



अंग्रेज़ी एवं विदेशी भाषा विश्वविद्यालय

हैदराबाद - ५००००७

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY

HYDERABAD – 500 007

MA English Literature / MA CAFETERIA

MA TWO YEARS PROGRAMME IN ENGLISH LITERATURE

SEMESTER I (August - December 2026)

COURSE DESCRIPTION

Course title	19 th Century American Poetry
Category (Mention the appropriate category (a/b/c) in the course description.)	b) Existing course with revision. (Percentage of revision – 30 %) (Added more number of poets to the syllabus)
Course code	MAENGLITC581 (Specialised) MAENGLITC561 (Cafeteria)
Semester	I
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Monday 2-4 p.m. Wednesday 2 – 4 pm
Name of the teacher	Dr. Anumula Sreedevi
Course description	A brief overview of the course 19th Century American Poetry This course offers a comprehensive study of nineteenth-century American poetry and its major literary and intellectual movements that shaped the evolution of American literary consciousness. Beginning with <u>American Romanticism</u>, the course examines the emergence of imagination, emotion, nature, individuality, and the poetic self as central concerns in American literature. Through the works of Emily Dickenson students will explore how American poets sought to create a distinct national voice. The course then engages with <u>Transcendentalism</u> as a significant philosophical and literary movement that emphasized intuition, self-reliance, the spiritual unity of humanity and nature, and the idealism of the individual mind. The writings and poetic visions of and Whitman

will be studied in relation to the intellectual and cultural aspirations of nineteenth-century America. The course also investigates how transcendental thought influenced later developments in American poetics and modern literary consciousness. A major component of the course focuses on American Gothicism, which emerged as a countercurrent to Romantic optimism and transcendental idealism.. Through the poetry of Edgar Allan Poe and related traditions, students will examine the tensions between reason and irrationality, spirituality and decay, and the visible and invisible aspects of reality in American culture.

The course further foregrounds African American literary traditions and abolitionist poetics through the works of Frances Ellen WatkinsHarper and Paul Laurence Dunbar. These texts introduce students to issues of race, slavery, freedom, literacy, identity, and social justice while expanding the understanding of nineteenth-century American poetry beyond dominant canonical traditions.

The course also aims to trace the transition from nineteenth-century poetic traditions to twentieth-century modernist experimentation through selective readings from poets such as Wallace Stevens, enabling students to understand the continuity and transformation of American poetic expression across literary periods. Overall, the course situates American poetry as an evolving intellectual, cultural, and aesthetic tradition shaped by multiple voices, philosophies, and historical experiences.

Poets and Important Texts chosen for the study:

Walt Whitman

“Song of Myself” (selected sections)

“Crossing Brooklyn Ferry”

“Out of the Cradle Endlessly Rocking”

“When Lilacs Last in the Dooryard Bloom’d”

Emily Dickinson

“Because I could not stop for Death”

	“I heard a Fly buzz” “After great pain, a formal feeling comes” Edgar Allan Poe “The Raven” “Annabel Lee” Frances Ellen Watkins Harper “Bury Me in a Free Land” “Learning to Read” Paul Laurence Dunbar “We Wear the Mask” “Sympathy” Wallace Stevens “Sunday Morning” “The Emperor of Ice-Cream” “Thirteen Ways of Looking at a Blackbird” “The Snow Man” i) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) This course is designed to make students– PO2 - Develop aesthetic and philosophical understanding of key concepts, ideas and theories of 19th Century American Poetry. PO5- Obtain advanced skills including close reading and critical thinking skills required to analyze and interpret literary and other cultural texts. PO8- Develop an understanding of, visual cultures, performative, popular, oral cultures, and their relevance in Education. Application of knowledge and skills. PO9- Apply critical thinking skills and creative abilities in personal and professional contexts. PO10 - Interpret and analyze texts in their social, historical,
--	---

