



M. C. E. Society's

Abeda Inamdar Senior College

Of Arts, Science and Commerce, Camp, Pune-1

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

Syllabus for (MA. English II - English Literature from 1550 to 1798)

(M.A. Part I-English)

2021-22 (CBCS – Autonomy 21 Pattern)

Course/ Paper Title	Paper – 1.1 English Literature from 1550 to 1798
Course Code	21AME111
Semester	I
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To introduce students to the major movements and figures of English Literature through a study of selected literary texts/pieces published during the period prescribed for study.
2.	To enhance learners' literary sensibility and their emotional response to literary texts and to help them understand the thematic and stylistic preoccupations of the writers prescribed for study.
3.	To enable them to critically examine the writers' thematic concerns and to point out the (in) significance of such concerns in the postcolonial context.
4.	To help them recognize the distinctive ways in which the writers differed, in their ideological positions, from their counterparts belonging to different ages.
5.	To provide learners some basic information about England's political, social and cultural developments during the period prescribed for study.

Expected Course Specific Learning Outcome

Sr. No.	Learning Outcome
1.	This course would ensure an all-round understanding of the literary era focused on, by

	means of a detailed understanding of the historical, socio-political, economic and literary developments of the age.
2.	It would enable the students to understand the ideological differences between different ages in English literature and how these differences have evolved over time and resulted in various literary movements and the development of sub genres.

Syllabus

Unit No	Title with Contents	No. of Lectures
Unit I	16th Century Poetry	15
	<ol style="list-style-type: none"> 1. Sir Philip Sidney <ol style="list-style-type: none"> i. The following lyric from Astrophel and Stella: ‘Come Sleep! O Sleep, the certain knot of peace’ 2. Edmund Spenser <ol style="list-style-type: none"> i. The following poem from Amoretti–“Ye tradefull Merchants that with weary toyle” 3. Sir Walter Raleigh <ol style="list-style-type: none"> i. The Lie 4. Robert Herrick <ol style="list-style-type: none"> i. Delight in Disorder 	
Unit II	17th Century Poetry	18
	<ol style="list-style-type: none"> 1. John Donne: <ol style="list-style-type: none"> i. “The Sunne Rising” ii. “Batter my heart, three-person'd God” 2. Andrew Marvell <ol style="list-style-type: none"> i. On Mr. Milton's Paradise Lost” 3. George Herbert: <ol style="list-style-type: none"> i. Death ii. The Collar 4. Edmund Waller <ol style="list-style-type: none"> i. Go, lovely Rose 	
Unit III	Christopher Marlowe: The Jew of Malta	13

Unit IV	William Shakespeare: The Tempest	14
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References:

Online Resources

Sir Philip Sidney “Come Sleep! O Sleep, the certain knot of peace”

[<https://www.poetryfoundation.org/poems/45160/astrophil-and-stella-39-come-sleep-o-sleep-the-certain-knot-of-peace>]

Edmund Spenser “Ye tradefull Merchants that with weary toyle”

[<https://www.poetryfoundation.org/poems/50048/amoretti-xv-ye-tradefull-merchants-that-with-weary-toyle>] Sir Walter Raleigh “The Lie”

[<https://www.poetryfoundation.org/poems/50019/the-lie-56d22cb6afd43>]

Robert Herrick “Delight in Disorder”

[<https://www.poetryfoundation.org/poems/47285/delight-in-disorder>]

John Donne i) “The Sunne Rising” ii) “Batter my heart, three-person'd God”

[<https://www.poetryfoundation.org/poems/44106/holy-sonnets-batter-my-heart-threepersond-god>]

Andrew Marvell “On Mr. Milton's Paradise Lost”

[<https://poetry.princeton.edu/2008/12/09/on-mr-miltons-paradise-lost/>]

George Herbert i) “Death” ii) “The Collar”

[<https://www.poetryfoundation.org/poems/50703/death-56d22dfa49664>]

[<https://www.poetryfoundation.org/poems/44360/the-collar>]

Edmund Waller “Go, lovely Rose” [<https://www.poetryfoundation.org/poems/50341/go-lovely-rose-56d22d5b33186>]

Christopher Marlowe: The Jew of Malta (any other standard edition).

