT – IV: The Gothic (8 hours)

- Gothic literature
- Politics of Gothic literature
- Class Discrimination in Gothic Literature
- Science Vs Superstition
- Celebration of Individualism

Texts:

- Mary Shelley – *Frankenstein*

UNIT – V: Essays (6 hours)

- Introduction to the Genre of Essay & the Essayists
- Relevance and Conclusion

Texts

- William Hazlitt – "Why the Distant Objects Please?"

Prescribed Text Books:

1. Shelley, Mary Wollstonecraft, and Maurice Hindle. *Frankenstein, or, The Modern Prometheus*. London, Penguin Books, 2003.
2. Keynes, Geoffrey, ed. (2004). *Selected Essays of William Hazlitt 1778 to 1830*. Kessinger Publishing House, Montana.
3. Lamb, Charles (2009). *Essays of Elia*. Hesperus Press, London.
4. Wordsworth, Jonathan, Jessica Wordsworth, eds. (2005). *The Penguin Book of Romantic Poetry*. Penguin, New Delhi.

Suggested Reading:

1. [Abrams](#), M. H. (1973). *Natural Supernaturalism: Tradition and Revolution in Romantic Literature*. W.W. Norton & Company, New York.
2. Curran, [Stuart \(1993\)](#). *The Cambridge Companion to British Romanticism*. Cambridge University Press, Cambridge.
3. [Chandler](#), James (1984). *Wordsworth's Second Nature: A Study of the Poetry and Politics*. University of Chicago Press, Chicago.
4. Frederick, [Burwick](#) (2009). *The Oxford Handbook of Samuel Taylor Coleridge*. OUP, Oxford.
5. [O'rourke](#), James (1998). *Keats's Odes and Contemporary Criticism*. University Press of Florida, Florida.
6. Sanders, [Andrew \(2004\)](#). *The Short Oxford History of English Literature*. OUP, Oxford.
7. Abrams, M.H. ed. (2012). *The Norton Anthology of English Literature*, 9th ed. W.W. Norton & Company, New York.
8. Johanna M. Smith. Ed. *Frankenstein: Case Studies in Contemporary Criticism*. Bedford/St. Martin 2nd edition, 2000.
9. Huntington, Williams. *Rousseau and Romantic Autobiography*. OUP. 1983.

CENTRAL UNIVERSITY OF HIMACHAL PRADESH

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

www.cuhimachal.ac.in

Course Code: EEL 515

Course Name: African Literature

Course Instructor: Dr. Hem Raj Bansal

Credit Equivalents: 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective:

The course is designed to introduce students to African literature by paying close attention to the social, political and economic condition of different parts of Africa from the 19th century to the present times. By closely reading and critically analyzing multiple genres such as drama, poetry, novel, short story and prose, this course intends to sensitize the students about issues of conflict between tradition and modernity, oral versus written texts, debate regarding use of English and other native languages, construction of identity, gender roles, neo-colonization, growth and development in the newly independent nations.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

10. Mid -Term Examination: 25%

11. End -Term Examination: 50%

12. Continuous Internal Assessment: 25%

- Reading of Texts : 5%
- Subjective Assignment: 5%
- Quiz: 5%
- Presentations: 5%
- Attendance: 5%

UNIT- I

Africa as a Continent

Introduction to the Oral Literature of Africa

Story-Telling

Myth

Folklore

- Africa and Orality
- Women's Oral Genres (Essay)
- Wole Soyinka: "Abiku" (Poem)

UNIT-II

Slavery, and Racism

Pre-colonial Slavery

Slavery after Discovery of Africa

The Atlantic Passage

The Middle Passage

- Excerpts from *Crossing the River*

Unit – III

Language, Colonization and Decolonization

- Chinua Achebe: *Things Fall Apart* (Novel)
- Koleka Putuma: “Water” (*poem*)
- Ngugi wa Thiongo: “Search for Relevance” *Decolonizing the Mind* (Essay)

Unit- IV

Apartheid Literature

- Zoe Wicomb: “Culture beyond Color? A South African Dilemma” (Essay)
- Fugard Athol: *My Children! My Africa* (Play)
- Wole Soyinka: “Telephone Conversation” (Poem)

Unit - IV

Women’s Writing

- Flora Nwapa: *Efuru* (Novel)
- Buchi Emecheta: “Feminism with a Small “f” (Essay)
- Ama Ata Aidoo: “To be an African Woman Writer” (Essay)
- Chinmanda Adichie: excerpts from *We Should All be Feminists*
- Yvonne Vera: “Crossing Boundaries” (short story)

Primary Readings:

Achebe, Chinua. *Things Fall Apart*. UK: William Heinemann, 1958. Print.