	political, and cultural contexts. PO11- Acquire transferable skills in writing to relatively recent domains Generic learning outcomes. PO13 - Develop research writing skills to enable the publication of high quality academic papers. PO14-Develop holistic and pluralistic perspectives on regional, national, and global understanding of issues resulting from interdisciplinarity of courses. PO15- Develop ethical decision making aligned to the principles of accountability, fairness, integrity, and Life skills. PO16 - Empower students to become critical thinkers, and scholars. III Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d) Learning Outcomes – a) Domain specific outcomes a) Understand the condition of 19th Century American Poetry in its historical and cultural dimensions. a) Gain critical knowledge of this literature in its variously articulated versions. b) Identify and explicate the salient features of 19th Century American Poetry through close reading of the representative texts across genres that are prescribed for study. Learn major characteristics, concerns, techniques, and practices of modern poetry. b) Trace the main concern of 19th Century American Poetry with focus on free verse, symbolism, realism, allusion. b) Acquire knowledge of some of the literary, critical, social and ideological preoccupations of 19th
--	--

	Century American Poetry. c) Relate their comprehension of poetry to the role and relativity of the reader's own discursive context. Evaluate and appreciate poems critically. c) Develop critical thinking and write critical essays using various approaches on the prescribed topics. Acquire knowledge of various movements of 19th Century American Literary age c) Skill enhancement c) Apply the skills gained from this exercise to interpretive analysis of other texts with an eye for their singularity and categorizable characteristics. c) Make a distinction between literary/artistic movements as period-bound, culturally and historically specific phenomena and in terms of characteristics that can be found in multiple epochs of history. d) Write and publish theoretically nuanced academic papers that show awareness of language and representation, unique textual concerns, literary devices, and ideological/counter-ideological engagements demonstrated by American Literary trends.
Course delivery	Lecture/Seminar
Evaluation scheme	Internal – 40% Sit in exam/ Seminar End-semester 60% Sit in exam / Research Paper
Reading list	Essential reading: 1. Bloom, Harold, editor. Walt Whitman. Chelsea House Publishers, 1985. 2. Bloom, Harold. Wallace Stevens: The Poems of Our Climate. Cornell UP, 1977. 3. Brooks, Cleanth. Modern Poetry and the Tradition. University of North Carolina Press, 1939. 4. Gray, Richard. A History of American Literature. Wiley-Blackwell, 2011. 5. Harper, Frances Ellen Watkins. Poems on Miscellaneous Subjects. Oxford UP, 1988. 6. Hughes, Langston. The Weary Blues. Knopf, 1926.

7. Matthiessen, F. O. *American Renaissance: Art and Expression in the Age of Emerson and Whitman*. Oxford UP, 1941.
8. Parini, Jay, editor. *The Columbia History of American Poetry*. Columbia UP, 1993.
9. Poe, Edgar Allan. *The Raven and Other Poems*. Dover Publications, 1993.
10. Reynolds, David S. *Walt Whitman's America: A Cultural Biography*. Vintage Books, 1996.
11. *The Norton Anthology of American Literature*. Edited by Robert S. Levine, shorter 10th ed., W. W. Norton, 2022.
12. Wolff, Cynthia Griffin. *Emily Dickinson*. Addison-Wesley, 1986.

Suggested reading

1. Gelpi, Albert. *A Coherent Splendor: The American Poetic Renaissance, 1910–1950*. Cambridge UP, 1987.
2. Howe, Susan. *My Emily Dickinson*. North Atlantic Books, 1985.
3. Jarrell, Randall. *Poetry and the Age*. Alfred A. Knopf, 1953.
4. Perkins, David. *A History of Modern Poetry: From the 1890s to the High Modernist Mode*. Belknap Press of Harvard UP, 1976.
5. Pearce, Roy Harvey. *The Continuity of American Poetry*. Princeton UP, 1961.
6. Poirier, Richard. *Poetry and Pragmatism*. Harvard UP, 1992.
7. Reynolds, David S. *Beneath the American Renaissance: The Subversive Imagination in the Age of Emerson and Melville*. Harvard UP, 1988.