William Shakespeare: The Tempest Maqbool H. Khan (ed). The Tempest, Orient Blackswan: Hyderabad, 2001.

General Background

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Syllabus for (MA. English II - English Literature from 1550 to 1798)

(M.A. Part I-English)

2021-22 (CBCS – Autonomy 21 Pattern)

Course/ Paper Title	Paper –2.1: English Literature from 1550 to 1798
Course Code	21AME121
Semester	II
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To introduce students to the major movements and figures of English Literature through a study of selected literary texts/pieces published during the period prescribed for study.
2.	To enable them to critically assess the ‘universal’ values that writers tend to project in their writings.
3.	To help learners apply the literary-critical principles they study in the paper ‘Literary Criticism and Theory’ to the texts prescribed or to any other text they read.
4.	To explain to the learners the canonical relevance of the texts prescribed for them.
5.	To help them identify potential areas of research on which they can work independently for securing a degree or merely for the sake of obtaining knowledge.

Expected Course Specific Learning Outcome

Sr. No.	Learning Outcome
1.	This course would ensure an all-round understanding of the literary era focused on, by means of a detailed understanding of the historical, socio-political, economic and literary developments of the age.
2.	It would enable the students to understand the ideological differences between different ages in English literature and how these differences have evolved over time and resulted in various literary movements and the development of sub genres.

Syllabus

Unit No	Title with Contents	No. of Lectures
Unit I	16 th Century Poetry	12
	John Milton: Paradise Lost (Book I)	
Unit II	17 th Century Poetry	18
	1. John Dryden i. Mac Flecknoe 2. Alexander Pope ii. The Rape of the Lock (Book I) 3. William Blake i. The Little Black Boy (from Songs of Innocence) ii. London (from Songs of Experience)	
Unit III	16 th Century Prose and Drama	16
	1. Francis Bacon i. Of Truth ii. Of Studies 2. Ben Jonson: The Alchemist	
Unit IV	Jonathan Swift: Gulliver's Travels	14

References:

Online Resources

John Milton Paradise Lost (Book I)

<https://www.poetryfoundation.org/poems/45718/paradise-lost-book-1>

John Dryden MacFlecknoe

[<https://www.poetryfoundation.org/poems/44181/mac-flecknoe>]

Alexander Pope The Rape of the Lock (Book I)

[<https://www.poetryfoundation.org/poems/44906/the-rape-of-the-lock>]

William Blake i) "The Little Black Boy" (from Songs of Innocence) ii) London (from Songs of Experience)

[<https://www.poetryfoundation.org/poems/43671/the-little-black-boy>]

[<https://www.poetryfoundation.org/poems/43673/london-56d222777e969>]

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Swift, Jonathan. *Gulliver's Travels* [Any standard edition]

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NAAC accredited 'A' Grade

Syllabus for (M.A. English II - English Literature from 1798 to the Present)

(M.A. Part I-English)

2021-22 (CBCS – Autonomy 21 Pattern)

Course/ Paper Title	Paper 1.2: English Literature from 1798 to the Present
Course Code	21AME112
Semester	I
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To introduce students to the major movements and figures of English Literature through a study of selected literary texts/pieces published during the period prescribed for study.
2.	To enhance learner's literary sensibility and their emotional response to literary texts and to help them understand the thematic and stylistic preoccupations of the writers prescribed for study.
3.	To enable Students to critically examine the writers' thematic concerns
4.	To help them recognize the distinctive ways in which the writers differed, in their ideological positions, from their counterparts belonging to different ages
5.	To provide learners some basic information about England's political, social and cultural developments during the period prescribed for study.
6	To enable them to critically assess the 'universal' values that writers tend to project in their writings
7	To explain to the learners the canonical relevance of the texts prescribed for them.
8	To help them identify potential areas of research on which they can work

	independently for securing a degree or merely for the sake of obtaining knowledge.
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Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Display a working knowledge of the cultural and historical contexts of English literature from 1798 to the present.
2.	Identify and describe distinct literary characteristics of the literature of the prescribed time period
3.	Analyze literary works from various genres for their structure and meaning, using correct terminology
4	Able to write analytically about the Poems, Novels and plays from the prescribed period.
5	Effectively communicate ideas related to the literary works during class and group activities

