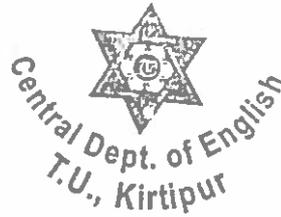


Master of Arts in English

Courses of Study



Prepared by

English Subject Committee

Faculty of Humanities and Social Sciences

Tribhuvan University

January 2025

(Magh 2081 BS)



Tribhuvan University
Faculty of Humanities and Social Sciences
Central Department of English
MA English Curriculum
2025

Number of Semesters: 4
Total Credits: 63
Course Duration: 2 Years (4 Semesters)
Total Sessions: 16
Teaching/Learning (In-class): 48 hours

1. Introduction

The Master of Arts in English program offers 20 courses covering various topics and subjects in English Studies over four consecutive semesters. The program is designed to equip students with advanced skills and interpretative strategies in critical thinking, literary analysis, effective communication and innovative research. Through constructive interactions with multiple texts, students will engage in critical discourse and knowledge production processes in topics and issues in arts and humanities. Precisely, they will explore relevant themes and multiple forms of expression in various texts from specific theoretical perspectives.

At the MA level, students will study a wide range of canonical and non-canonical texts from diverse cultures and intellectual traditions, including classical and contemporary works, fiction and non-fiction, as well as literary and functional. In addition to foundational core courses, students will have flexibility to choose from various interdisciplinary and skill-based courses.

The expanded MA English curriculum is designed to help students acquire necessary skills and knowledge relevant to career opportunities in teaching and training, translation and publishing, and research and service. Furthermore, the curriculum supports students in pursuing MPhil and/or PhD in English while ensuring a smooth transition from the undergraduate level in English and any other disciplines. The curriculum also provides graduates from other disciplines with fundamental concepts and theoretical perspectives to examine topics in English Studies. This program enhances students' creative engagement and critical thinking abilities, fostering love for art and literature, and regard for aesthetics and human relations.

2. General Objectives of the Program

The general objectives of this program are to:

- i. enhance students' ability to interpret texts, analyze issues, and synthesize ideas from diverse cultures and intellectual traditions,
- ii. equip students with effective communication skills and innovative research techniques for engagement with the arts and humanities, and
- iii. facilitate access to, creation of, and sharing of digital/online information.

Faculty of Humanities & Social Sciences
Central Department of English
Tribhuvan University
Kirtipur


Central Dept. of English
T.U., Kirtipur
MA English Syllabus 2025




1

3. Specific Objectives of the Program

The specific objectives of this program are to:

- i. streamline canons and methods for engaging with texts.
- ii. develop students' skills and strategies for understanding arts and literatures the interconnectedness of texts and perspectives.
- iii. foster higher-order critical thinking and idea synthesis for innovative research and knowledge production.
- iv. expose learners to literary aesthetics through texts from diverse cultures.

4. Student Learning Outcomes

Upon completion of this program, students will be able to:

- i. analyze interrelationships between literary criticism and theories in response to texts,
- i. engage with art and literature, drawing insights from disciplines such as media studies, philosophy, history, sociology, anthropology, and psychology,
- ii. develop research methodologies and designs using various literary and cultural theories to explore the role of art and literature in shaping society,
- iii. synthesize ideas from multiple sources to produce creative and original works, including research-based papers, journal articles, and theses,
- iv. recognize ethical and political implications in canonical and non-canonical texts and cultural artifacts, articulating well-reasoned arguments about their significance,
- v. translate literary, research, legal, and other professional documents between Nepali and English,
- vi. design, edit, and review research writings/manuscripts for publication, and
- vii. utilize digital knowledge and skills to communicate effectively, collaborate online, and engage in digital humanities research.

5. Program Policies

- i. **Attendance:** A student missing six sessions of a course will fail that course.
- ii. **Plagiarism:** A student found guilty of plagiarism will face penalties, ranging from assignment failure to expulsion from the program.
- iii. **Authentic Assessments:** To ensure the achievement of learning outcomes, assessments will focus on:
 - a. **Real-world relevance** – Assessments will simulate real-world situations, allowing students to apply their knowledge in meaningful contexts.
 - b. **Multiple formats** – Assessments may include research papers, case studies, projects, essays, debates, and oral, written, online, or multimodal presentations.
 - c. **Student-centered pedagogy** – Assessments will emphasize student engagement and critical thinking.
 - d. **Collaboration** – Assessments will encourage students to collaborate, create, and share knowledge.
 - e. **Reflective practice** – Students will be encouraged to critically evaluate their learning and identify areas for improvement.
 - f. **Assessment of process and product** – Evaluations will consider both the learning process and the final outcomes.
 - g. **Well-structured rubrics** – Clear and structured rubrics will be used to ensure fairness in assessment.



6. Research and Thesis

The thesis, worth 6 credits, is a substantial research project in the MA English program. Students will undertake thesis work in the fourth semester. To fulfill the thesis requirement, students must:

- i. submit a proposal to the Department before the Mid-Term examination and present it to the MA Research Committee prior to the semester's final examination.
- ii. defend the completed thesis in viva voce in the Department within three months after the final examination.