अंग्रेज़ी एवं विदेशी भाषा विश्वविद्यालय

हैदराबाद - ५००००७

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY

HYDERABAD – 500 007

MA English Literature / MA CAFETERIA

SEMESTER I (August - December 2026)

MA TWO YEARS PROGRAMME IN ENGLISH LITERATURE

COURSE DESCRIPTION

Course title	Literature, Disease, and Society: An Introduction to Medical Humanities
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	MAENGLITE560 (Specialised) MAENGLITE580 (Cafeteria)
Semester	I
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Tuesday: 9 am to 11 am and Thursday: 9 am to 11 am
Name of the teacher/s	Dr. Jai Singh
Course description	Include the following in the course description ii) A brief overview of the course Linguistic artifacts, especially literature and allied discourses, have always played a very important role in the cognition of disease. Hence, it is pertinent to understand how diseases are represented in literature. One of the earliest examples of the representation of disease in literature is <i>The Nature of Things</i> by Lucretius a Roman poet and philosopher. Lucretius, while deliberating on the disease, uses principles of natural science to understand it and grounds it in atomic theory. The representation of disease also becomes a contested field wherein “the struggle for rhetorical ownership of illness: how it is possessed, assimilated in argument and in cliché. The age-old, seemingly inexorable process whereby diseases acquire meanings” (Sontag: 93-94). This course will focus on various aspects of the relationship between the disease and its discursive understanding. iii) Objectives of the course in terms of Program Specific Outcomes (PSO of the Program under which the course is being offered)

	Objectives: To discuss how literature helps us understand the nature of human illness and suffering? Can written works of art, classic and contemporary, that depict moments of compassion and compassionate acts, lay bare the moral, psychological, and physical reality of suffering? iv) Learning outcomes—a) domain-specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d) Learning Outcomes: a) Discuss and demonstrate the use of literature as one method of enhancing empathy, imaginative identification, and the moral imagination. b) Describe how the arts and humanities provide insight into the human condition, suffering, and compassion. Medical Humanities is emerging as a promising area within the healthcare industry. There is a good chance that students will be absorbed into this industry. There are many good fellowships (at the international level) that students can avail themselves of if they opt for higher studies.
Course delivery	Lecture /Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Internal (modes of evaluation): Research Paper End-semester (mode of evaluation): Written Exam *Please note that open-book examination is permissible only for courses offered as part of MA programs and subject to approval by the Head of the Department/Dean of the School concerned
Reading list	Essential reading Texts Prescribed for Study: Sylvia Plath, "Lady Lazarus" (poem) T S Eliot's Selected Poems S T Coleridge's <i>The Rime of the Ancient Mariner</i> J.M. Coetzee, <i>Disgrace</i> Anne Sexton, "Doctors" (poem) Mary Oliver, "When Death Comes" (poem) Anton Chekov, "Ward #6" (short story) Susan Sontag "Illness as Metaphor" (book/essay) Sylvia Plath <i>The Bell Jar</i> (book) C.S. Lewis <i>A Grief Observed</i> (book) Albert Camus, <i>The Plague</i> (novel) Virginia Woolf, excerpt from <i>Mrs. Dalloway</i> (novel) Franz Kafka, "The Metamorphosis" (story) AtulGawande, "When Doctors Make Mistakes" (essay) Consumption and Literature: The Making of the Romantic Disease by

Clark Lawlor

Additional reading

Consumption and Literature: The Making of the Romantic Disease by Clark Lawlor

Disease and Death in Eighteenth-Century Literature and Culture

Edited by Allan Ingram and Leigh Wetherall Dickson

Fictions of Disease in Early Modern England Bodies, Plagues and Politics by Margaret Healy

