

Syllabus template

Semester: PG1				
Programme : ENGLISH				
Course : LITERARY THEORY				
Paper code: M2C4EN26013T			Credits: 6	
Hours/week : 6				
Category: Core/MDC/SEC/VAC : CORE (MAJOR)				
Theory / Practical / Composite : THEORY				
No of Modules : 2				
<p>Course Overview: The course introduces students to key concepts and theories in literary theory, including gender and sexuality, reader-response theory, structuralism, post-structuralism, post-colonialism, cultural studies, new historicism, psychoanalysis, and posthumanism.</p>				
Course Outcome:				
1. Remember: Define the primary theoretical frameworks that make up 20 th and 21 st century theory.				
2. Understand: Explain and interpret relevant texts through theoretical frameworks				
3. Apply: Demonstrate the technical and philosophical skills acquired through nuanced analysis and presentations				
4. Analyze: Compare and examine relationships arising out of issues related to gender, history, politics, culture, etc.				
5. Evaluate: Critique and argue cultural assumptions and evaluate texts as cultural artefacts.				
6. Create: Develop and formulate unique approaches to texts in and outside the syllabus				
Prerequisites: Basic knowledge about any prior course				
SYLLABUS				
UNIT/Module	CONTENT	HOURS or NUMBER OF CLASSES	CO Mapping	COGNITIVE LEVEL
I.	<p><u>MODULE ONE</u> <u>Gender and Sexuality</u></p> <ul style="list-style-type: none"> • Mary Wollstonecraft: 'A Vindication of the Rights of Woman' • Virginia Woolf: From A Room of One's Own • Sandra Gilbert and Susan Gubar: From The Madwoman in the Attic, Chapter 2, "Infection in the Sentence: The Woman Writer and the Anxiety of Authorship" (Norton) • Helene Cixous: "The Laugh of the Medusa" (Norton) 	24	CO1 CO2 CO3 CO4 CO5 CO6	K1 K2 K3 K4 K5 K6

- Michel Foucault: From The History of Sexuality, Vol I, Part II: "The Repressive Hypothesis" (Norton)
- Adrienne Rich: From Compulsory Sexuality and Lesbian Existence (Norton)
- Eve Kosofsky Sedgwick: From Epistemology of the Closet, "Introduction: Axiomatic" (Norton)
- Judith Butler: From Bodies that Matter (Rice and Waugh)

Reader response theory

- Stanley Fish: "Interpreting the Variorum"
- Wolfgang Iser, "Interaction between Text and Reader" (Norton)
- Elizabeth A. Flynn: "Gender and Reading"
- Norman N. Holland: "The Question: Who Reads What How?"

Structuralism

- Ferdinand de Saussure: From Course in General Linguistics: Part I, Chapter I, "Nature of the Linguistic Sign"; Part II, Chapter IV, "Linguistic Value" (Norton)
- Roman Jakobson: From "Two Aspects of Language and Two Types of Aphasic Disturbances", 'Metaphoric and Metonymic Poles' (Norton)
- Claude Levi-Strauss: "The Structural Study of Myth"
- Gerard Genette: "Frontiers of Narrative"

Post-Structuralism

- Jean-François Lyotard: From The Postmodern Condition
- Michel Foucault: "What is an Author?" (Norton)
- Jacques Derrida: From "Structure, Sign and Play" (Rice and Waugh)

	<ul style="list-style-type: none"> • Roland Barthes: “Work to Text” (Norton), “The Death of the Author” • Jean Baudrillard: From Simulations: From “The Orders of Simulacra” (Rice and Waugh) <p><u>Short Notes</u> Author, Text, Reader, Ideology, Narrative, Reality, Truth, Identity, Nature (Final list of terms for short notes to be specified by the course instructor)</p>			
II.	<p><u>MODULE TWO</u> <u>Post-colonialism</u></p> <ul style="list-style-type: none"> • Frantz Fanon: From “The Wretched of the Earth” • Edward Said: “Introduction to Orientalism” • Homi K. Bhabha: “Signs Taken for Wonders” • Gayatri Chakravorty Spivak: From A Critique of Postcolonial Reason. From “Chapter 3. History” (Norton) <p><u>Cultural Studies & New Historicism</u></p> <ul style="list-style-type: none"> • Terry Eagleton: From Marxism and Literary Criticism • Stuart Hall: “Studies and Its Theoretical Legacies” • Raymond Williams: “Literature”, From Culture and Society • Stephen Greenblatt: From Renaissance Self-Fashioning, “Resonance and Wonder” (Rice and Waugh) • Michel Foucault: From The Archaeology of Knowledge, From Power • Jerome J. McGann: “The Text, the Poem, and the Problem of Historical Method” (Rice and Waugh) • Hayden White: “The Historical Text as Literary Artifact” (Norton) 	24	CO1 CO2 CO3 CO4 CO5 CO6	K1 K2 K3 K4 K5 K6

	<p><u>Psychoanalysis</u></p> <ul style="list-style-type: none"> • Sigmund Freud: “Beyond the Pleasure Principle”; From The Interpretation of Dreams • Jacques Lacan: “The Mirror Stage as Formative of the Function of the I as Revealed in Psychoanalytic Experience” (Norton) • Julia Kristeva: From Women’s Time, From Revolution in Poetic Language (Norton) <p><u>Posthumanism</u></p> <ul style="list-style-type: none"> • N. Katherine Hayles: From How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics, “How We Read: Close, Hyper, Machine” • Donna Haraway: From A Manifesto for Cyborgs: Science, Technology, and Socialist Feminism in the 1980s (Norton) 			
Text Books				
1. Philip Rice and Patricia Waugh eds., Modern Literary Theory				
2.				
3. TO BE SPECIFIED BY COURSE INSTRUCTORS				
Suggested readings				
1. Jonathan Culler: Literary Theory				
2. Winifred L. Guerin, Earle Labor, Lee Morgan Jeanne C. Reesman and John R. Willingham, A Handbook of Critical Approaches to Literature				
3. Vincent B. Leitch ed., The Norton Anthology of Theory and Criticism				
4. David Lodge ed., Twentieth Century Literary Criticism: A Reader				
5. Peter Barry: Beginning Theory				
6. Peter Barry: Issues in Contemporary Critical Theory				
7. Catherine Belsey: Critical Practice (Specific material to be given by course instructors)				
Web Resources				
1. TO BE SPECIFIED BY COURSE INSTRUCTORS				
2.				
3.				
4.				
Evaluation CIA: 30 25 marks Assessment 5 marks Attendance End-Semester: 70				

Paper Structure for Theory Semester Exam:

Module I:

Short notes: 1 x 10 (One out of three)

Essay type question: 1 x 15 (One out of two)

Essay type question: 1 x 15 (one out of two)

Module II:

Essay type question: 1 x 15 (One out of two)

Essay type question: 1 x 15 (one out of two)

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Remember: Define the primary theoretical frameworks that make up 20th and 21st century theory.	K1
CO2	Understand: Explain and interpret relevant texts through theoretical frameworks	K2
CO3	Apply: Demonstrate the technical and philosophical skills acquired through nuanced analysis and presentations	K3
CO4	Analyze: Compare and examine relationships arising out of issues related to gender, history, politics, culture, etc.	K4
CO5	Evaluate: Critique and argue cultural assumptions and evaluate texts as cultural artefacts.	K5
CO6	Create: Develop and formulate unique approaches to texts in and outside the syllabus	K6