Dissertation Guidelines

- a. Minimum of 5 (five) chapters: Introduction, Literature Review, Methodology, Textual Analysis, and Conclusion.
- b. Length: At least 60 pages.
- c. Presentation: Candidates will defend their research in a viva voce examination, which accounts for 25% of the total thesis grade.

7. Evaluation Scheme and Examination

- i. **Internal (Continuous) Evaluation:** Except for writing-intensive courses, internal evaluations contribute 40% of the total grade and are distributed as follows:
 - a. Research/ Term paper (2,000–2,500 words) – 50%
 - b. Mid-term examination – 30%
 - c. Presentation, attendance, participation, and reading quizzes – 20%
- ii. **Final Examination:** Each course will have a final examination at the end of the semester, accounting for 60% of the total grade.



8. Grading System

The final grade for each course will be reported in a letter grade, indicated by the letters A, A-, B+, B, B-, C+, C, and F. To pass a course, students must secure at least a C grade. The Cumulative Grade Point will be calculated on a scale of 4 as indicated below.

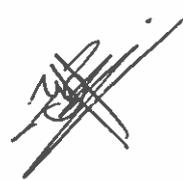
Letter Grade	Grade Points	Percentage Equivalent	Performance Remarks
A	4.00	90 & above	Distinction
A-	3.7	80 – 89.9	Very Good
B+	3.33	70 – 79.9	First Division
B	3.00	60 – 69.9	Second Division
B-	2.7	50 – 59.9	Pass in Individual Subject
F	0.00	Below 50	Fail

9. Course Structure

The MA English program offers courses based on themes, issues, and genres. The courses are designed to prepare students for careers as university teachers, trainers, researchers, professional writers, and literary analysts.

To earn an MA in English, students must complete 20 courses across three areas: literary aesthetics, interdisciplinary cultural studies, and writing/communication. In the first and second semesters, students will take required courses. In the third and fourth semesters, they will take a mix of required and elective courses. The thesis in the fourth semester carries 6 credit hours, and students must take a research writing class as part of their thesis requirements. Course availability may vary based on resources, faculty, and institutional capacity.

S.N.	Areas	Courses	Credit Hours
1	Core Area	10x3	30
2	Area Studies	3x3	09
3	Interdisciplinary Studies	4x3	12
4	Writing and Composition Studies	2 x3	06
5	Research (Thesis)		06
Total			63



SEMESTER I: TOTAL CREDITS: 15

FOUNDATIONAL COURSES: 5 (5 × 3 = 15)

S.N.	Course Code	Title	Credits
1	ENGL 501	Introduction to English Studies	3
2	ENGL 502	British Literature Up to Romanticism	3
3	ENGL 503	American Literature 1600-1900	3
4	ENGL 504	Literary Theories and Practices	3
5	ENGL 505	Academic Writing	3

SEMESTER II: TOTAL CREDITS: 15

CORE COURSES: 5 (5 × 3 = 15)

S.N.	Course Code	Title	Credits
1	ENGL 551	Contemporary Global Literature	3
2	ENGL 552	Nepali Literature: Home and Abroad	3
3	ENGL 553	Poetry: Mourning and Melancholy	3
4	ENGL 554	Novel: Modernism and Modernity	3
5	ENGL 555	Technical and Professional Writing	3

SEMESTER III: TOTAL CREDITS 15

CORE COURSES: 3 (3 × 3 = 9)

S.N.	Course Code	Title	Credits
1	ENGL 601	British Literature after Romanticism	3
2	ENGL 602	American Literature 1900 to the Present	3
3	ENGL 603	Global Perspectives on Drama	3

ELECTIVE COURSES: ANY TWO (One each from 4 and 5): (2 × 3 = 6)

S.N.	Course Code	Title (Area Studies)	Credits
4	ENGL 604 -1	Studies in Visual Discourse	3
	ENGL 604 -2	Literature of Tour and Travel	
	ENGL 604-3	Green Studies	
	ENGL 604-4	Postcolonial Studies	
	ENGL 604-5	Argument Theory and Composition	
5	ENGL 605-1	Myths and Popular Media	3
	ENGL 605-2	Literature of War, Conflict and Trauma	
	ENGL 605-3	Indigenous Aesthetics	
	ENGL 605-4	Advanced Communication in Corporate World	
	ENGL 605-5	Transnational Studies	

SEMESTER IV: TOTAL CREDITS: 18

CORE COURSES: $2 \times 3 = 6$

THESIS WRITING: 6

S.N.	Course Code	Title	Credits
1	ENGL 651	Adaptation Studies: Fiction to Film	3
2	ENGL 652	Eastern Studies	3
3	ENGL 655	Thesis	6