Imagining Contagion in Early Modern Europe Edited by Claire L. Carlin

Medical Humanities Companion volume one Symptom Edited by

Martyn Evans, Rolf Ahlén, Iona Heath, and Jane Macnaughton

Medicine, Health and the Arts Approaches to the medical humanities

Edited by Victoria Bates, Alan Bleakley, and Sam Goodman

Plague And The Athenian Imagination: Drama, history and the cult of Asclepius by Robin Mitchell-Boyask

Popular Medicine, Hysterical Disease, and Social Controversy in Shakespeare's England by Kaara L. Peterson

Romanticism and Colonial Disease by Alan Bewell

Routledge Handbook of the Medical Humanities Edited by Alan Bleakley

The Literary Culture of Plague in Early Modern England by Kathleen Miller



अंग्रेजी एवं विदेशी भाषा विश्वविद्यालय

हैदराबाद - ५००००७

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD – 500 007

MA English Literature / MA CAFETERIA

SEMESTER I (August - December 2026)

MA TWO YEARS PROGRAMME IN ENGLISH LITERATURE

COURSE DESCRIPTION

Course title	John Milton's Poetry
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	MAENGLITC411 (Specialized & Cafeteria)
Semester	I
Number of credits	4
Maximum intake	20
Day/Time	Monday – 11am to 1pm Wednesday - 11am to 1pm
Name of the teacher/s	V Rajasekhar
Course description	i) A brief overview of the course The module consists of two parts. During the first part, students will have the opportunity to study about the origin and history of the epic as a literary form from the times of Greek writers. The course will begin with an introduction to Homer and the Oral tradition. Students will study about Epic features with examples from specific texts. Later, students will study about the English Epic and its background with specific reference to Paradise Lost. During the second part, students will be introduced to the other major works of John Milton such as "An Ode on the Morning of Christ's Nativity," "Elegy Written in a Churchyard," some Sonnets, and pamphlets. The module will be taught through the lecture mode. The Instructor will give an introduction to the general historical, and socio cultural background, which will explain the nature of the socio-philosophical thought. The texts will be approached through both comparative studies and individual close readings involving the class. Discussion within the group forms an essential element within this module, and therefore, it is absolutely essential that all class members have read the assigned material before the class commences. ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)

	1. Students can acquire a good understanding of the literary and intellectual aspects of the ancient Greek period. 2. Learn about origin and progress of the Epic as a literary genre. Get to know about the features of the Epic. 3. Understand the way Epic traditions evolved through various and political and cultural settings. 4. Examine Roman and Medieval Epics and their significance in the larger scope of the Epic as an expression of a by-gone civilization. 5. Gain a close understanding of the period through the detailed study of select poems, plays, prose works and life writings of John Milton. 6. Acquire critical thinking skills to analyse ancient poetic works so as to gain skills for a career in Humanities and research. • Programme Specific Outcomes (PSOs) PSO1: Demonstrate a critical understanding of the Epic with its foundational milestone of the Early ancient period. PSO2: Analyze the socio-cultural impact of the Epic as a literary genre. PSO3: Evaluate literary and cultural texts as agents and critiques of political agencies such as power, marriage, independence of the press, individualism, and the rise of England as a nation. PSO4: Study John Milton and his place as a literary giant. iii) Learning outcomes a) Domain-Specific Outcomes 1. Understand key intellectual and philosophical aspects of the middle age with specific reference to Puritanism. 2. Gain an orientation of the development of English as a language in relation to its poetry. 3. Look at the emergence of literary criticism as attempted by John Milton and other critics. b) Skill Enhancement 1. Develop interdisciplinary analytical skills by studying English poetry alongside philosophy and religion. 2. Gain critical skill to explore the inter-sectionality with respect to studying different literary texts. 3. Enhance critical writing and academic presentation skills through
--	---

