



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Affiliated to the University of Mumbai

Programme: Humanities

ENGLISH (Major and Minor)

F.Y.B.A

Syllabus for the Academic Year 2025-2026

based on the National Education Policy 2020



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

DEPARTMENT OF ENGLISH

COURSE DETAILS FOR MAJOR:

	SEMESTER 1	SEMESTER 2
TITLE	Fairy Tales	Classical Greek Literature
TYPE OF COURSE DSE/DSC	DSC	DSC
CREDITS	4	4

COURSE DETAILS FOR MINOR:

	SEMESTER 1	SEMESTER 2
TITLE	Classical Drama	Fairy Tales and their Retellings
TYPE OF COURSE DSC/DSE	DSC	DSC
CREDITS	4	4



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

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



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

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.

Programme: Humanities English Major 1	Semester – 1
Course Title: Fairy Tales	Course Code: AENG111MJ
<u>COURSE OBJECTIVES:</u> <ol style="list-style-type: none">1. The course aims to introduce students to the genre of fairy tales.2. The course aims to train students to analyse some of the canonical texts from the European tradition of fairy tales.3. The course aims to enable students to think critically about canonical fairy tales through an analysis of their modern retellings.4. The course aims to enable students to analyse issues of representation in relation to the retellings of fairy tales in mainstream media.	
<u>COURSE LEARNING OUTCOMES:</u>	



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

The learner will be able to:			
<ol style="list-style-type: none"> critically analyse fairy tales and their retellings as literary texts interrogate the construction of the European canon of fairy tales analyse issues of representation in relation to the retellings of fairy tales in mainstream media 			
Lectures per week (1 Lecture is 60 minutes)			4
Total number of Hours in a Semester			60
Credits			4
Evaluation System	Summative Assessment	2 Hours	50 marks
	Cumulative Assessment	--	50 marks

UNIT 1 Introduction to Children’s Literature (Theoretical Concepts, Historical Overview, Socio-Cultural Perspectives)	1.1	Selections from Peter Hunt’s <i>Understanding Children’s Literature</i> <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” “From Sex-Role Stereotyping to Subjectivity: Feminist Criticism”
	1.2	Selections from Marina Warner’s <i>Once Upon a Time: A Short History of Fairy Tale</i>
UNIT 2	2.1	the Brothers Grimm: “Little Red Cap”
UNIT 3	3.1	Retellings of “Little Red Cap” by <ul style="list-style-type: none"> Roald Dahl Angela Carter Carol Ann Duffy
	3.2	Selections from Marina Warner’s <i>Once Upon a Time: A Short History of Fairy Tale</i>
UNIT 4 Adaptations of	4.1	<i>Cinderella</i> (1950)



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

“Cinderella” in Popular Media	4.2	<i>Ever After: A Cinderella Story</i> (1998)
--	-----	--

REFERENCES:

1. Abrams, M.H. *Glossary of Literary Terms*. India, Macmillan Publishers, 2000.
2. Auger, Peter. *The Anthem Glossary of Literary Terms and Theory*, India, Anthem Press, 2011.
3. Bennett, Andrew and Nicholas Royle. *Introduction to Literature Criticism and Theory*. Great Britain: Pearson Education Limited, 2004.
4. Cavanagh, Dermot Alan Gillis, Michelle Keown, James Loxley and Randall Stevenson (Ed). *The Edinburgh Introduction to Studying Literature*. Edinburgh: Edinburgh University Press, 2010.
5. Chakrabarti, Piyas. *Anthem Dictionary of Literary Terms and Theory*. Delhi: Anthem Press, 2006.
6. Fowler, Roger. (Ed.). *A Dictionary of Modern Critical Terms*. (Rev. Ed.) London: Routledge & Kegan Paul, 1987.
7. Gibson Arthur. *What is Literature*, Peter Lang Pub Inc, 2007.
8. Hunt, Peter. *Understanding Children’s Literature*. London and New York: Routledge, 2002.
9. Nikolajeva, Maria. *Aspects and Issues in the History of Children’s Literature*. Westport, Connecticut and London: Greenwood Press, 1995.
10. Tatar, Maria. *The Classic Fairy Tales*. New York and London: W.W. Norton and Company, 1998.
11. Turco, Lewis. *The Book of Literary Terms*, UK, University Press of New England, 1999.
12. Widdowson, Peter. *The Palgrave Guide to English Literature and its Contexts 1500-2000*, Hampshire: Palgrave, Macmillan, 2004.