ELECTIVE COURSES: ANY TWO (One each from 4 and 5): $2 \times 3 = 6$

S.N.	Course Code	Title	Credits
4	ENGL 653-1	Translation Studies	3
	ENGL 653-2	Interart Studies	
	ENGL 653-3	Life Writing	
	ENGL 653-4	Literature and Human Rights	
	ENGL 653-5	Digital Humanities	
5	ENGL 654-1	Cultural Studies	3
	ENGL 654-2	Communication in Service and Industry	
	ENGL 654-3	Creative Writing	
	ENGL 654-4	Critical Stylistics	
	ENGL 654-5	Post-humanist Studies	
	ENGL 654-6	Gender Studies	
	ENGL 654-7	Masculinity Studies	
	ENGL 654-8	Folklore, Theater and Performance Studies	
	ENGL 654-9	Mountain Literature	
	ENGL 654-10	Children Literature	
	ENGL 654-11	TESOL	

Faculty of Humanities & Social Sciences
Dean's Office
Kirtipur

Central Dept. of English
Kirtipur

MA English Syllabus 2025
Central Dept. of English
T.U., Kirtipur

[Handwritten signature]

Course Title: Introduction to English Studies
Level: MA in English
Course Code: ENGL 501
Total Credits: 3 hrs.
Contact Hours: 48

Description

This course offers an engaging introduction to English Studies. It integrates critical thinking, creative writing and theoretical approaches through discussions, reading, and writing activities. The course examines both global and local dimensions of English, focusing on how language, literature, history and theory interact. This course provides tools for understanding texts, including theoretical perspectives— Formalism, Marxism, Postmodernism, and Postcolonialism—to help students analyze and interpret texts in line with race, gender, class, ethics, and aesthetics. Additionally, the course highlights the relevance of English to real-world applications, exploring career opportunities and postgraduate pathways.

Course Outcomes

Upon the completion of this course, students will —

- acquire a comprehensive knowledge of English Studies in local as well as global contexts,
- analyze and interpret texts from different theoretical perspectives,
- situate the texts within historical contexts, and
- explore the relevance of English studies to career opportunities and postgraduate pathways.

Contents

Unit I. Prelude: Changing 'English' Now

[9 hrs.]

Crossing borders, establishing boundaries
Texts in contexts, literature in history
Seeing through theory
English Literature and Creative Writing
English Language Teaching
Technologizing the subject: actual and virtual communities
Forewords! Some propositions and provocations

Introduction to English Studies

Which 'Englishes'?
'Doing English' – ten essential actions
Fields of study

Unit II. Critical and Creative Strategies for Analysis and Interpretation

[9 hrs.]

Initial analysis: how to approach a text
Full Interpretation: informed reading, adventurous writing
Longer projects: sample study pattern and lines of inquiry
Overview of textual activities as learning strategies

Unit III. Theoretical Positions, Practical Approaches

[12 hrs.]

Theory in practice: a working model to play with
Words on the page – Practical Criticism and (old) New Criticism
Devices and effects – Formalism into Functionalism

MA English Syllabus 2025
Central Dept. of English
T.U., Kirtipur

University of Hong Kong
Dean's Office
Faculty of Education

1

Mind and person – Psychological approaches
Class and community – Marxism, Cultural Materialism and New Historicism
Gender and Sexuality – Feminism, Masculinity and Queer Theory
Relativities – Poststructuralism and Postmodernism
Ethnicities – Postcolonialism and Multiculturalism
The new Eclecticism? Ethics, Aesthetics, Ecology . . .

Unit IV. Key Terms, Core Topics

[9 hrs.]

Absence and presence, gaps and silences, centers and margins
Accent and dialect
Author and authority
Canon and classic
Character and characterization
Comedy and tragedy, carnival and the absurd
Discourse and discourse analysis
Drama and theatre, film and TV
Foreground, background and point of view
Genre and kinds of text
Images, imagery and imagination
Narrative in story and history: novel, news, film
Poetry and word-play
Realism and representation: fiction, fact, metafiction
Speech, conversation and dialogue
Standards and standardization, varieties and variation
Text, context, intertextuality
Translation and literature in translation
Versification: rhythm, meter and rhyme
Writing and reading, response and rewriting

Unit V. Taking It All Further: English and the Rest of Your Life

[9 hrs.]

Living, learning, earning
What now? What next? Why? What if . . . ?
English again, afresh, otherwise
English *and* or *as* other subjects
Further study
Postgraduate courses in and around English
Into work
Transformable skills, transformative knowledges
Career pathways for 'English' graduates
Toward application and interview
Play: recreation and re-creation
Afterwords: a postlude

MA English Syllabus 2025

Central Dept. of English
T.U., Kirtipur



~~Signature~~

Evaluation Scheme

Internal Evaluation	40 marks
Attendance/ participation/ presentation	10
Textual Explication/ Research Paper	15
Mid-term	15
External Evaluation	60 marks
Long questions: 2 out of 3	30
Critical reflections on excerpts from texts: 3 out of 5	15
Short notes/short questions: 3 out of 5	15

Prescribed Text

Pope, Rob. *Studying English Literature and Language: An Introduction and Companion.*
Routledge, 2012.

University of Jharkhand
Dean's Office
Khatu

University of Jharkhand
Khatu

MA English Syllabus 2025

Central Dept. of English
T.U., Kirtipur

[Handwritten signature]

Course Title: British Literature up to Romanticism

Level: MA in English

Course Code: ENGL 502

Total Credits: 3 hrs.