	contextual and comparative textual analysis c) Employability Quotient: 1. Prepares students for careers in creative writing and academic writing. 2. Prepare students to become teaching faculty and researchers in the domain of Humanities at colleges and universities 3. Equips learners with analytical and communication skills in the area of content writing. 4. Builds foundational knowledge for advanced research in Classical Literature, Disability Studies, Christian studies and the history of English Literature.
Course delivery	Lecture
Evaluation scheme	Internal Assessment, final term paper. Students will have to submit periodical assignments and the course will conclude with an end-of-term examination.
Reading list	Essential reading: The Poetry of John Milton by Gordon Teskey, 2015 (9780674286764) Additional reading: 1. Lord Albert Bales Title: "The Singer of tales" 2. Tillyard, E.M.W. Title: " The English epic and its background" 3. "The Cambridge Companion to Milton" /edited by Dennis Danielson. 4. Fish. Stanley Eugene Title: "John Milton : a reader's guide to his poetry" 5. "Paradise lost" an authoritative text, Backgrounds and sources, criticism / John Milton; Edited by Scott Eiledge. 6. {Preface to Paradise Lost} By C. S. Lewis 7. Structure in Milton's Poetry By Ralph W. Condee



अंग्रेज़ी एवं विदेशी भाषा विश्वविद्यालय

हैदराबाद - ५००००७

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY

HYDERABAD – 500 007

MA English Literature / MA CAFETERIA

SEMESTER I (August - December 2026)

MA TWO YEARS PROGRAMME IN ENGLISH LITERATURE

COURSE DESCRIPTION

Course title	Nineteenth Century British Novel
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing Course
Course code	MAENGLITC430 (Specialised) & MAENGLITC440 (Cafeteria)
Semester	I (AUGUST TO NOVEMBER 2026)
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Tuesday 11.00 a.m to 1.00 p.m Friday 11.00 a.m to 1.00 p.m
Name of the teacher/s	Dr. B. Venkat Rao
Course description	i. A Brief Overview of the Course The course is designed to provide participants a comprehensive understanding of notably selected Nineteenth-Century British novels. The course will encourage participants to get acquainted with different forms of narrative skills, literary aesthetics and themes. Through a close study of major novels of the period the participants will come to understand and analyze Victorian world view, the texts and contexts; and its complexities in relation to the social, cultural, political, religious and historical issues of the era. This course will also prepare participants for their active participation in classroom discussions on questions of religion, reform, sexuality, gender, class, colonialism, race, tradition, modernity and science. They subsequently are encouraged to come up with their own ideas and interpretations. The course involves a close reading of 6 novels. ii. Objectives of the Course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) 1) To be able to appreciate themes and issues, politics and aesthetics of fictional characteristics 2) To learn the critical outlook to theorize the complex realities such as religion, reform, sexuality, gender, class, race, tradition and modernity

3) To be able to understand the evolving literary phenomenon of social realism from romanticism.

4) To be exposed to a kaleidoscopic range of discussions, and prepared to articulate complex issues rationally.

5) To be able to apply the concepts and theories discussed on the course rationally and sensibly.

The course seeks to fulfill the following Programme Specific Outcomes. Upon successful completion of the programme, participants will have:

PO1: Gained critical understanding of the changing views on the nature and functions of literature across historical epochs.

PO2: Developed aesthetic and philosophical understanding of key concepts, ideas and theories in literary studies.

PO3: Understood research models, research trends, pedagogies, and debates in Literary studies.

PO4: Acquired knowledge of Digital and Critical Humanities, Indian, colonial and postcolonial Knowledge Systems.

PO6: Developed research skills including Identifying research areas of interest, and discussing various research methods in disciplinary and interdisciplinary literary studies

PO7: Developed presentation skills, employability skills, and advanced communication skills which would be valuable in professional undertakings such as government, IT, corporate agencies, publishing houses, educational sector, advertising, HR, marketing and media.

PO10: Interpreted and analysed texts in their social, historical, political, and cultural contexts.

PO13: Developed research writing skills to enable the publication of high-quality academic papers.