Programme: Humanities English Major 2	Semester – 2
--	---------------------



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Course Title: Classical Greek Literature		Course Code: AENG122MJ	
<u>COURSE OBJECTIVES:</u>			
<ol style="list-style-type: none"> 1. The course aims to introduce students to the historical development of ancient Greek literature. 2. The course aims to help students critically analyse the link between ancient Greek literature and the cultural contexts in which it was produced and consumed. 3. The course aims to enable students to critically examine Aristotle's views on forms of Greek literature such as tragedy, comedy and epic. 4. The course aims to enable students to interrogate the politics of representation, morality and language in the prescribed texts. 			
<u>COURSE LEARNING OUTCOMES:</u>			
The learner will be able to:			
<ol style="list-style-type: none"> 1. understand the historical development of ancient Greek literature 2. critically analyse the link between ancient Greek literature and the cultural contexts in which it was produced and consumed 3. critically examine Aristotle's views on forms of Greek literature such as tragedy, comedy and epic 4. interrogate the politics of representation, morality and language in the prescribed texts 			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Cumulative Assessment	--	50 marks

UNIT 1	1.1	William Allan: Selections from <i>Classical Literature: A Very Short Introduction</i>
	1.2	Ian C. Storey and Arlene Allan: Selections from <i>A Guide to Ancient Greek Drama</i>
UNIT 2	2.1	Aristotle: Selections from <i>Poetics</i>



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

UNIT 3	3.1	Sophocles: <i>Oedipus the King</i> OR Euripides: <i>Medea</i>
UNIT 4	4.1	Homer: Selections from <i>The Iliad</i>

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. Auger, Peter. *The Anthem Glossary of Literary Terms and Theory*, India, Anthem Press, 2011.
4. Bennett, Andrew and Nicholas Royle. *Introduction to Literature Criticism and Theory*. Great Britain: Pearson Education Limited, 2004.
5. Bloom, Harold. *Interpretations: Sophocles' Oedipus Rex*. Yale: Chelsea House Publishers, 2007.
6. Bloom, Harold. *Interpretations: Homer's Iliad*. Yale: Chelsea House Publishers, 2006.
7. Cavanagh, Dermot Alan Gillis, Michelle Keown, James Loxley and Randall Stevenson (Ed). *The Edinburgh Introduction to Studying Literature*. Edinburgh: Edinburgh University Press, 2010.
8. Chakrabarti, Piyas. *Anthem Dictionary of Literary Terms and Theory*. Delhi: Anthem Press, 2006.
9. Enoch, Wesley. *Black Medea*. Currency Press, 2006.
10. Fowler, Roger. (Ed.). *A Dictionary of Modern Critical Terms*. (Rev. Ed.) London: Routledge & Kegan Paul, 1987.
11. Gibson Arthur. *What is Literature*, Peter Lang Pub Inc, 2007.
12. Homer., E V. Rieu, P V. Jones, and D. C. H. Rieu. *The Iliad*. London: Penguin Books, 2003.
13. Longinus., William Smith. *Dionysius Longinus on the Sublime*. Dublin: S. Powell, 1740.
14. Ovid., Mary M. Innes. *The Metamorphoses of Ovid*. Harmondsworth, Middlesex, England: Penguin Books, 1968.
15. Plato., Henry D. P. Lee. *The Republic*. Translated with an Introduction by Desmond Lee. 2nd Ed. Harmondsworth: Penguin, 1974.
16. Plato., Christopher Gill. *The Symposium*. London: 1999.
17. Sappho., Jim Powell. *The Poetry of Sappho*. Oxford: Oxford University Press, 2007. Print.
18. Sophocles., Robert Fagles, and Bernard Knox. *The Three Theban Plays*. Harmondsworth, Middlesex, England; New York, N.Y.: Penguin Books, 1984.
19. Sophocles., Luci Berkowitz, and Theodore F. Brunner. *Oedipus Tyrannus: A New Translation. Passages from Ancient Authors. Religion and Psychology: Some Studies*. New York: Norton, 1970.
20. Turco, Lewis. *The Book of Literary Terms*, UK, University Press of New England, 1999.
21. Widdowson, Peter. *The Palgrave Guide to English Literature and its Contexts 1500-2000*, Hampshire: Palgrave, Macmillan, 2004