Contact Hours: 48

Description

This course acquaints students with the tradition of British literature up to the Romantic period. Students will explore, appreciate, and analyze the emergence and development of different literary trends, movements, and genres against the backdrop of changing cultural and socio-economic relations in British society during this period. This course provides a comprehensive understanding of the historical evolution of British literature. It will enable students to analyze and interpret literary texts within broader literary, social, cultural, and historical contexts.

Course Outcomes

Upon the completion of this course, students will –

- acquire a comprehensive knowledge of pre-Victorian British life and letters,
- situate texts within their historical contexts to unfold meaning and relevance,
- interpret and analyze texts in terms of cultural and socio-economic aspects in literary imaginings, and
- appreciate texts in different literary trends, movements and genres in English literature.

Contents

Unit I: English Literature during the Middle Ages

[8 hrs.]

Context: *Norton* Introduction to the Medieval Ages (to ca. 1485)

“An Ecclesiastical History of the English People”

“The Wife’s Lament”

Geoffrey Chaucer (ca. 1343 –1400), “The General Prologue” from *The Canterbury Tales*

William Langland (ca. 1330 –1387), “The Prologue” from *The Vision of Piers Plowman*

Sir Thomas Malory (ca. 1405–1471), “The Conspiracy against Lancelot and Guinevere” from

La Morte d’Arthur

Everyman (after 1485)

Unit II: English Literature during the Sixteenth Century (1485–1603)

[8 hrs.]

Context: *Norton* Introduction to the Seventeenth Century

Sir Thomas Wyatt the Elder (1503–1542), “Farewell, Love”

Henry Howard, Earl of Surrey (1517–1547), “The Soote Season”

Elizabeth I (1553–1603), “The “Golden Speech”

Edmund Spenser (1552? –1599), Canto I from Book 1 of *The Faerie Queene*

Sir Walter Raleigh (1552–1618), “What Is Our Life?”

Christopher Marlowe (1564 –1593), “The Passionate Shepherd to His Love”

William Shakespeare (1564 –1616), “So Shall I Live Supposing Thou Art True”; *As You Like It*

Unit III: English Literature in the Early Seventeenth Century (1603–1660)

[8 hrs.]

Context: *Norton* Introduction to the Early Seventeenth Century

John Donne (1572–1631), “The Indifferent”

Ben Jonson (1572–1667), “On My First Daughter”

John Webster (1580? –1625?), *The Duchess of Malfi*

Sir Francis Bacon (1561–1626), “Of Great Place”; “Of Plantation”

MA English Syllabus 2025

Central Dept. of English
T.U., Kirtipur

Andrew Marvell (1621–1678), “The Definition of Love”
John Milton (1608–1674), “On Shakespeare”; “When I Consider How My Light is Spent”

Unit IV: English Literature during the Restoration and Eighteenth Century (1660–1785) [12 hrs.]

Context: Norton Introduction to the Restoration and the Eighteenth Century
John Dryden (1631–1700), “A Discourse Concerning the Original and Progress of Satire”
Samuel Pepys (1633–1703), “The Great Fire” from *The Diary*
John Locke (1632–1704), “An Essay Concerning Human Understanding” from *The Epistle to the Reader*
William Congreve (1670–1729), *The Way of the World*
Henry Fielding (1707–1754), “Concerning High People and Low People”
Jonathan Swift (1667–1745), “A Modest Proposal”
Joseph Addison (1672–1719), “Wit: True, False, Mixed”
Richard Steele (1672–1729), “The Spectator’s Club”
Alexander Pope (1688–1744), “Epistle I: Of the Nature and State of Man with Respect to the Universe” from *An Essay on Man*
Mary Leapor (1722–1746), “An Essay on Woman”
Samuel Johnson (1709–1784), “The Vanity of Human Wishes”
David Hume (1711–1776), “Of the Liberty of the Press”
Edmund Burke (1729–1797), “Speech on the Conciliation with the American Colonies”
Thomas Gray (1716–1771), “Elegy Written in a Country Churchyard”
William Cowper (1731–1800), “The Castaway”

Unit V: English Literature during The Romantic Period (1785-1832) [12 hrs.]

Context: Norton Introduction to the Romantic Period
William Blake (1757–1837), “The Echoing Green” and “The Garden of Love” from *Songs of Innocence and of Experience*
Robert Burns (1759–1796), “Green Grow the Rashes”
Mary Wollstonecraft (1759–1797), “A Vindication of the Rights of Woman”
William Wordsworth (1770–1850), “Expostulation and Reply” and “The Tables Turned”
Samuel Taylor Coleridge (1772–1834), “The Lime-Tree Bower My Prison”, and “On Fancy and Imagination” from *Biographia and Literaria*
Charles Lamb (1775–1834), “Detached Thoughts on Books and Reading”
Jane Austen (1775–1817), *Love and Friendship: A Novel in a Series of Letters*
William Hazlitt (1778–1830), “My First Acquaintance with Poets”
Thomas De Quincey (1785–1859), “Preliminary Confession” from *Confession of an Opium Eater*
George Gordon Byron [Lord Byron] (1788–1824), “Darkness”
Percy Bysshe Shelley (1792–1821), “Ode to the West Wind”
John Keats (1795–1821), “La Belle Dame sans Merci” and “Ode to Autumn”
Mary Wollstonecraft Shelley (1797–1851), “The Mortal Immortal”
Letitia Elizabeth Landon (1802–1838), “Lines of Life”