PO14: Developed holistic and pluralistic perspectives on regional, national, and global understanding of issues resulting from interdisciplinarity of courses.

iii. Learning Outcomes

Upon successful completion of the course, the students will:

a) domain specific outcomes

1) be able to appreciate themes and issues, politics and aesthetics of fictional characteristics

	2) learn the critical outlook to theorize the complex realities such as religion, reform, sexuality, gender, class, race, tradition and modernity 3) be able to understand the evolving literary phenomenon of social realism from romanticism. b) Skill Enhancement 1) Prepared to articulate complex literary issues rationally. 2) be able to apply the concepts and theories discussed on the course rationally and sensibly. 3) develop abilities in creative writing
Course delivery	The course will be delivered through lectures and classroom discussions and analyzing the film adaptation.
Evaluation scheme	Evaluation consists of two midterm assignments (40%) and a research paper to be submitted at the end of the semester (60%).
Reading list	Essential reading Jane Austen-<i>Emma</i> Emily Bronte-<i>Wuthering Heights</i> George Eliot- <i>Silas Marner</i> Charles Dickens- <i>Oliver Twist</i> Thomas Hardy- <i>Tess of the d'Urbervilles</i> Joseph Conrad- <i>Heart of Darkness</i> Additional/reference reading: Watt, Ian. "Realism and the Novel Form." <i>The Rise of the Novel: Studies in Defoe, Richardson and Fielding</i>, University of California Press, 1957 Flint, Kate. "The Victorian Novel and Its Readers." <i>The Cambridge Companion to the Victorian Novel</i>, edited by Deirdre David, Cambridge University Press, 2012 Eliot, Simon. "The Business of Victorian Publishing." <i>The Cambridge Companion to the Victorian Novel</i>, edited by Deirdre David, Cambridge University Press, 2012 Boris Ford (ed.) <i>The Pelican Guide to English Literature</i>. Volumes 5 and 6. A Penguin International Edition



अंग्रेजी एवं विदेशी भाषा विश्वविद्यालय

हैदराबाद - ५००००७

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD – 500 007

MA English Literature / MA CAFETERIA

SEMESTER I (August - December 2026)

MA TWO YEARS PROGRAMME IN ENGLISH LITERATURE

COURSE DESCRIPTION

Course title	The Early Modern Period: A Survey Course
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course with revision. Mention the percentage of revision and highlight the changes made
Course code	MAENGLITC410 (Specialized & Cafeteria)
Semester	1
Number of credits	4
Maximum intake	40
Day/Time	Tuesday- 2.00pm to 4.00pm Thursday - 2.00pm to 4.00pm
Name of the teacher/s	Dr Y Suresh Babu
Course description	BRIEF Overview The beginning of the early modern is marked by a few fundamental changes that occurred in the late fifteenth and early sixteenth centuries. In the realm of ideas, this is manifest in the shift away from the speculative medieval philosophies and a sudden spike in interest in the writings of scholars from ancient Greece and Rome, and a new emphasis on the use of observation as the basis of knowledge. This series of developments, known as the Renaissance, in turn led to paradigm-shifts in science and arts, with new ideas such as the heliocentric solar system and the redefinition of the human. The spread of these new ideas was aided by the development of printing using movable type, devised by Johannes Gutenberg. These developments were reflected/contributed to the birth of capitalism, the new economic system, and new social configurations. In religion, the power of the Catholic Church was considerably reduced through criticism of its theology and practices, which ultimately led to the emergence of Protestantism, that coincided with the emergence of individualism, the lynchpin of capitalism as an ideology. Colonization of non-European countries is another significant trend of this period. What began as Europe's discovery of new lands through voyages, and trade and commerce with the 'new' lands, it ended up as the rule of the major powers in Europe over 80% of the world for over 200 years. Literature and other cultural productions of this period were at the center of these developments, aiding/reflecting/critiquing the confluence of ideas that characterizes the early modern period.