Syllabus

Unit No.	Title with Contents	No. of Lectures
Unit I	1. S. T. Coleridge i. Frost at Midnight ii. Dejection: An Ode 2. William Wordsworth i. Resolution and Independence	14
Unit II	1. P. B Shelley i. England in 1819 2. John Keats: i. Ode on a Grecian Urn ii. On First Looking into Chapman's Homer 3. Felicia Hemans i. The Bird's Release	16
Unit III	Mary Shelley: Frankenstein	15

Unit IV	Jane Austen: Pride and Prejudice	15
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References:

ONLINE RESOURCES

[Teachers and students are also advised to consult standard editions of the texts for authenticity and accuracy of content]

S. T. Coleridge “Frost at Midnight”, “Dejection: An Ode

[<https://www.poetryfoundation.org/poems/43986/frost-at-midnight>]

[<https://www.poetryfoundation.org/poems/43973/dejection-an-ode>]

William Wordsworth “Resolution and Independence”

[<https://www.poetryfoundation.org/poems/45545/resolution-and-independence>]

P. B Shelley “England in 1819”

[<https://www.poetryfoundation.org/poems/45118/england-in-1819>]

John Keats “Ode on a Grecian Urn”; “On First Looking into Chapman’s Homer”

[<https://www.poetryfoundation.org/poems/44477/ode-on-a-grecian-urn>]

[<https://www.poetryfoundation.org/poems/44481/on-first-looking-into-chapmans-homer>]

Felicia Hemans “The Bird's Release”

<https://www.poemhunter.com/poem/the-bird-s-release/>

Mary Shelley Frankenstein [Any standard edition]

Jane Austen Pride and Prejudice [Any standard edition]

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Felicia Hemans

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Mary Shelley

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(M.A. Part I-English)

2021-22 (CBCS – Autonomy 21 Pattern)

Course/ Paper Title	Paper 2.2: English Literature from 1798 to the Present
Course Code	21AME122
Semester	II
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To introduce students to the major movements and figures of English Literature through a study of selected literary texts/pieces published during the period prescribed for study.
2.	To enhance learner's literary sensibility and their emotional response to literary texts and to help them understand the thematic and stylistic preoccupations of the writers prescribed for study.
3.	To enable Students to critically examine the writers' thematic concerns
4.	To help them recognize the distinctive ways in which the writers differed, in their ideological positions, from their counterparts belonging to different ages
5.	To provide learners some basic information about England's political, social and cultural developments during the period prescribed for study.
6	To enable them to critically assess the 'universal' values that writers tend to project in their writings
7	To explain to the learners the canonical relevance of the texts prescribed for them.
8	To help them identify potential areas of research on which they can work independently for securing a degree or merely for the sake of obtaining knowledge.

Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Demonstrate a clear understanding of prescribed literary texts and a familiarity with the culture, genre, and place in literary history to which they belong.
2.	Comprehend the role of context(s) in the production, reception, and transmission of literary and cultural texts (across periods, histories, geographic or national spaces, and cultural differences).
3.	Identify the major theoretical schools in the history of English literature in the given period.
4	Identify the salient features of literary texts from a broad range of English literary periods. (Specialized Knowledge)
5	Inculcate values and develop human concern through exposure to literary texts

Syllabus

Unit No.	Title with Contents	No. of Lectures
Unit I	1.Elizabeth Barrett Browning i. The Cry of the Children 2.Alfred Lord Tennyson i.From In Memoriam - I envy not in any moods 3.Robert Browning i.Among the Rocks	12
Unit II	1.T. S. Eliot i. Preludes 2.W. B. Yeats i. Easter 1916 ii. The Second Coming 3.Siegfried Sassoon i.Counter-Attack	16
Unit III	1.Seamus Heaney i. Blackberry-Picking 2. Anthony Thwaite	20

	i. Simple Poem 3. Kathryn Simmonds i. Experience 4. Jean Rhys - Wide Sargasso Sea	
Unit IV	Harold Pinter-The Birthday Party	12

References

ONLINE RESOURCES

[Teachers and students are also advised to consult standard editions of the texts for authenticity and accuracy of content]

Elizabeth Barrett Browning “The Cry of the Children”

[<https://www.poetryfoundation.org/poems/43725/the-cry-of-the-children>]

Alfred Lord Tennyson from In Memoriam “I envy not in any moods” [Section 27]