Evaluation Scheme

Internal Evaluation	40 marks
Attendance, participation, quizzes and presentation	10
Textual Explication/ Research Paper	15
Mid-term Examination	15

MA English Syllabus 2025

Central Dept. of English
T.U., Kirtipur

5

External Evaluation

60 marks

Critical reflections on excerpts from texts: 3 out of 5

15

Long questions: 2 out of 3

30

Short notes/Short questions: 3 out of 5

15

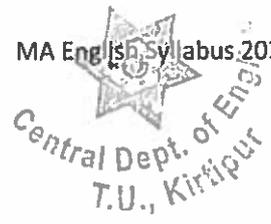
Prescribed Texts

Greenblatt, Stephen, editor. *The Norton Anthology of English Literature*. 9th ed., vol. 1, W.W. Norton and Company, 2013.

---. *The Norton Anthology of English Literature*. 10th ed., vol. D, W.W. Norton and Company, 2018.



MA Eng 1st Syllabus 2025



Course Title: American Literature 1600–1900
Level: MA in English
Course Code: ENGL 503
Total Credits: 3 hrs.
Contact Hours: 48

Description

This course focuses on the representative pre-1900 works of American literature, politics, and culture that engage with important socio-economic and cultural issues in American life and letters such as nation-building, women's rights, and race relations. Students will explore the ways in which American thoughts and values have evolved over time. Throughout the course, questions will be raised about issues of freedom, equality, justice, nationhood, and race relations, and more importantly what constitutes the distinctive characteristics that define American literature.

Course Outcomes

Upon the completion of this course, students will —

- have a comprehensive knowledge of pre-1900 American life and letters,
- explore constitutive relationships between literary imagination and national imaginary,
- trace the evolution and development of social, political and cultural values as reflected in and shaped by literary works, and
- locate and interpret literary expressions within the broad historical context.

Contents

Unit I: The Beginning: Forging the Nation

[9 hrs.]

Heath Introduction "Colonial Period to 1700" (1–15)
William Bradford, from *Of Plymouth Plantation* (324–48)
John Winthrop, from *A Model of Christian Charity* (309–17)
Mary Rowlandson, from *A Narrative of the Captivity and Restoration* (437–68)
Anne Bradstreet, "The Author to her Book" (402); "Before the Birth of One of Her Children" (406); "Verses upon the Burning of Our House" (409)
Edward Taylor, 4. "Huswifery"; 6. "Upon Wedlock, & Death of Children" (479–80)
Jonathan Edwards, "Sinner in the Hands of an Angry God" (666)
Sarah Kimble Knight, "The Journal of Madam Knight" (584–601)

Unit II: Voices of Revolution and Nationalism

[9 hrs.]

Handsome Lake (Seneca), "How America Was Discovered" (802–03)
Benjamin Franklin, "The Way to Wealth" (808); "Remarks Concerning Savages of America" (821–24) and *Autobiography* (Part 1, 2) (828–86)
J. Hector St. John Crevecoeur, from *Letters from an American Farmer* (I, II, III)
Thomas Paine, from *Common Sense* (959–965)
John Adams, "Letter from John Adams to Abigail Adams"; "Letters from Abigail Adams to John Adams" (979–83)
Thomas Jefferson, *Declaration of Independence* (1057–61)
Alexander Hamilton and James Madison, *The Federalist* 6, *Federalist* 10
Judith Sargent Murray "On the Equality of Sexes" (1193–99)

MA English Syllabus 2025

Central Dept. of English
T.U., Kirtipur

Philip Freneau, "The Indian Burying Ground" (1223)
Phillis Wheatley, "On Being Brought from Africa to America" (1247)
Hannah Webster, from *The Coquette* (1340-59)

Unit III: From Romance to Transcendentalism

[9 hrs.]

Heath Introduction "Early Nineteenth Century, 1800–1965" (1392–1420)
Washington Irving, "Rip van Winkle" (2153–65)
Nathaniel Hawthorne, "Young Goodman Brown" (2258–67)
Edgar Allan Poe, "The Raven" (253 – 42); "The Fall of the House of Usher" (2472–86)
Lydia Howard Huntley Sigourney, "The Suttee" (1563); "The Indian's Welcome to the Pilgrim Father" (1571–72)
Ralph Waldo Emerson, "Nature"
Henry David Thoreau, "Resistance to Civil Government" (1738–53)
Walt Whitman, "A Woman Waits for Me" (2991–92); "Crossing the Brooklyn Ferry" (2995-3000)
Herman Melville, "Benito Cereno" (2269–27)
Emily Dickenson, from *Poems* "I like a Look of Agony"; "I Felt a Funeral in My Brain"; "My Life–Stood a Loaded Gun"; "This World is No Conclusion"

Unit IV: Freedom, Equality, and Slavery

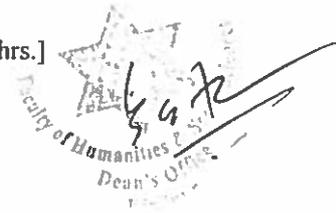
[9 hrs.]

