

Department of English

Category I

BA(Hons.) English

DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7) – : Romantic Literature

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 7: Romantic Literature	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the way in which Romantic thought and literature continue to sensitise us in terms of cultural and social change.
- To open up a sense of how dominant movements in the field of political and social representation, education and imagination emerge powerfully at this time.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be stimulated by an understanding of the ways in which Romantic theory and praxis influence many movements of change in the contemporary world.
- This course will map an exciting phase in the development of thought, gender-mobility and social change.

SYLLABUS OF DSC-7

UNIT – I (15 weeks-1 hour/week)

1. William Blake: *Songs of Innocence and Experience*: (i) 'Lamb' (ii) 'Tiger' (iii) 'Chimney Sweeper'(Songs of Innocence) (iv) 'Chimney Sweeper'(Songs of Experience)

2. William Wordsworth: (i) 'Tintern Abbey' (ii) 'London'
3. Samuel Taylor Coleridge: (i) 'Kubla Khan' (ii) 'Dejection: An Ode'

UNIT – II (15 weeks-1 hour/week)

1. Percy Bysshe Shelley: (i) 'Ozymandias' (ii) 'Ode to the West Wind'
2. John Keats: (i) 'Ode to a Nightingale' (ii) 'Ode on a Grecian Urn' (iii) 'Ode to Autumn'

UNIT – III (15 weeks-1 hour/week)

1. Mary Shelley: *Frankenstein*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 594–611
2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*. ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 766–768, 777–778
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*. tr. Allan Bloom. Harmondsworth: Penguin, 1991.
4. Samuel Taylor Coleridge, 'Chap. XIII', *Biographia Literaria*. ed. George Watson, London: Everyman, 1993. pp 161–66
5. J.J. Rousseau, 'Discourse on the Origin of Inequality': Part One, *Jean-Jacques Rousseau: Basic Political Writings*. Hackett Publishing Company, 1987. pp 37-60
6. Gilpin, William. 'On Picturesque Travel', *Three Essays: On Picturesque Beauty; On Picturesque Travel; and On Sketching Landscape: to which is Added a Poem, On Landscape Painting*. UK: R. Blamire, 1794.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8): Victorian Literature

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 8-Victorian Literature	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To offer students a fundamental understanding of how nineteenth-century developments in England around industrialization, colonization and gender-relations foreshadow later thinking on the subject.
- To offer students a basic sense of the deep-rooted nature of contemporary social and cultural challenges as having their origins in earlier times.

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be kindled to the way in which a range of genres speak to the spirit of an era.

SYLLABUS OF DSC- 8

UNIT – I (15 weeks-1 hour/week)

1. Charlotte Bronte: *Jane Eyre*
2. Alfred Tennyson: 'The Lady of Shalott'

UNIT – II (15 weeks-1 hour/week)

1. Charles Dickens: *Great Expectations*
2. Robert Browning: 'My Last Duchess'

UNIT – III (15 weeks-1 hour/week)

1. George Eliot: *The Mill on the Floss*
2. Elizabeth Barrett Browning: 'How Do I Love Thee? Let me Count the Ways'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings (if any):

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*. ed. Howard Selsam and Harry Martel, New York: International Publishers, 1963. pp 186–8, 190–1, 199–201
2. Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*. 8th edn., vol. 2, ed. Stephen Greenblatt, New York: Norton, 2006. pp 1545–9
3. John Stuart Mill, 'The Subjection of Women', *The Norton Anthology of English Literature*, 8th edn., vol. 2, ed. Stephen Greenblatt, New York: Norton, 2006. pp 1061–9

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE– 9 (DSC-9): Literary Criticism

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 9: Literary Criticism	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the tenets of literary appreciation with specific reference to aesthetic evolution, genre and cultural production.
- To open up a cross-disciplinary sense of the field with specific reference to philosophy, aesthetics and historicism.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be communicated a basic sense of the evolution of literary criticism.
- Students will be encouraged towards comprehending how literary criticism enriches our understanding of how philosophical and material contexts shape literature.

SYLLABUS OF DSC-9

UNIT – I (15 weeks-1 hour/week)

1. David Hume, 'Of the Standard of Taste', from 'Four Dissertations', *The Norton Anthology of Theory and Criticism*, ed. Vincent Leitch, New York: W. W. Norton & Co., 2001. pp 486-99
2. Edmund Burke, Part 1: Section VII, Section XVIII; Part 2- Sections I- VIII; Part 3- Section XXVII, *A Philosophical Enquiry into the Origin of our Ideas of the Sublime and the Beautiful*. ed. James T. Boulton, Oxford: Blackwell, 1987. pp 39-40, 51-52, 57-74, 124-25

UNIT – II (15 weeks-1 hour/week)

1. Virginia Woolf: 'Modern Fiction' (1919)

2. T.S. Eliot: 'Tradition and the Individual Talent' (1919)

UNIT – III (15 weeks-1 hour/week)