---. “The Novelist as Teacher.” *Morning Yet on Creation Day: Essays*. New York: Anchor/Doubleday, 1975. pp. 55-56. Print.

Ama Ata Aidoo . *No Sweetness Here and Other Stories*. New York: The Feminist Press, 1970. Print.

Fanon, Frantz. “The Fact of Blackness.” *Black Skins, White Masks*. New York: Grove Press, 1952. Print.

Gordimer, Nadine. “Father Leaves Home.” *Jump and Other Stories*. Bloomsbury Publishing: Farrar, Straus and Groux, 2003. Print.

Fugard, Athol. *My Children! My Africa!* Theatre Communications Group, 1990. Print

Head, Bessie. “The Prisoner Who Wore Glasses.” 1973. *Hungry Flames and other Black South African Short Stories* edited by Mbulelo Vizikhungo Mzamane. London: Longman, 1986. Print.

Nwapa, Flora. *Efuru*. Oxford: Heinemann Publishers, 1966. Print.

---. “Search for Relevance” *Decolonizing the Mind*. Portsmouth: Heinemann, 1986. Print.

---. “Telephone Conversation.” *Reading and Writing from Literature*. Ed. John E. Schwiebert. Boston: Houghton Mifflin, 2001. Print

Vera, Yvonne. "Crossing Boundaries." *Why Don't You Carve Other Animals?* Zimbabwe: Tsar Publications, 1992. Print.

Suggested Readings:

Achebe, Chinua, "An Image of Africa: Racism in Conrad's Heart of Darkness". London: Massachuseth Review, 1977. Print.

---. "The Role of the Writer in a New Nation." *Nigeria Magazine*, 81 (1964), 157. Print.

Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. *The Post Colonial Studies Reader: Post-Colonial Studies*. Routledge: Taylor and Francis Group, 2006. Print.

Buntman, Fran Lisa, Robben Island and Prisoner. *Resistance to Apartheid*. Cambridge University Press, 2003.

Clark, Nancy L., and William H. Worger. *South Africa: The Rise and Fall of Apartheid*. Longman, 2004. Print.

Gikandi, Simone. *Encyclopedia of African Literature*. London: Routledge, 2003. Print.

Irele, Abiola and Simone Gikandi (eds). *The Cambridge History of African and Caribbean Literature, 2 Vols*. Cambridge: Cambridge University Press, 2004. Print.

Parker, John, Richard Rathbone. *African History: A Very Short Introduction*. United States: Oxford University Press, 2007. Print.



CENTRAL UNIVERSITY OF HIMACHAL PRADESH

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

www.cuhimachal.ac.in

Course Code: EEL- 512

Course Name: Indian Writing in English

Course Instructor: Dr. Khem Raj Sharma

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective: The course is designed to:

- Make students understand the characteristic features of Indian writing in English
- Show the gradual growth of Indian Writing in English
- enable them to think and work on research topics in Indian writing in English

Attendance Requirements:

Students are expected to attend all lectures to fully benefit from the course.

A minimum of 75% attendance is a must; failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

13. Mid Term Examination: 25%

14. End Term Examination: 50%

15. Continuous Internal Assessment: 25%

- Quiz exams – based on texts: 10%
- 1500 word Term Paper to be submitted before May 1st : 10%
- Presentations: 5%

Course Content:

Unit I: Introduction: Why Indian Writing in English?

- Significance of Indian thought
- Globalization and Indian Writing in English
- IWE distinguished from Indian writings in other languages
- IWE as distinct from writings of other countries

Texts:

1. A.K. Ramanujan – “Is there an Indian Way of thinking?” [Essay]
2. Srinivasa Iyengar - Introduction to *Indian Writing in English* [Essay]
3. R. K. Narayan – “A Horse and Two Goats” [Short story]

Unit II: English Language & Freedom Struggle

- English to bring unity in diversity
- English as the language of nationalism
- Gandhian Literature

Texts:

1. Sarojini Naidu – “An Anthem of Love” [Poem]
2. Raja Rao -- *Kanthapura* [Novel]

Unit III: English to Express Independent India’s Angst

- Using English to express ideals
- Using English to voice discontent
- Problems of partition

Texts:

1. B.R. Ambedkar – “India and Democracy” [Essay]
2. Ruskin Bond -- “The Playing Fields of Shimla” [Short story]
3. Kamala Das – “An Introduction” [Poem]
4. Arundhati Roy – “Capitalism – A Ghost Story” [Essay]

Unit IV: Quest/Questioning of Tradition in IWE

- Tradition and Modernity
- IWE and questioning of cultural beliefs
- Religion and IWE
- Masculinity and IWE
- Childhood and IWE