William Apess, "An Indian's Looking Glass for the White Man" (460–65)
Sarah Moore Grimké, "From *Letters on the Equality of the Sexes, and the Condition of Women*" (2082)
Francis Ellen Harper, "The Slave Mother" (1999); "Free Labor" (2001); "An Appeal to American People" (2003–04)
Frederick Douglass, *Narrative of the Life of Frederick Douglass* (1882–1946)
Abraham Lincoln, "Address at the Dedication of the Gettysburg National Cemetery" (2078)
Sojourner Truth, "Speech at the Akron, Ohio"; "Speech at New York City Convention"; "Address to the First Annual Meeting of the American Equal Rights Association" (2096–99)
Elizabeth Cody Stanton, "Declaration of Sentiments" (2113–16)

Unit V: From Realism to Naturalism

[12 hrs.]

Introduction "Late Nineteenth-Century: 1865-1910" from *Heath*, Vol. C. (7–35)
Mark Twain, "A True Story" (67–70)
Charles Chesnutt, "The Goophered Grapevine" (126–35)
William Dean Howells, "Editha" (269–79)
Henry James, *Daisy Miller: A Study* (281-320); "Art of Fiction" (320–35)
Kate Chopin, "Desirée's Baby" (359–63)
Stephen Crane, "The Open Boat" (497–513)
Jack London, "South of the Slot" (526–37)
Standing Bear (Ponca), "What I am Going to Tell You Here Will Take Me Until Dark" (540–42)
Abraham Cahan, from *Yekl*
Edith Maud Eaton, "Leaves from the Mental Portfolio of an Eurasian"



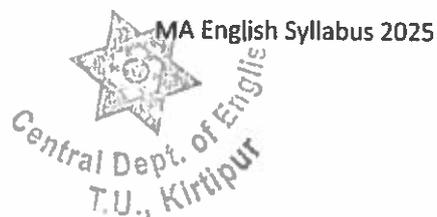
Onoto Watanna (Wilfred Eaton), "A Half Caste"
Zitkala-Sa, from *The School Days of an Indian Girl*
Jose Marti, "Our America"

Evaluation Scheme

Internal Evaluation	40 marks
Attendance/ participation/ presentation	10
Textual Explication/ Research Paper	15
Mid-term	15
External Evaluation	60 marks
Long questions: 2 out of 3	30
Critical reflections on excerpts from texts: 2 out of 3	15
Short notes/Short questions: 4 out of 6	15

Prescribed Texts

Paul Lauter, editor. *Heath Anthology of American Literature*. Vol A, B & C, Houghton Mifflin, 2006.



Course Title: Literary Theories and Practice
Level: MA in English
Course Code: ENGL 504
Total Credits: 3 hrs.
Contact Hours: 48

Description

This course introduces students to a wide range of literary theories, providing a conceptual foundation for advanced-level research in the humanities and social sciences. It familiarizes students with multiple critical traditions—also called approaches or perspectives—derived from contemporary analytical and theoretical practices. The theories include Russian Formalism, Structuralism, Post-structuralism, Postmodernism, Reader Response, Psychoanalysis, Historiography, Postcolonialism, Feminism and Cultural Studies, all of which have the potential to broaden intellectual horizons.

Course Outcomes

Upon the completion of this course, students will —

- get acquainted with a variety of theoretical tools, concepts and perspectives to the text
- respond to theoretical material coherently, both verbal and non-verbal, visual and non-visual, and oral and print
- develop ability to question theoretical claims from their own subject position or vantage point
- be able to conduct research projects that utilize theoretical concepts, methods and models
- orient students to philosophical assumptions underlying different theoretical worldviews

Contents

Unit I: Introduction, Formalism, Structuralism & Narratology [12 hrs.]

Introduction to Literary Theory

“What is Theory?”

(Culler 1)

“Introduction”; “Theory Before Theory”

(Barry 1, 11)

Russian Formalism

Introduction to the section

(Rivkin and Ryan 3)

Boris Eichenbaum, The Formal Method

(Rivkin and Ryan 7)

Viktor Shklovsky, Art as Technique

(Rivkin and Ryan 15)

“Formalism”

(Ryan 12)

Structuralism

Introduction to the section

(Rivkin and Ryan 53)

Jonathan Culler, The Linguistic Foundation

(Rivkin and Ryan 56)

Roman Jakobson, Two Aspects of Language

(Rivkin and Ryan 76)

“Structuralism”

(Ryan 128)

Narrative Theory

Introduction to the section

(Rivkin and Ryan 53)

Vladimir Propp, Morphology of the Folk-tale

(Rivkin and Ryan 72)

Roland Barthes, Mythologies

(Rivkin and Ryan 81)

Unit II Deconstruction, Reader Response & Postmodernism [9 hrs.]

