



**SOPHIA COLLEGE FOR WOMEN
(AUTONOMOUS)**

Affiliated to

UNIVERSITY OF MUMBAI

Programme: B. A. English

Programme Code: SBAENG

**F.Y.B.A.
2022-23**

(Choice Based Credit System with effect from the year 2022-23)

Programme Outline : FYBA (SEMESTER I)

Course Code	Unit No	Name of the Unit	Credits
SBAENG101		INTRODUCTION TO LITERATURE (CHILDREN'S LITERATURE)	3
	1	A. Introduction to Children's Literature (theoretical concepts, historical overview, socio-cultural perspectives) B. Poetry	
	2	Fairy Tales	
	3	Fables	
	4	Graphic Narratives	

Programme Outline : FYBA (SEMESTER II)

Course Code	Unit No	Name of the Unit	Credits
SBAENG201		INTRODUCTION TO LITERATURE (CLASSICAL LITERATURE)	3
	1	Epic	
	2	Classical Drama	
	3	Poetry and Narrative	
	4	Revisions and Retellings	

Preamble:

The syllabus of the Department of English covers a wide range of literary, cultural and theoretical texts from various time periods and cultures. Students are exposed to a wide range of texts from various periods of English literature (from the Renaissance to the 21st century), Indian literature in English and American literature. Students are encouraged to question the boundaries of what constitutes literature. The syllabus incorporates diverse areas of study such as children's literature, popular fiction, visual arts, cyberculture studies, film studies, fan fiction, disability studies, food studies, climate studies, and performance studies. Students are trained to critically analyse the prescribed texts and their relationship with the cultural contexts in which they are produced and consumed. Ample space is given to texts - literary, visual, cinematic - produced by members of socially marginalised groups.

Students are encouraged to participate in class discussions and to engage creatively with the syllabus. They are given an opportunity to work both independently and in teams. Emphasis is placed on collaborative, research-based peer learning. The Department of English has organised a wide range of events such as national and international seminars and conferences, film screenings, stage productions, writing and theatre workshops to complement the classroom-based learning process.

The programme equips students with skills such as critical thinking, writing, editing, creative writing and independent thinking and prepares them for careers in fields like academia, publishing, journalism, law, media, management, civil services, social work, human resources etc.

PROGRAMME OBJECTIVES

PO 1	To enable them to view the connections between the histories of literary traditions across cultures
PO 2	To enable students to create linkages between socio-historical contexts and literary texts
PO 3	To train students to develop skills for a critical and analytical understanding of texts
PO 4	To enhance students' responsiveness to literature, and to sharpen their awareness of the literary use of language
PO 5	To introduce students to literary and cultural theories
PO 6	To help students understand the intersectional nature of contemporary literary and cultural theory
PO 7	To enable students to apply theory to examine issues of privilege and oppression in multiple areas of life as represented in texts

PROGRAMME SPECIFIC OUTCOMES

PSO 1	Learners will be able to understand the link between texts and the cultural contexts in which they are produced and consumed.
PSO 2	Learners will be able to apply theory to a range of texts.
PSO 3	Learners will be able to understand the interdisciplinary nature of contemporary academic studies.
PSO 4	Learners will be able to understand the intersectional nature of contemporary literary and cultural theory.
PSO 5	Learners will be able to interrogate the construction of the canon.
PSO 6	Learners will be able to apply the critical skills that they acquire through the course, to texts beyond the scope of the syllabus.

SEMESTER 1

NAME OF THE COURSE	INTRODUCTION TO LITERATURE (CHILDREN'S LITERATURE)	
CLASS	FYBA	
COURSE CODE	SBAENG101	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To introduce students to children's literature
CO 2.	To familiarise them with the characteristic features of the major genres of children's literature
CO 3.	To help students understand the intersectional nature of contemporary literary and cultural theory
CO 4.	To enable students to apply theory to examine issues of privilege and oppression in multiple areas of life as represented in literature

COURSE LEARNING OUTCOMES:

CLO 1.	Learners will be able to understand the link between texts and the cultural contexts in which they are produced and consumed.
CLO 2.	Learners will be able to apply theory to a range of texts.
CLO 3.	Learners will be able to understand the interdisciplinary nature of contemporary academic studies.
CLO 4.	Learners will be able to understand the intersectional nature of contemporary literary and cultural theory.
CLO 5.	Learners will be able to apply theory to examine issues of privilege and oppression in multiple areas of life as represented in literature.
CLO 6.	Learners will be able to interrogate the construction of the canon.

