



ST. ALOYSIUS COLLEGE(AUTONOMOUS), JABALPUR

Reaccredited 'A++' Grade by NAAC(CGPA:3.58/4.00)

College with Potential for Excellence by UGC

DST-FIST Supported & STAR College Scheme by DBT

Faculty of Arts

Master of Arts (M.A.)

SUBJECT: ENGLISH LITERATURE

M.A. III Semester

DSE-II (A)

British Literature- II: Augustan to Romanticism (Theory)

Course Outcomes

CO.No.	Course Outcomes
CO1	Equip them with advanced knowledge and critical skills in understanding and analyzing British literary works
CO2	Develop a deep understanding of various literary genres, historical contexts, and critical theories.
CO3	Fostering their ability to interpret texts, engage in rigorous analysis, and apply their knowledge in diverse fields
CO4	Conduct informed literary research and present coherent arguments in oral and written forms, demonstrating engagement with critical perspectives. Apply insights from the texts to modern-day concerns such as ecological awareness, political unrest, and individual freedom, reflecting the ongoing relevance of Romanticism and Enlightenment thought.

Credit and Marking Scheme

	Credits	Marks		Total Marks
		Internal	External	
Theory	5	40	60	100
Total	5	Min Marks		

Evaluation Scheme

	Marks	
	Internal	External
Theory	a) Class Test b) Presentation/Assignment/Quiz/Group Discussion, etc c) Appropriate weightage of attendance in class.	1 External Exams (At the End of Semester)



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Content of the Course

Theory

No. of Lectures (in hours per week): 4.5 Hrs. per week

Units	Topics	No.of Lectures
I Historical and Socio-Political background of the Augustan Age	Pre-Romantic Age/The Age of Transcendentalism Romantic Age Trends & Movements, Literary Features of the Age/s and Period/s mentioned above Development of Literary Genres during the Age/s and Period/s mentioned above Activities: 1- Movement Match-Up Cards: Prepare cards with movement names (e.g., Graveyard School, Lake Poets, Gothic Revival, Transcendentalism). Another set of cards will have features (e.g., focus on nature, supernatural, introspection, melancholy). Students match features to movements and justify their reasoning. 2- Genre Performance Lab: Assign groups a genre (e.g., Gothic, lyric, essay, ballad). Each group dramatizes a short piece in that form or writes a modern version with Romantic themes.	15



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II Poetry	William Wordsworth: Tintern Abbey, Ode on Intimations of Immortality from Recollections of Early Childhood Mathew Arnold: To Marguerite DG Rossetti: The Blessed Damozel Activities: 1- Nature and the Self: Comparative Reflection: Students write a reflective paragraph on how nature is treated in Tintern Abbey vs To Marguerite. Guiding questions: How is the human-nature relationship portrayed? Is nature a source of comfort or disconnection? 2-Stylistic Devices Hunt: Assign students stanzas to find: Similes, metaphors Alliteration Enjambment Personification Imagery Ask them to connect devices to meaning: How does Rossetti's use of religious image longing? How does Wordsworth's enjambment memory?	15
III Drama	Hugh Kelly: False Delicacy Richard Cumberland: The West Indian Activities: 1. Sentimental vs Satirical Comedy Debate Students are divided into two teams: Team A defends Restoration/Comedy of Manners (e.g.. Congreve) Team B defends Sentimental Comedy (Kelly, Cumberland) Each team argues which type of comedy is more effective socially and emotionally. 2- Modern Rewrite Challenge: In groups, students rewrite a scene from False Delicacy or The West Indian in modern English. Set it in today's world (e.g., business, social media, dating culture). Discuss what changes and what remains relevant.	15



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IV Fiction	Jonathan Swift: Gullivers Travels Jane Austen: Pride and Prejudice Activities: 1- Satire and Society Mapping (Gulliver): Create a satirical map showing the four lands (Lilliput, Brobdingnag, Laputa, Houyhnhnms). For each, students annotate: Literal events Targets of Swift's satire (e.g., petty politics, scientific arrogance, human cruelty) 2-Irony Hunt (Pride and Prejudice): Provide passages (e.g., Mr. Collins's proposal, Lady Catherine's confrontation, the opening line). Students identify ironic tone, understatement, and character judgment.	15
V Prose	Charles Lamb: Christ's Hospital Five and Thirty Years Ago, Imperfect Sympathies William Hazlitt: On Reason and Imagination, On Genius and Common Man Activities: 1- Parallel Analysis Writing Task: Prompt: "Compare Lamb's use of personal anecdote with Hazlitt's philosophical exposition. How do their styles serve their thematic concerns?" 2- Imagination vs Reason Debate (Hazlitt): Students are divided: Team Reason: Upholds rationality and empirical thinking Team Imagination: Defends emotion, creativity, visionary power Use Hazlitt's essay as foundational text for arguments	15

Keywords/Tags: mock epic, neoclassicism, empiricism,



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References

Reference Books:

1. "The Norton Anthology of English Literature" edited by Stephen Greenblatt and M. H. Abrams, 8th ed., Norton, 2006
2. "The Oxford Handbook of British Literature and Theology", OUP UK, 2009
3. Albert, Edward, "History of English Literature" Oxford, 2017
4. Abrams, M.H. "A Glossary of Literary Terms", Cengage India Private Limited, 11th edition, 2015

Suggested digital platforms/ web links

1. <https://archive.nptel.ac.in/courses/109/106/109106149/>
2. <http://www.digimat.in/nptel/courses/video/109106149/L.36.html>
3. <https://alg.manifoldapp.org/system/actioncallout/80c34412-617d-4d30-b07f-7e97459b1b89/attachment/original-47da60a02f2675d>