[<https://www.poetryfoundation.org/poems/45336/in-memoriam-a-h-h-obiit-mdcccxxxiii-27>]

Robert Browning “Among the Rocks”

[<https://www.poetryfoundation.org/poems/43744/among-the-rocks>]

T. S. Eliot “Preludes”

[<https://www.poetryfoundation.org/poems/44214/preludes-56d22338dc954>]

W. B. Yeats “Easter 1916”

[<https://www.poetryfoundation.org/poems/43289/easter-1916>]

Siegfried Sassoon “Counter-Attack”

[<https://www.poetryfoundation.org/poems/57220/counter-attack>]

Seamus Heaney i) “Blackberry-Picking” ii) “Mid-Term Break”

[<https://www.poemhunter.com/poem/blackberry-picking-3/>]

[<http://www.ashcombe.surrey.sch.uk/legacy/Curriculum/english/GCSE/Y11/English>]

Anthony Thwaite “Simple Poem”

[<https://www.poemhunter.com/poem/simple-poem-3/>]

Kathryn Simmonds “Experience”

[<https://poetrysociety.org.uk/poems/experience/>]

Jean Rhys Wide Sargasso Sea [Any standard edition]

Harold Pinter -The Birthday Party [Any standard edition]

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Siegfried Sassoon

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Anthony Thwaite

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Syllabus for (M.A. English I - Contemporary Studies in English Language)

(M.A. Part I-English)

2021-22 (CBCS – Autonomy 21 Pattern)

Course/ Paper Title	Paper 1.3: Contemporary Studies in English Language
Course Code	21AME113
Semester	I
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To acquaint students with the basic tools essential for a systematic study of language.
2.	To introduce them to various sub-disciplines of linguistics.
3.	To familiarise students with the phonological, morphological, lexical, and syntactic systems of the English language.
4.	To present some of the theoretical assumptions underlying language and to enable them to apply the acquired linguistic skills in real life situations.
5.	To acquaint students with the main geographical, registral and social varieties of English.
6.	To enable learners to use English with confidence by focusing on situational contextual, social and cultural appropriateness besides grammatical correctness.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Develop a broad understanding of linguistic concepts and terminology
2.	Be able to describe the social, psychological and and cultural factors influencing

	language acquisition and use.
3.	Use language appropriately in specific contexts.
4.	Have learned pragmatic theories about how language users achieve their goals in verbal interaction with others

Syllabus

Unit No.	Title with Contents	No. of Lectures
Unit I	Contemporary Theories/Views of Language	10
	<p>1.Introduction</p> <p>i) Origins of Language</p> <p>ii) Features of Human Language</p> <p>iii) What is Linguistics? Major branches of Linguistics (Psycholinguistics, Sociolinguistics, Computational linguistics, Historical linguistics)</p> <p>ii) Linguistics in the 20th century: A short history</p> <p>2.Ferdinand de Saussure’s Structuralist View of Grammar</p> <p>i) The Concept of the Linguistic Sign</p> <p>ii) Synchronic and Diachronic Studies</p> <p>ii) Langue and Parole</p> <p>iii) Syntagmatic and Paradigmatic Relations</p> <p>iv) IC Analysis</p>	
Unit II	Phonology	15
	<p>1.Anatomy and Physiology of Speech Production</p> <p>2.The Phonemes of English</p> <p>i. Description and Classification</p> <p>3.The Syllable</p> <p>i.Structure</p> <p>ii. Types</p> <p>iii. Syllabic Consonants and Consonant Clusters</p> <p>4.Word Stress</p> <p>i. Degrees of Stress,</p> <p>ii. Stress Shift, Grammatical Stress</p>	