Texts:

1. Shiv. K. Kumar – “To Nun, with Love” [Short Story]
2. Mahesh Dattani – *Dance like a Man* [Play]
3. Rabindranath Tagore- *Chitra* (Play)

Unit V: Conclusion: New Directions in IWE

- IWE post millennium
- Eco-criticism in IWE
- Depiction of psychosis in IWE
- Looking back and forwards

Texts:

1. Ashok Mahajan – “Culture” [Poem]
2. Anand Mahanand -- “The Whispering Groves” [Poem]
3. Pankaj Mishra – “Edmund Wilson in Benares” [Essay]
4. Amitav Ghosh – “The Ghost of Mrs. Gandhi” [Essay]

Prescribed Text Books:

7. Bond, Ruskin. “The Playing Fields of Simla.” *Scenes*. 51-59. Print.
8. Das, Kamala. “An Introduction.” Web. <<http://www.poemhunter.com/best-poems/kamala-das/an-introduction-2/>>
9. Dattani, Mahesh. *Dance Like a Man*. Penguin, New Delhi, 2006. Print.
10. Ghosh, Amitav. “The Ghost of Mrs. Gandhi.” *The New Yorker* July 17, 1995. Web. <http://www.amitavghosh.com/essays/ghost.html>
11. Kumar, Shiv K. “To Nun with Love.” *Journal of South Asian Literature* 25.2 (Summer, Fall 1990): 196-202. JSTOR.
12. Mahajan, Ashok. “Culture.” *The Butterfly Diaries*. Web.

- <https://thebutterflydiaries.wordpress.com/2010/02/25/culture/>
13. Mahanand, Anand. *The Whispering Groves: A Collection of Poems*. Kindle Edition.
 14. Mishra, Pankaj. "Edmund Wilson in Benares." *The New York Review of Books*, April 9, 1998. Web. < <http://www.nybooks.com/articles/1998/04/09/edmund-wilson-in-benares/>>
 15. Naidu, Sarojini. "An Anthem of Love." *Poetry Nook*. Web. <<http://www.poetrynook.com/poem/anthem-love>>
 16. Narayan, R. K. "A Horse and Two Goats." Web. < http://igcse-english-9--4-p1-yrh-brentsvillehs.schools.pwcs.edu/modules/locker/files/get_group_file.phtml?gid=3523093&fid=17822230>
 17. Raju, M. Bapi. *A Mosaic of Modern Prose: An Anthology of Prose Selection*. Anjaneya, Guntur 1997. Print.
 18. Ramanujan, A.K. "Is there an Indian Way of Thinking." *Contributions to Indian Sociology* 23 (1989). 41-58. Web. <http://cis.sagepub.com>
 19. Rao, Raja. *Kanthapura*. Orient, New Delhi 1994. Print.
 20. Roy, Arundhati. "Capitalism: A Ghost Story." *Outlook*, Mar 26, 2012. Web. <http://www.outlookindia.com/article/capitalism-a-ghost-story/280234>
 21. Tagore, Rabindranath. *Chitra*. Web. <http://terebess.hu/english/tagore10.html>



CENTRAL UNIVERSITY OF HIMACHAL PRADESH

Course Code: EEL 513

Course Name: World Classics in English Translation

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective: The course is designed to:

- Make students understand the term 'classic'.
- Make them learn the legacy of classical writers.
- Understand what makes a work classic.
- Develop a comprehensive understanding of major writers across the globe.
- Introduce students to various genres.
- Enhance their understanding of select masterpieces.

Attendance Requirements:

Students are expected to attend all lectures to fully benefit from the course.

A minimum of 75% attendance is a must; failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

16. Mid Term Examination: 25%

17. End Term Examination: 50%

18. Continuous Internal Assessment: 25%

- Close Reading Presentations: 5 %
- Reading of Text : 5%
- Attendance : 5%
- Class Test: 5 %
- Quiz: 5%

Course Contents:

UNIT – I: Introduction: Classical Literature

(7 Hours)

- Classic as a Term
- Brief Introduction to Ancient Classics
- Italo Calvino: “Why Read the Classics?”