UNIT 1	A. Introduction to Children's Literature (theoretical concepts, historical overview, socio-cultural perspectives) (15 lectures)
1.1	<p>Selections from Peter Hunt's <i>Understanding Children's Literature</i></p> <ul style="list-style-type: none"> • "Introduction: The World of Children's Literature Studies" • "Essentials: What is Children's Literature? What is Childhood?" • "The Impossibility of Innocence: Ideology, Politics, and Children's Literature"
1.2	<p>Poetry:</p> <p>Edward Lear: "The Owl and the Pussy-Cat" "The Pobble Who Has No Toes"</p> <p>Sukumar Ray: "A Marriage is Announced" "An Invitation" "Hotch-Potch" "Super-Beast" "The Hand of Fate" "The Pursuit of Science" "The Encyclopedia"</p>
UNIT 2	Fairy Tales (15 lectures)
2.1	Selections from Peter Hunt's <i>Understanding Children's Literature</i> : "From Sex-Role Stereotyping to Subjectivity: Feminist Criticism"
2.2	Selections from Marina Warner's <i>Once Upon a Time: A Short History of Fairy Tale</i>
2.3	<i>Grimm's Fairy Tales</i> : "Little Red Cap" and its retellings by Roald Dahl, Angela Carter and Carol Ann Duffy
UNIT 3	Fables (15 lectures)
3.1	<p>The <i>Panchatantra</i>: "Estrangement of Friends"</p> <p>or</p> <p>Selections from <i>Hitopadesha</i></p>
UNIT 4	Graphic Narratives (15 lectures)
4.1	Deepa Sreenivas: Introduction to <i>Sculpting a Middle Class: History, Masculinity and the Amar Chitra Katha in India</i>

4.2	<i>Amar Chitra Katha: Brave Women of India: “Rani of Jhansi”</i>

REFERENCES:

1. Abrams, M.H. *Glossary of Literary Terms*. India, Macmillan Publishers, 2000.
2. Bennett, Andrew and Nicholas Royle. *Introduction to Literature Criticism and Theory*. Great Britain: Pearson Education Limited, 2004.
3. Cavanagh, Dermot Alan Gillis, Michelle Keown, James Loxley and Randall Stevenson (Ed). *The Edinburgh Introduction to Studying Literature*. Edinburgh: Edinburgh University Press, 2010.
4. Edmond Gore and Alexander Holmes. *What is Poetry?* England, Nabu Press, 2010.
5. Fowler, Roger. (Ed.). *A Dictionary of Modern Critical Terms*. (Rev. Ed.) London: Routledge & Kegan Paul, 1987.
6. Gibson Arthur. *What is Literature*, Peter Lang Pub Inc, 2007.
7. Hunt, Peter. *Understanding Children’s Literature*. London and New York: Routledge, 2002.
8. Mc Cloud, Scott. *Understanding Comics: The Invisible Art*. Ney York: Harper Perennial, 1994.
9. Nikolajeva, Maria. *Aspects and Issues in the History of Children’s Literature*. Westport, Connecticut and London: Greenwood Press,1995.
10. Pai, Anant. *Brave Women of India*. Amar Chitra Katha.
11. Ramanujan, A.K. *Folktales from India: A Selection of Oral Tales from Twenty-two Languages*, Paw Prints,2008.
12. Ray, Sukumar. Chaudhuri, Sukanta. *The Select Nonsense of Sukumar Ray*. Oxford University Press, 1997.
13. Sarma, Visnu., Chandra Rajan. *The Panchatantra*. India: Penguin Books, 1993.
14. Tatar, Maria. *The Classic Fairy Tales*. New York and London: W.W. Norton and Company,1998.

ASSESSMENT DETAILS

Internal Assessment (50 marks)

Students will be asked to submit assignments on the areas of their choice from the options indicated below. Students may pursue

- a thematic analysis of texts prescribed in the list
- a comparative analysis of two or more texts from the list
- an analysis of visual adaptations of the texts from the list
- an analysis of literary adaptations of the texts prescribed in the list

List of areas/texts:

- Tales of Tenali Raman and Akbar-Birbal
- Detective fiction for children- *The Famous Five* series, *The Secret Seven* series, *Nancy Drew* Series, *The Hardy Boys* series
- Tales from A.K. Ramanujan's *Folktales from India*
- Lewis Carroll: *Alice's Adventures in Wonderland*
- Lewis Carroll: *Through the Looking Glass*
- Rudyard Kipling: *The Jungle Book*
- L. Frank Baum: *The Wonderful Wizard of Oz*
- Johanna Spyri: *Heidi*

Semester End Examination –External Assessment (50 marks)

Duration: 2 hours

- Q.1 Essay on Unit 1 (1 out of 2) (10 marks)
 Q.2 Essay on Unit 2 (1 out of 2) (10 marks)
 Q.3 Essay on Unit 3 (1 out of 2) (10 marks)
 Q.4 Essay on Unit 4 (1 out of 2) (10 marks)
 Q.5 Short notes on all units (2 out of 4) (10 marks)

SEMESTER 2

NAME OF THE COURSE	INTRODUCTION TO LITERATURE (CLASSICAL LITERATURE)	
CLASS	FYBA	
COURSE CODE	SBAENG201	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To introduce students to classical literature
CO 2.	To familiarise them with the characteristic features of the major genres of the period
CO 3.	To help students understand the intersectional nature of contemporary literary and cultural theory
CO 4.	To enable students to apply theory to examine issues of privilege and oppression in multiple areas of life as represented in literature

COURSE LEARNING OUTCOMES:

CLO 1.	Learners will be able to understand the link between texts and the cultural contexts in which they are produced and consumed.
CLO 2.	Learners will be able to apply theory to a range of texts.
CLO 3.	Learners will be able to understand the interdisciplinary nature of contemporary academic studies.
CLO 4.	Learners will be able to understand the intersectional nature of contemporary literary and cultural theory.
CLO 5.	Learners will be able to apply theory to examine issues of privilege and oppression in multiple areas of life as represented in literature.
CLO 6.	Learners will be able to interrogate the construction of the canon.