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities English Minor	Semester – 1
Course Title: Classical Drama	Course Code: AENG111MN

COURSE OBJECTIVES:

1. The course aims to introduce students to the historical development of ancient Greek drama.
2. The course aims to help students critically analyse the link between ancient Greek tragedy and the cultural contexts in which it was produced and consumed.
3. The course aims to enable students to critically examine Aristotle’s views on tragedy.
4. The course aims to enable students to interrogate the politics of representation, morality and language in the prescribed texts.

COURSE LEARNING OUTCOMES:

The learner will be able to:

1. understand the historical development of ancient Greek drama
2. critically analyse the link between ancient Greek tragedy and the cultural contexts in which it was produced and consumed
3. critically examine Aristotle’s views on tragedy
4. interrogate the politics of representation, morality and language in the prescribed texts

Lectures per week (1 Lecture is 60 minutes)	4		
Total number of Hours in a Semester	60		
Credits	4		
Evaluation System	Summative Assessment	2 Hours	50 marks
	Cumulative Assessment	--	50 marks

UNIT 1	1.1	William Allan: Selections from <i>Classical Literature: A Very Short Introduction</i>
	1.2	Ian C. Storey and Arlene Allan: Selections from <i>A Guide to Ancient Greek Drama</i>
UNIT 2	2.1	Aristotle: Selections from <i>Poetics</i>
UNIT 3	3.1	Sophocles: <i>Oedipus the King</i>



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

UNIT 4	4.1	Euripides: <i>Medea</i>
--------	-----	-------------------------

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. Auger, Peter. *The Anthem Glossary of Literary Terms and Theory*, India, Anthem Press, 2011.
4. Bennett, Andrew and Nicholas Royle. *Introduction to Literature Criticism and Theory*. Great Britain: Pearson Education Limited, 2004.
5. Bloom, Harold. *Interpretations: Sophocles' Oedipus Rex*. Yale: Chelsea House Publishers, 2007.
6. Bloom, Harold. *Interpretations: Homer's Iliad*. Yale: Chelsea House Publishers, 2006.
7. Cavanagh, Dermot Alan Gillis, Michelle Keown, James Loxley and Randall Stevenson (Ed). *The Edinburgh Introduction to Studying Literature*. Edinburgh: Edinburgh University Press, 2010.
8. Chakrabarti, Piyas. *Anthem Dictionary of Literary Terms and Theory*. Delhi: Anthem Press, 2006.
9. Enoch, Wesley. *Black Medea*. Currency Press, 2006.
10. Fowler, Roger. (Ed.). *A Dictionary of Modern Critical Terms*. (Rev. Ed.) London: Routledge & Kegan Paul, 1987.
11. Gibson Arthur. *What is Literature*, Peter Lang Pub Inc, 2007.
12. Homer., E V. Rieu, P V. Jones, and D. C. H. Rieu. *The Iliad*. London: Penguin Books, 2003.
13. Longinus., William Smith. *Dionysius Longinus on the Sublime*. Dublin: S. Powell, 1740.
14. Ovid., Mary M. Innes. *The Metamorphoses of Ovid*. Harmondsworth, Middlesex, England: Penguin Books, 1968.
15. Plato., Henry D. P. Lee. *The Republic*. Translated with an Introduction by Desmond Lee. 2nd Ed. Harmondsworth: Penguin, 1974.
16. Plato., Christopher Gill. *The Symposium*. London: 1999.
17. Sappho., Jim Powell. *The Poetry of Sappho*. Oxford: Oxford University Press, 2007. Print.
18. Sophocles., Robert Fagles, and Bernard Knox. *The Three Theban Plays*. Harmondsworth, Middlesex, England; New York, N.Y.: Penguin Books, 1984.
19. Sophocles., Luci Berkowitz, and Theodore F. Brunner. *Oedipus Tyrannus: A New Translation. Passages from Ancient Authors. Religion and Psychology: Some Studies*. New York: Norton, 1970.
20. Turco, Lewis. *The Book of Literary Terms*, UK, University Press of New England, 1999.
21. Widdowson, Peter. *The Palgrave Guide to English Literature and its Contexts 1500-2000*, Hampshire: Palgrave, Macmillan, 2004.