Objectives:

1. To get a good understanding of the socio-economic configurations and intellectual traditions during the Early Modern period.
2. Understand the connection between art and life by considering Early Modern art and life as an illustrative example.
3. Gain a good overview of the relation between Continental movements in art and philosophy and their impact on British thought and art.
4. Understand the way European traditions have influenced British art forms and other cultural productions.
5. Get an overview of the major literary genres of the period and the key contributors to these genres.
6. Gain an in-depth understanding of the period through the detailed study of select poems, plays, prose writings, and life writings.
7. Reflect on the way European modernity emerged out of the Middle Ages, and trace the connection between these developments, and our Indian modernity.
8. Acquire critical thinking skills to analyze socio-cultural phenomenon to be equipped with skills for a career in teaching and research.

Course Outcomes

With regards to the

Conceptual understanding of the subject, the following Programme Specific Outcomes are related:

PO1

Gained critical understanding of the changing views on the nature and functions of literature across historical epochs.

PO2

Developed aesthetic and philosophical understanding of key concepts, ideas and theories in literary studies.

PO10

Interpreted and analyzed texts in their social, historical, political, and cultural contexts.

PO14

Developed holistic and pluralistic perspectives on regional, national, and global understanding of issues resulting from interdisciplinarity of courses.

Learning Objectives

With regard to domain-specific outcomes, students will be able to:

	1. Understand the major ideological, scientific, religious, and cultural shifts that shaped the early modern period in Europe. 2. Analyze literary texts in relation to the Renaissance, Reformation, the rise of capitalism, and colonial expansion. 3. Examine the development of humanism, print culture, and individualism through representative texts and thinkers Value Addition 1. Offers interdisciplinary insights linking literature with history, philosophy, religion, and science. 2. Provides a foundational understanding of Renaissance humanism and its ongoing relevance in cultural discourse. 3. Enhances critical engagement with early modern literary and non-literary texts as active participants in socio-political change. Skill Enhancement 1. Improves critical and historical reading of canonical and contextual texts 2. Develops the ability to evaluate literature as a medium of ideological critique and cultural transformation. 3. Strengthens skills in academic discussion, close reading, and intertextual analysis across disciplines. Employability Quotient 1. Builds foundational knowledge for academic careers in literary studies, cultural history, or interdisciplinary humanities. 2. Equips students with skills in research, analytical writing, and cultural interpretation relevant to teaching, publishing, media and archival work. 3. Supports preparation for higher studies and competitive exams that demand contextual literary knowledge and critical thinking.
Course delivery	Lecture and Seminar
Evaluation scheme	Internal 40% (modes of evaluation): Internal Assessment through take home assignments, classroom participation, presentations. End-semester 60%(mode of evaluation): final End-of-Semester Sit in-Examination.

Reading list	Essential Reading 1. An Apology for Poetry by Philip Sidney 2. The Jew of Malta by Christopher Marlow 3. Much ado about Nothing by William Shakespeare 4. The Alchemist by Ben Jonson 5. The Unfortunate Traveller by Thomas Nashe 6. Selections from Amoretti by Edmund Spenser 7. Selections from Essays by Francis Bacon 8. Thomas Wyatt and Henry Howard's Sonnets 9. Areopagitica by John Milton 10. Selections from The Longman Anthology of English Literature, Vol. 1 11. Selections from The Norton Anthology of English Literature, Vol. 1 12. Heller, Agnes. Renaissance Man. London: Routledge, 2017. 13. Greenblatt, Stephen. Renaissance Self-Fashioning: From More to Shakespeare. Chicago: University of Chicago Press, 2005. 14. Greenblatt, Stephen. Marvelous Possessions: The Wonder of the New World. Chicago: University of Chicago Press, 1992. Additional Reading Jardine, Lisa. Worldly Goods: A New History of the Renaissance. London: Macmillan, 1996. Burckhardt, Jacob. The Civilization of the Renaissance in Italy. (Any critical edition) Ferguson, Margaret W. Dido's Daughters: Literacy, Gender, and Empire in Early Modern England and France. Chicago: University of Chicago Press, 2003. Hadfield, Andrew. Literature, Politics and National Identity: Reformation to Renaissance. Cambridge University Press, 1994. Brotton, Jerry. The Renaissance Bazaar: From the Silk Road to Michelangelo. Oxford University
--------------	---