Deconstruction

Introduction to the section

(Rivkin and Ryan 257)

Jacques Derrida, Différance

(Rivkin and Ryan 278)

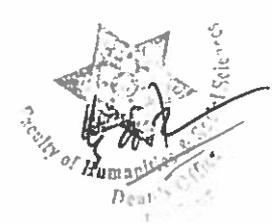
Jacques Derrida, Of Grammatology

Rivkin and Ryan 300)

“Structuralism”

(Ryan 128)

MA English Syllabus 2025
 Central Dept. of English
 T. U., Kirtipur



Reader Response Theory	
Introduction to the section	(Rivkin and Ryan 127)
Stanley Fish, Interpretive Communities	(Rivkin and Ryan 217)
John Frow, Text and System	(Rivkin and Ryan 222)
Postmodernism	
Introduction to the section	(Rivkin and Ryan 257)
Jean-Francois Lyotard, The Postmodern Condition	(Rivkin and Ryan 355)
Jean Baudrillard, Simulacra and Simulations	(Rivkin and Ryan 365)
Unit III: Psychoanalysis	[9 hrs.]
Freudian Psychoanalysis	
Introduction to the section	(Rivkin and Ryan 389)
Sigmund Freud, The Interpretation of Dreams	(Rivkin and Ryan 397)
Sigmund Freud, Beyond the Pleasure Principle	(Rivkin and Ryan 431)
"Psychology"	(Ryan 99)
Lacanian Psychoanalysis	
Introduction to the section	(Rivkin and Ryan 389)
Jacques Lacan, The Mirror Stage	(Rivkin and Ryan 441)
Jacques Lacan, The Instance of the Letter in the Unconscious	(Rivkin and Ryan 447)
Unit IV: Political Criticism, Historiography & Cultural Studies	[9 hrs.]
Political Criticism	
Introduction to the section	(Rivkin and Ryan 643)
Karl Marx, The German Ideology	(Rivkin and Ryan 653)
Karl Marx, Wage Labor and Capital	(Rivkin and Ryan 659)
"Marxism"	(Ryan 112)
Antonio Gramsci, Hegemony	(Rivkin and Ryan 673)
Louis Althusser, Ideology and Ideological State Apparatuses	(Rivkin and Ryan 693)
"Politics"	(Ryan 210)
Historiography	
Introduction to Historicisms section	(Rivkin and Ryan 505)
Michel Foucault, Discipline and Punish	(Rivkin and Ryan 549)
Michel Foucault, The History of Sexuality	(Rivkin and Ryan 892)
"Historicism"	(Ryan 66)
Cultural Studies	
Introduction to the section	(Rivkin and Ryan 1233)
John Fiske, Culture, Ideology, Interpellation	(Rivkin and Ryan 1268)
Dick Hebdige, Subculture: The Meaning of Style	(Rivkin and Ryan 1258)
Unit V: Feminisms, Postcolonial Studies & Ethnic Studies	[9 hrs.]
Feminisms	
Introduction to the section	(Rivkin and Ryan 765)
Luce Irigaray, The Power of Discourse..."	(Rivkin and Ryan 795)
Audre Lorde, Age, Race, Class and Sex: Women Redefining Difference	(Rivkin and Ryan 854)
"Gender"	(Ryan 142)
Postcolonial Studies	
Introduction to the section	(Rivkin and Ryan 1071)
Ania Loomba, Situating Colonial and Postcolonial Studies	(Rivkin and Ryan 1100)
Homi Bhabha, Signs Taken for Wonders	(Rivkin and Ryan 1167)
"Global Studies"	(Ryan 167)



Ethnic Studies

Introduction to the section

Ian F. Haney Lopez, *The Social Construction of Race*

Shelley Fisher Fishkin, *Interrogating "Whiteness"*
"Ethnicity"

(Rivkin and Ryan 959)

(Rivkin and Ryan 964)

(Rivkin and Ryan 975)

(Ryan 157)

Evaluation Scheme

Internal Evaluation

40 marks

Attendance/ participation/ presentation

10

Textual Explication/ Research paper

(A 2500 –word paper that compares or contrasts two theoretical positions or applies a particular theory to a literary or cultural text)

15

Mid-term Examination

15

External Evaluation

60 marks

Long questions: 2 out of 3

30

Analyze the given text by applying a theory: 1 out of 2

10

Short notes/Short questions: 4 out of 6

20

Prescribed Texts

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press, 2002.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford University Press, 2011.

Rivkin, Julie and Michael Ryan. *Literary Theory: An Anthology*. Blackwell Publishing, 2004.

Ryan, Michael. *Complete Guide to Literary Analysis and Theory*. Blackwell Publishing, 2023.



Course Title: Academic Writing
Level: MA in English
Course Code: ENGL 505
Total Credits: 3 hrs.
Contact Hours: 48

Description

The course provides students with skills and strategies for writing and communicating effectively in academic purposes in colleges and universities. Based on essential aspects and proper guidelines for academic writing, this course equips students with key writing skills such as, arguing, summarizing, paraphrasing, analyzing, synthesizing and annotating, enabling them to positions on various issues and agendas. Allocated classes for this course operate through a series of workshops and exercises on different types of writings, including paragraph, argumentative essay, synthesis paper and position paper. This course empowers students to use these writing skills to persuade the intended audience in academic as well as professional setting. With these skills and hands-on experiences, students will also be able to write term papers for graduate classes in English as well as other subjects. Eventually, this course strengthens students' foundation for conducting research and writing reports and theses in academic and professional settings.