	<p>5. Sentence Stress</p> <p>i. Use of Weak and Strong Forms, ii. Tone Groups, The Concept of Nucleus (types of nucleus: end-placed and contrastive), Tonic Accent, Pre-tonic Accent, Post-tonic Accent</p> <p>6. Intonation</p> <p>i. Intonation Patterns/Uses of Tones ii. Grammatical, Attitudinal and Accentual functions of Intonation</p>	
Unit III	Morphology	15
	<p>1. Structure of words</p> <p>i. The concepts of Morpheme and Allomorph</p> <p>2. Types of Morpheme</p> <p>i. (free, bound, prefixes, suffixes: class changing, class-maintaining, inflectional, derivational) ii. General Principles of Lexicography.</p> <p>3. Word Formation Processes</p> <p>i. Neologism, Coinage, Compounding, Blending, Clipping, Borrowing, Backformation, Conversion, Reduplication, Derivation</p> <p>4. Morphophonemic Changes, Phonological and Morphological Conditioning</p> <p>5. Problems of Morphological Analysis</p>	
Unit IV	Syntax	20
	<p>1. Sentences and their Parts & Elements of Grammar</p> <p>2. Words (Open and Word Classes)</p> <p>3. Phrases</p>	

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Syllabus for (M.A. English II - Contemporary Studies in English Language)
(M.A. Part I-English)
2021-22 (CBCS – Autonomy 21 Pattern)

Course/ Paper Title	Paper 2.3 - Contemporary Studies in English Language
Course Code	21AME123
Semester	II
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To acquaint students with the basic tools essential for a systematic study of language.
2.	To introduce them to various sub-disciplines of linguistics.
3.	To familiarise students with the phonological, morphological, lexical, and syntactic systems of the English language.
4.	To present some of the theoretical assumptions underlying language and to enable them to apply the acquired linguistic skills in real life situations.
5.	To acquaint students with the main geographical, registral and social varieties of English.
6.	To enable learners to use English with confidence by focusing on situational contextual, social and cultural appropriateness besides grammatical correctness.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Develop a broad understanding of linguistic concepts and terminology
2.	Be able to describe the social, psychological and and cultural factors influencing language acquisition and use.

3.	Use language appropriately in specific contexts.
4.	Have learned pragmatic theories about how language users achieve their goals in verbal interaction with others

Syllabus

Unit No.	Title with Contents	No. of Lectures
Unit I	Chomsky's Theory of Transformational Generative Grammar:	15
	1. Language acquisition: The Cognitivist approach <ul style="list-style-type: none"> i. Language Acquisition Device ii. Competence and Performance iii. The Concepts of Kernel and Non- Kernel Sentences (i.e. Deep and Surface Structure] 	
Unit II	Sociolinguistics	15
	1. Language Variation <ul style="list-style-type: none"> i. Dialects: Regional Dialects, Social Dialects/Sociolects, Diglossia, Idiolects, ii. Formal and Informal Styles, Registers, Slang, Jargon iii. Standard and Non-standard Varieties, iv. Arguments against the Standardisation of English 2. Language Contact <ul style="list-style-type: none"> i. Bilingualism, Multilingualism, Language Planning ii. Code Switching and Code Mixing iii. Pidgins and Creoles iv. Borrowing v. Esperanto vi. Language Maintenance, Language shift and Death of Language 	
Unit III	Semantics	15
	1. Nature of Semantics 2. Seven Types of Meaning 3. Lexical Semantics <ul style="list-style-type: none"> i. Synonymy, Antonymy 	

	<ul style="list-style-type: none"> ii. Homonymy (Homophones, Homographs), Polysemy iii. Hyponymy, Superordinate Terms iv. Metonymy, the Concept of Prototype 	
Unit IV	Speech Act Theory and Discourse Analysis	15
	<p>1. Semantics and Pragmatics: Differences</p> <p>2. J. L. Austin's Speech Act theory:</p> <ul style="list-style-type: none"> i. Constative and Performative Utterances ii. Felicity Conditions iii. Locutionary, Illocutionary and Perlocutionary Acts <p>3. J. R. Searle's Typology of Speech Acts:</p> <ul style="list-style-type: none"> i. Assertive ii. Declaratives iii. Expressives iv. Directives v. Commissives <p>4. Direct and Indirect Speech Acts</p> <p>5. The Concepts of Entailment, Presupposition and Implicatures</p> <p>6. The Concept of Discourse:</p> <ul style="list-style-type: none"> i. Cohesion and Coherence ii. Turn Taking and Adjacency Pairs <p>7. Conversational Principles</p> <ul style="list-style-type: none"> i. Politeness in Conversation : Concept of Face ii. Maxims of Politeness Principle (as given by Lakoff and Leech) iii. Co-operation in Conversation: Maxims of Cooperative Principle iv. Observation and Violation of CP and PP in Conversation 	