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities English Minor	Semester – 2
Course Title: Fairy Tales and their Retellings	Course Code: AENG122MN

COURSE OBJECTIVES:

1. The course aims to introduce students to the genre of fairy tales as it exists in various cultures across the world.
2. The course aims to train students to interrogate the construction of the European canon of fairy tales through an analysis of texts from the European canon as well as versions of these tales from non-European cultures.
3. The course aims to enable students to think critically about fairy tales through an analysis of their modern retellings.
4. The course aims to enable students to analyse issues of representation in relation to the retellings/adaptations of fairy tales in mainstream media.

COURSE LEARNING OUTCOMES:

The learner will be able to:

1. understand the genre of fairy tales as it exists in various cultures across the world
2. critically analyse fairy tales and their modern retellings as literary texts
3. interrogate the construction of the European canon of fairy tales through an analysis of canonical European fairy tales as well as versions of these tales from non-European cultures
4. analyse issues of representation in relation to the retellings/adaptations of fairy tales in mainstream media

Lectures per week (1 Lecture is 60 minutes)	4		
Total number of Hours in a Semester	60		
Credits	4		
Evaluation System	Summative Assessment	2 Hours	50 marks
	Cumulative Assessment	--	50 marks

UNIT 1 Introduction to Children’s Literature (Theoretical Concepts, Historical	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” ● “From Sex-Role Stereotyping to Subjectivity: Feminist Criticism”
---	-----	---



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Overview, Socio-Cultural Perspectives)	1.2	Selections from Marina Warner’s <i>Once Upon a Time: A Short History of Fairy Tale</i>
UNIT 2 Little Red Riding Hood	2.1	the Brothers Grimm: “Little Red Cap”
	2.2	Roald Dahl: “Little Red Riding Hood and the Wolf”, “The Three Little Pigs”
	2.3	Carol Ann Duffy: “Little Red-cap”
	2.4	Angela Carter: “The Werewolf”
	2.5	Selections from Marina Warner’s <i>Once Upon a Time: A Short History of Fairy Tale</i>
UNIT 3 Cinderella	3.1	the Brothers Grimm: "Cinderella"
	3.2	Charles Perrault: "Donkeyskin"
	3.3	"Lin Lan"
	3.4	"The Princess in the Suit of Leather"
UNIT 4 Retellings/ Adaptations of “Little Red Riding Hood” and “Cinderella” in Popular Media	4.1	<i>Cinderella</i> (1950)
	4.2	<i>Ever After: A Cinderella Story</i> (1998)
	4.3	<i>Into the Woods</i> (2014)



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

REFERENCES:

1. Abrams, M.H. *Glossary of Literary Terms*. Macmillan Publishers, 2000.
2. Auger, Peter. *The Anthem Glossary of Literary Terms and Theory*. Anthem Press, 2011.
3. Bacchilega, Cristina. *Fairy Tales Transformed? Twenty-First-Century Adaptations and the Politics of Wonder*. Detroit, Wayne State University Press, 2013.
4. Bennett, Andrew, and Nicholas Royle. *Introduction to Literature Criticism and Theory*. Great Britain, Pearson Education Limited, 2004.
5. Cavanagh, Dermot Alan Gillis, Michelle Keown, James Loxley, and Randall Stevenson, ed. *The Edinburgh Introduction to Studying Literature*. Edinburgh, Edinburgh University Press, 2010.
6. Chakrabarti, Piyas. *Anthem Dictionary of Literary Terms and Theory*. Delhi, Anthem Press, 2006.
7. Dastoor, Freya. "Once Upon Whose Time? Rereading Remnant Colonialism in Global Fairy Tales". Vol. 31 No. 1 (2021). *Literature and Aesthetics* <https://openjournals.library.sydney.edu.au/LA/article/view/15679>.
8. Fowler, Roger, ed. *A Dictionary of Modern Critical Terms*. (Rev. Ed.) London, Routledge & Kegan Paul, 1987.
9. Gibson Arthur. *What is Literature*. Peter Lang Pub Inc, 2007.
10. Goss, Theodora. Review of *New Approaches to Teaching Folk and Fairy Tales* ed. by Christa C. Jones and Claudia Schwabe. *Marvels & Tales*, vol. 31 no. 2, 2017, p. 424-426. *Project MUSE* muse.jhu.edu/article/680320.
11. Haase, Donald. "Decolonizing Fairy-Tale Studies." *Marvels & Tales*, vol. 24 no. 1, 2010, p. 17-38. *Project MUSE*, <https://doi.org/10.1353/mat.2010.a385433>.
12. Haase, Donald, ed. *Fairy Tales and Feminism: New Approaches*. Detroit, Wayne State University Press, 2004.
13. Hunt, Peter. *Understanding Children's Literature*. London and New York, Routledge, 2002.
14. Hurley, Dorothy L. "Seeing White: Children of Color and the Disney Fairy Tale Princess." *The Journal of Negro Education*, vol. 74, no. 3, 2005, pp. 221–32. *JSTOR*, <http://www.jstor.org/stable/40027429>. Accessed 28 Dec. 2023.
15. Murai, Mayako and Luciana Cardi, ed. *Re-Orienting the Fairy Tale: Contemporary Adaptations across Cultures*. Detroit, Wayne State University Press, 2020
16. Nikolajeva, Maria. *Aspects and Issues in the History of Children's Literature*. Westport, Connecticut and London, Greenwood Press, 1995.
17. Tatar, Maria. *The Classic Fairy Tales*. New York and London, W.W. Norton and Company, 1998.
18. Turco, Lewis. *The Book of Literary Terms*. University Press of New England, 1999.
19. Widdowson, Peter. *The Palgrave Guide to English Literature and its Contexts 1500-2000*, Hampshire, Palgrave, Macmillan, 2004.



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

For 4 Credit Papers (Major and Minor) – CA + SA = 100 marks

Continuous Assessment (CA) (50 marks)

1. A minimum of two activities will be given in each semester.
2. Each activity will carry 25 marks.
3. The nature of the activities will be decided by the examiner and may include essay-type questions, short notes, assignments, presentations and/or any other type of/combination of objective- or descriptive-type activity.
4. Learners will be informed about the marks that they have got in their CA component before the Summative Assessment component commences.

Summative Assessment (SA) (50 marks)

Duration: 2 hours

1. The Question Paper will cover all four units of the syllabus.
2. There will be five compulsory questions in the paper:
 - Question I (essay-type question; Unit I): Attempt one out of two options (10 marks)
 - Question II (essay-type question; Unit II): Attempt any one out of two options (10 marks)
 - Question III (essay-type question; Unit III): Attempt any one out of two options (10 marks)
 - Question IV (essay-type question; Unit IV): Attempt any one out of two options (10 marks)
 - Question V (short notes; one option from each from Units I to IV): Attempt any two out of four options (10 marks)