Course Outcomes

Upon the completion of this course, students will –

- be equipped with innovative methods and techniques of academic writing and scholarly presentation,
- refine practical skills to summarize, paraphrase, review, annotate and synthesize, and ultimately pose argument,
- cultivate in them critical thinking abilities through close reading and writing processes, and
- enhance their writing and communication skills for publication and effective deliberation, including article and dissertation in respective fields.

Contents

Unit I: Academic Writing Basics

[6 hrs.]

Starting with Inquiry: Habits of Mind of Academic Writers

(Greene and Lidinsky, *From Inquiry to Academic Writing*)

Two-part secret of good writing: Ideas and Details

Getting Ideas: Brain Teasers to Help You Write on Almost Anything

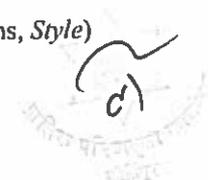
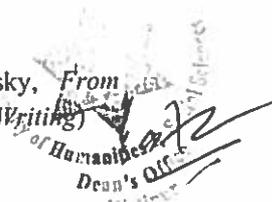
Paragraphs: Ideas and Details in Miniature

(Bauman, *Ideas & Details*)

Cohesion and Coherence

Cohesion, Coherence, and Concision

(Williams, *Style*)



Assignment:

A paragraph (either idea to details or details to idea) on any personal issue using transition markers to maintain cohesion and coherence in your writing. The instructor can develop peer-review guidelines for the peer-reviewer of the paragraph in the same class.

Unit II: Issues, Questions, Claims, and Thesis/Arguments

[9 hrs.]

Identifying Types of Claims
Analyzing Arguments
Analyzing and Comparing Arguments
Identifying Issues in an Essay
Developing a Thesis
Working versus Definitive Theses
Establishing a Context for a Thesis
Building Cultural Supports for Robust Learning

(Greene & Lindinsky, *From Inquiry*)

Assignment:

A 5-7 page argumentative paper with coherent paragraphs directed to thesis statement, and with ideas supported by details in the same paragraph. The instructor can develop peer-review guidelines for the peer-reviewer of the argumentative paper in the same class or outside.

Unit III: From Summary to Synthesis and Annotation

[9 hrs.]

Summaries, Paraphrases, and Quotations
Writing a Paraphrase
Synthesis versus Summary
Writing a Synthesis

(Greene & Lindinsky, *From Inquiry*)

Assignment:

A 4/5-page synthesis paper synthesizing other people's ideas, claims, or arguments while demonstrating your skills and strategies to paraphrase, summarize, and synthesize claims and ideas. The instructor can develop peer-review guidelines for the peer-reviewer of the synthesis paper in the same class or elsewhere.

Unit IV: From Ethos to Logos

Connecting with Readers: A Sample Argument
Appealing to Ethos
Appealing to Pathos
Appealing to Logos: Using Reason and Evidence to Fit the Situation

(Greene & Lindinsky, *From Inquiry*)

[9 hrs.]
Dean's Office
of Humanities & Social Sciences

Assignment:

A 4/5-page position paper establishing your position demonstrating your skills and strategies to paraphrase, summarize and synthesize claims and ideas. The instructor can develop peer-review guidelines for the peer-reviewer of the position paper in the same class or elsewhere.

Unit V: Persuasive and Literary Writing for Publication

[15 hrs.]

Persuasive

- Audience and Tone
- Persuasive Topics
- Raising Problems that Matter
- Supporting Evidence
- Structuring the Persuasive Essay
- Quick Guide to Creating Persuasive Writing

Literary

- How Much Can You see?
- Brain Teasers for Literature
- Brain Teasers for Explication
- Organizing Literary Essays
- Drafting Literary Essays
- Revising Literary Essays
- The Review

(Bauman, *Ideas and Details*)

Portfolio Assignment

The submission of a portfolio consisting of the first draft, revised draft, and final draft of all the assignments is mandatory.

Evaluation Scheme

Internal Evaluation

Attendance/participation/ presentation	
Paragraph & Argumentative paper	02+03
Synthesis & Position Papers	02x05
Mid-term Examination	

100
40 marks
10
05
10
15

External Evaluation

Long questions: 3 out of 4	02x15
Analyze/ Synthesize/ Frame an unseen passage	01x10
Short notes/ Short questions: 4 out of 6	04x05

60 marks
30
10
20

Prescribed Texts

- Bauman, M. Garrett. *Ideas and Details: A Guide to College Writing*. Thomson Wadsworth, 2007.
- Greene, Stuart, and April Lidinsky. *From Inquiry to Academic Writing*. 3rd ed., Bedford/St. Martin's, 2016.
- Williams, Joseph, and Joseph Bizup. *Style: Lessons in Clarity and Grace*. 11th ed., Pearson, 2014.

MA English Syllabus 2025