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Syllabus for (M.A. English I - Literary Criticism and Theory)

(M.A. Part I-English)

2021-22 (CBCS – Autonomy 21 Pattern)

Course/ Paper Title	Paper 1.4 - Literary Criticism and Theory
Course Code	21AME114
Semester	I
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To introduce students to the nature, function and relevance of literary criticism and theory.
2.	To provide a critical understanding of history and development of literary theory and criticism.
3.	To introduce them to various important critical approaches and their tenets
4.	To encourage them to deal with highly intellectual and radical content and thereby develop their logical thinking and analytical ability

Expected Course Specific Learning Outcome

Sr. No.	Learning Outcome
1.	Students will be familiar with nature, functions and relevance of literary criticism.
2.	Students will know about the history and development of literary theory and criticism.
3.	Students will develop the skill of attempting a close reading of the text.

Syllabus

Unit No	Title with Contents	No. of Lectures
Unit I	Classical Criticism	15
	<ol style="list-style-type: none"> 1. Introduction to literary Criticism 2. Classical Criticism (Background) 3. Aristotle- Poetics (Chapter 6 to 10) 4. S.N Dasgupta - Theory of Rasa 5. Longinus- On the Sublime 	
Unit II	Neoclassical Criticism	15
	<ol style="list-style-type: none"> 1. Neoclassical Criticism (Background) 2. Aphra Behn- Preface to The Lucky Chance 3. Samuel Johnson- Preface to Shakespeare 	
Unit III	Romanticism and Victorian Criticism	15
	<ol style="list-style-type: none"> 1. Romantic Criticism Background 2. Victorian Criticism Background 3. Wordsworth- Preface to Lyrical Ballads 4. Mary Wollstonecraft-Vindication of the Rights of Women (Chapter II) 	
Unit IV	Modernism and New Criticism	15
	<ol style="list-style-type: none"> 1. Modernism 2. New Criticism 3. T. S. Eliot- Traditional and Individual Talent 4. Cleanth Brooks- The Language of Paradox 	

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(M.A. Part I-English)
2021-22 (CBCS – Autonomy 21 Pattern)

Course/ Paper Title	Paper 2.4 - Literary Criticism and Theory
Course Code	21AME124
Semester	II
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To familiarize students with the key ideas associated with various literary theories.
2.	To identify and to analyze cultural, social, ideological, historical, linguistic, and other aspects of works of literature.
3.	To develop sensibility and competence in them for practical application of critical approach to literary texts

Expected Course Specific Learning Outcome

Sr. No.	Learning Outcome
1.	Students will develop the skill of attempting a close reading of the text.
2.	Students will develop an aptitude for critical analysis of a literary text
3.	Students will interpret literary works in the light of various critical approaches.

Syllabus

Unit No.	Title with Contents	No. of Lectures
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Unit I	Structuralism and Post structuralism	15
	<ol style="list-style-type: none"> 1. Background- Structuralism and Post Structuralism 2. Tzvetan Todorov- Structural Analysis of Narrative 3. Michel Foucault- What is an Author? 	
Unit II	Psychoanalysis and Reader Response Criticism	15
	<ol style="list-style-type: none"> 1. Background- Psychoanalysis and Reader Response Criticism 2. Lionel Trilling- Freud and Literature 3. Wolfgang Iser- Interaction between Text and Reader 	
Unit III	Marxist Criticism and Cultural Studies	12
	<ol style="list-style-type: none"> 1. Background- Marxist Criticism and Cultural Studies 2. Terry Eagleton- Marxism and Literary Criticism (Chapters 1&2) 3. Stuart Hall- Cultural Identity and Diaspora 	
Unit IV	Feminist Criticism and Post colonialism	12
	<ol style="list-style-type: none"> 1. Background- Feminist Criticism and Post colonialism 2. Simone de Beauvoir: Woman's Situation and Character, Chapter 6 (from <i>The Second Sex</i>) 3. Bill Ashcroft- Cutting the Ground: Critical Models of Post-Colonial Literatures (Chapter 1- <i>Empire Writes Back</i>) 	
Unit V	Pragmatics	06
	<ol style="list-style-type: none"> 1. Pragmatics- Introduction 2. Jacob L Mey- The Theory of Pragmatic Acts 	

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