अंग्रेजी एवं विदेशी भाषा विश्वविद्यालय

हैदराबाद - ५००००७

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD – 500 007

MA English Literature / MA CAFETERIA

SEMESTER I (August - December 2026)

MA TWO YEARS PROGRAMME IN ENGLISH LITERATURE

COURSE DESCRIPTION

Course title	The 18 th Century English Novel
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course with revision
Course code	MAENGLITC420 (Specialized) & (Cafeteria)
Semester	I Semester (August–December 2026)
Number of credits	04
Maximum intake	–
Day/Time	Monday 09.00am – 11.00 am Wednesday 04.00 pm – 06.00 pm
Name of the teacher/s	Dr. Ankit Prasad
Course description	I) Course description: The eighteenth century was crucial for a form of writing that we take for granted today: the English novel. In this course, we will study some key novels to chart the development of this form from 1700 to 1799. We will pay attention to the social factors and philosophical ideas that were instrumental to this end, including Enlightenment rationalism, the rise of the middle class, and changing gender relations. We will also see how the eighteenth-century novel was never a singular entity, instead taking several forms and drawing upon existing genres: among others, the fictional (auto)biography, the epistolary form, the picaresque, the sentimental prose narrative, and the Gothic. II) Objectives of the course in terms of Programme Specific Outcomes Upon completion of the programme, students will have: PO1: gained critical understanding of the changing views on the nature and functions of literature across historical epochs. PO2: developed aesthetic and philosophical understanding of key concepts, ideas, and theories in literary studies.

	PO5: obtained advanced skills including close reading and critical thinking skills required to analyse and interpret literary and other cultural texts. PO7: developed presentation skills, employability skills, and advanced communication skills which would be valuable in professional undertakings. PO10: interpreted and analysed texts in their social, historical, political, and cultural contexts PO12: accomplished linguistic competence, nuanced articulation, cognitive rigour required for high achievement in multiple domains of employment. PO16: empowered students to become critical thinkers and scholars III) Learning outcomes: Upon successful completion of this course, students will be able to: a) domain specific outcomes • understand the English novel as it developed over the eighteenth century • appreciate the major authors, thematic concerns, and writing styles of this period • critically evaluate and respond to key texts b) skill-enhancement • develop critical thinking • engage in scholarly discourse, presentation, and writing
Course delivery	Lecture Student seminars
Evaluation scheme	Internal (seminar-type presentations/written exam): 40% End-semester (research paper/written exam): 60%
Reading list	<u>Essential reading:</u> We will choose five texts from the list below for close study: 1. Daniel Defoe, <i>Robinson Crusoe</i> (1719) 2. Jonathan Swift, <i>Gulliver's Travels</i> (1726) 3. Samuel Richardson, <i>Pamela</i> (1740) 4. Henry Fielding, <i>Tom Jones</i> (1749) 5. Laurence Sterne, <i>Tristram Shandy</i> (1759–67) 6. Horace Walpole, <i>The Castle of Otranto</i> (1764)

7. Frances Burney, *Evelina* (1778)
8. Ann Radcliffe, *The Mysteries of Udolpho* (1794)

Additional Reading:

- Armstrong, Nancy. *Desire and Domestic Fiction: A Political History of the Novel*. Oxford UP, 1987.
- Doody, Margaret Anne. *The True Story of the Novel*. Harper Collins, 1997.
- McKeon, Michael. *The Origins of the English Novel, 1600–1740*. Johns Hopkins UP, 1987.
- Probyn, Clive T. *English Fiction of the Eighteenth Century, 1700–1789*. Longman, 1987.
- Richetti, John. *The Cambridge Companion to the Eighteenth-Century Novel*. Cambridge UP, 2006.
- Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson, and Fielding*. U of California P, 2001 [1957].