UNIT 1	Epic (15 lectures)
1.1	William Allan: Selections from <i>Classical Literature: A Very Short Introduction</i>
1.2	Vijaya Guttal: “The <i>Iliad</i> and the <i>Ramayana</i> as Tragic Epics”
1.3	Sally J. Sutherland: “Sita and Draupadi: Aggressive Behavior and Female Role-Models in the Sanskrit Epics”
1.4	Komal Agarwal: “Draupadi Jeopardizing Jurisprudence: A Critical Analysis of Dharma as Law in the Light of Draupadi’s Question(s) in the Sabha”
1.5	Homer: Selections from the <i>Iliad</i>
1.6	Selections from the <i>Mahabharata</i>
UNIT 2	Classical Drama (15 lectures)
2.1	William Allan: Selections from <i>Classical Literature: A Very Short Introduction</i>
2.2	Ian C. Storey and Arlene Allan: Selections from <i>A Guide to Ancient Greek Drama</i>
2.3	Aristotle: Selections from <i>Poetics</i>
2.4	Euripides: <i>Medea</i> or Sophocles: <i>Oedipus the King</i>
UNIT 3	Poetry and Narrative (15 lectures)
3.1	William Allan: Selections from <i>Classical Literature: A Very Short Introduction</i>
	Selections from Sappho’s fragments: 1, 17, 30, 94, 96
	Selections from Ovid’s <i>Metamorphoses</i> : Book 1: “Prologue”, “The Creation”, “Daphne” Book 3: “Teiresias”, “Narcissus and Echo” Book 6: “Tereus, Procne and Philomela” Book 8: “Daedalus and Icarus” Book 10: “Pygmalion”
UNIT 4	Revisions and Retellings (15 lectures)

REFERENCES:

1. Abrams, M.H. *Glossary of Literary Terms*. India, Macmillan Publishers, 2000.
2. Allan, Arlene., Ian C. Storey. *A Guide to Ancient Greek Drama*. Blackwell Publishing, 2005.
3. Ashliham D.L., Rackham Arthur, and Stade George. *Aesop's Fables*. New York: Barnes and Nobles Classics, 2003.
4. Bloom, Harold. *Interpretations: Sophocles' Oedipus Rex*. Yale: Chelsea House Publishers, 2007.
5. Bloom, Harold. *Interpretations: Homer's Iliad*. Yale: Chelsea House Publishers, 2006.
6. Homer., E V. Rieu, P V. Jones, and D. C. H. Rieu. *The Iliad*. London: Penguin Books, 2003.
7. Longinus., William Smith. *Dionysius Longinus on the Sublime*. Dublin: S. Powell, 1740.
8. Ovid., Mary M. Innes. *The Metamorphoses of Ovid*. Harmondsworth, Middlesex, England: Penguin Books, 1968.
9. Plato., Henry D. P. Lee. *The Republic*. Translated with an Introduction by Desmond Lee. 2nd Ed. Harmondsworth: Penguin, 1974.
10. Sappho., Jim Powell. *The Poetry of Sappho*. Oxford: Oxford University Press, 2007. Print.
11. Sophocles., Robert Fagles, and Bernard Knox. *The Three Theban Plays*. Harmondsworth, Middlesex, England; New York, N.Y.: Penguin Books, 1984.

ASSESSMENT DETAILS**Internal Assessment (50 marks)**

Students will be asked to submit assignments on the areas of their choice from the options indicated below. They may pursue:

- a thematic analysis of texts prescribed in the list
- a comparative analysis of two or more texts from the list

List of areas/texts:

- Chitra Banerjee Divakaruni: *The Palace of Illusions*
- Chitra Banerjee Divakaruni: *The Forest of Enchantments*
- Mahasweta Devi: *After Kurukshetra : Three Stories* (“The Five Women”, “Kunti and Nishadin”, “Souvali”) from and
- Mahasweta Devi: “Draupadi”
- Iravati Karve: *Yuganta*

Semester End Examination –External Assessment (50 marks)

Duration: 2 hours

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|-----|---------------------------------------|------------|
| Q.1 | Essay on Unit 1 (1 out of 2) | (10 marks) |
| Q.2 | Essay on Unit 2 (1 out of 2) | (10 marks) |
| Q.3 | Essay on Unit 3 (1 out of 2) | (10 marks) |
| Q.4 | Essay on Unit 4 (1 out of 2) | (10 marks) |
| Q.5 | Short notes on all units (2 out of 4) | (10 marks) |