UNIT – II: World Classics: (Greek and Roman)

(8

Hours)

- Sophocles: *Oedipus the King* [Play]
- Freud’s Theory of Psycho-Sexual Stages of Development and Relevance of *Oedipus the King*
- Sappho: “Ode to Aphrodite”
- Homer: “Odyssey - Calypso and Ulysses”
- Horace: “Strategy for Living” from *Odes*

**UNIT – III: World Classics (French & German)
Hours)**

(9

- Albert Camus : “The Adulterous Woman” [Short Story]
- Guy de Maupassant: “The Necklace” [Short Story]
- Franz Kafka: *Metamorphosis* [Novella]

UNIT – IV: World Classics (India/Pakistan)

- Kalidas: *Abhigyan Shakuntlam* [Play]
(8 Hours)
- Ismat Chughtai – “The Home-Maker” [Short Story]
- Faiz Ahmad Faiz- “Before You Came” ; “My Guest”; “Loneliness” [Poems]
- Saadat Hasan Manto-“The Assignment” [Short Story]

UNIT – V: World Classics (Russian/American/Chilean)

(8 Hours)

- Gabriel Garcia Marquez – “A Very Old Man with Enormous Wings” [Short Story]
- Leo Tolstoy: “How Much Land Does a Man Need” [Short Story]
- Pablo Neruda – “I Do Not Love You Except Because I Love You”; –“Don’t Go Far Off” [Poems]
- Anton Chekhov-“A Doctor’s Visit” [Short Story]

Prescribed Text Books:

1. Kenney, J.E. Ed. *The Cambridge History of Classical Literature*. London: Cambridge UP, 1982. Web. 27 May 2016.
2. Sophocles. *The Complete Plays of Sophocles*. Trans. Sir Richard Claverhouse Jebb. New York Bantam Books, 1967. Print.
3. Augine, Lauren. “Classic is as Classic Does.” Web.
<http://cas.umkc.edu/english/publications/youngscholarsinwriting/documents/CLASSIC.pdf>
4. Calvino, Italo. “Why Read the Classics?” *The New York Review of Books*. 9 Oct. 1986
5. Sappho: “Ode to Aphrodite.”
http://homoecumenicus.com/ioannidis_ancient_greek_texts.html
6. Homer. “Odyssees-Calypso and Ulysses.”
http://homoecumenicus.com/ioannidis_ancient_greek_texts.html
7. Horace. “Strategy for Living”. From *Odes*.
http://homoecumenicus.com/ioannidis_ancient_greek_texts.htm Labouchère,
8. Henry. “The Brown Man’s Burden”. Swans. Web. 28 June 2013. Web.
9. Maupassant, Guy de. *Masterpieces of World Fiction: Selected Short Stories by Guy de Maupassant*. The Online Library of Liberty, 2010.
10. Kafka, Franz. *Metamorphoses*. New Delhi: Penguin Classics, 2015. Print.
11. Rilke, Rainer Maria. “Fire’s Reflection”. *Poemhunter*. n.P. 13 January 2013. Web. 20 December 2013.
12. Kalidas. *Abhigyan Shakuntlam*. Trans. Ashok Sinha. New Delhi: Diamond Books, 2010. Print.

13. Chughtai, Ismat. "The Home-Maker." *Lifting the Veil: Selected Writings*. New Delhi: Penguin Books, 2009. Print.
14. Faiz, Ahmad Faiz. "Selected Poems of Faiz Ahmad." http://www.faizcentenary.org/poems_in_english.htm
15. Kipling, Rudyard. *Rudyard Kipling's Verse, Inclusive Edition, 1885–1918*. Garden City: Doubleday, 1922.
15. Manto, Saadat Hasan. *Selected Stories*. New Delhi: Penguin Books, 2009. Print.
16. Marquez, Gabriel Garcia. *No One Writes to the Colonel and other stories*. 1999. New York: Harper Perennial, 2005. Print.
17. Tolstoy, Leo. *How Much Land Does a Man Need and Other Stories*. New Delhi: Penguin Classics, 1993. Print.
18. Neruda, Pablo. "I Do Not Love You Except Because I Love You." *Poemhunter*. N.P. N.D. Web. 7 December 2015.
19. Chekhov, Anton. *The Lady with the Dog and Other Stories*. New Delhi: Penguin, 2002. Print.

Suggested Reading:

1. Abrams, M.H. *Glossary of Literary Terms*. Boston: Wadsworth, 2012.
2. Duttlinger, Carolin. *The Cambridge Introduction to Franz Kafka*. Cambridge: Cambridge University Press, 2013.
3. Kaith, A.B. *The Sanskrit Drama: In Its Origin, Theory Development and Practice*. Chennai: Motilala Banarsidas Publishers, 1988. Print.
4. Kenney, J.E. Ed. *The Cambridge History of Classical Literature*. Cambridge: Cambridge UP, 1982. Web. 27 May 2016.
5. Camus, Albert. *Exile and the Kingdom*. NY: Vintage Books, 1957. Web. 4 June 2016.
6. Arnold, Mathew. "The Touchstone Method" from *The Study of Poetry*. Web. 12 May 2016.