1. I.A. Richards: *Principles of Literary Criticism* (1926) Chapters 1 & 2.
2. Cleanth Brooks: *The Well-Wrought Urn: Studies in the Structure of Poetry* (1947) (i) 'The Heresy of Paraphrase' (ii) 'The Language of Paradox'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Kant, Immanuel Kant. 'Analytic of the Beautiful', trans. Paul Guyer, *The Critique of Judgment*. Cambridge: Cambridge University Press, 2000. pp 89-127
2. Schiller, Friedrich. 'Letter 2'; 'Letter 6', and 'Letter 9', trans. Reginald Snell, *Letters on the Aesthetic Education of Man*. UK: Dover Publications, 2004. pp 46-50, 69-83, 93-100
3. Hegel, G. W. F. (i) 'Work of Art as Product of Human Activity'; (ii) 'The Kantian Philosophy'; (iii) 'Imagination Genius and Inspiration', trans. T. M. Knox, in *Aesthetics: Lectures on Fine Art Vol. 1* (Oxford: Clarendon Press, 1988) pp 25-32, 56-61, 281-88.
4. Nietzsche, Friedrich. 'What is the Meaning of Ascetic Ideals', Book III, Sections 1–6, *On the Genealogy of Morals*. trans. Walter Kaufmann and John Hollingdale, New York: Vintage Books 1967. pp 1-6
5. Bakhtin, Mikhail. 'Forms of Time and of the Chronotope in the Novel', *The Dialogic Imagination: Four Essays*. trans. Caryl Emerson Michael Holquist, Texas:University of Texas Press, 1981. pp 84-110, 243-58

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COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES FOR SEMESTER III

DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE-1): Literature and Cinema

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-1 Literature and Cinema	4	3	1	0	Passed Class XII	NIL	English

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic aspects of cinema studies.
- To consider the relationship between literature and cinema.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire knowledge of visual grammar across genres of film.
- Students will understand how cinema deals with issues of gender and sexuality.

SYLLABUS OF DSE-1

UNIT – I (15 weeks-1 hour/week)

UNIT I: Language of Cinema

- Mise en scène
- film vocabulary

- signs and syntax
- Origin of Cinema as a New Form of Art
- questioning the traditional functions of art
- analysing new art forms in the 20th century
- film as a new form of art
- silent cinema

1. Monaco, James. 'The Language of Film: Signs and Syntax', *How to Read a Film: The World of Movies Media and Multimedia*. New York: OUP 2009. pp 170-249

2. Walter Benjamin: *The Work of Art in the Age of Mechanical Reproduction* (1935)

3. *Modern Times*, dir. Charlie Chaplin, 1936.

FOR VISUALLY IMPAIRED STUDENTS:

3. Film script of *Modern Times*:

http://chaplin.bfi.org.uk/resources/bfi/filmog/film_thumb.php?fid=59441&resource=Script

UNIT – II (15 weeks-1 hour/week)

UNIT II: Cinematic adaptations of literary texts

- theory of adaptation
- the relationship between literature and films
- film as an adapted text

4. William Shakespeare: *Macbeth* (1623)

5. *Maqbool*, dir. Vishal Bhardwaj, 2003.

6. *Throne of Blood*, dir. Akira Kurosawa, 1957.

FOR VISUALLY IMPAIRED STUDENTS:

5. Film Script of *Maqbool*:

<https://www.filmcompanion.in/download-the-script-ofmaqbool/amp/>

6. Film script of *Throne of Blood*:

<https://transcripts.thedealr.net/script.php/throne-of-blood-1957-DAL>

UNIT – III (15 weeks-1 hour/week)

UNIT III: Gender and sexuality

- connection with literature
- the difference between sexuality in films and literary texts
- the gaze
- the body
- cinematography

7. Mulvey, Laura. 'Visual Pleasure and Narrative Cinema', *Film Theory and Criticism: Introductory Readings*. eds. Leo Braudy and Marshall Cohen, New York: Oxford UP 1999. pp 833-44

8. *Thelma and Louise*, dir. Ridley Scott, 1991.

9. *Margarita with a Straw*, dir. Shonali Bose, 2014.

FOR VISUALLY IMPAIRED STUDENTS:

8. Film Script for *Thelma and Louise*:

<https://www.imsdb.com/scripts/Thelma-&-Louise.html>

9. Film Script for *Margarita with a Straw*:

https://www.scripts.com/script/margarita%2C_with_a_straw_13368

NOTE: For visually impaired students to be able to take this paper, a number of supplementary readings are offered for Units 2 and 3. The cinematic texts in these units are to be supplemented by close reading of the respective film scripts.

For purposes of assessment/evaluation, a general advisory may be made to assist visually impaired students filter out areas they may not be able to address due to the nature of their disability and to focus on using supplementary texts to instead create other perspectives/forms of knowledge on the same texts.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Berger, John, et al. Chaps. 2 & 3, *Ways of Seeing*. United Kingdom: British Broadcasting Corporation and Penguin Books, 1972. pp 35-64

2. Bordwell, David. *Film Art: An Introduction*. New York: McGraw Hill, 1998.
3. Cartmell, Deborah(ed). *A Companion to Literature, Film and Adaptation*. Oxford: Wiley-Blackwell, 2012.
4. Costello, Tom. *International Guide to Literature on Film*. London: Bowker-Saur, 1994. Print.
5. Nichols, Bill(ed). *Movies and Methods: Vol. I: An Anthology*. Calcutta: Seagull Books, 1985.
6. Nichols, Bill(ed). *Movies and Methods: Vol. II: An Anthology*. Calcutta: Seagull Books, 1985.
7. Prasad, Madhava. 'The Absolutist Gaze: The Political Structure and the Cultural Form', in *Ideology of the Hindi Film: A Historical Construction* pp 48-82.
8. Roberge, Gaston. *The Subject of Cinema*. Calcutta: Seagull Books. 1990. Print.
9. Ross, Harris. *Film as Literature, Literature as Film: An Introduction and Bibliography of Film's relationship to Literature*. New York: Greenwood, 1987.
10. Stam Robert and Alessandra Raengo(ed). *A Companion to Literature and Film*, London: Blackwell, 2004. Print.

DISCIPLINE SPECIFIC ELECTIVE COURSE– 2 (DSE-2): Literary Theory

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-2 Literary Theory	4	3	1	0	Passed Class XII	NIL	English

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the aspects of canonical literary theory
- To create a base for theoretical knowledge

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to discern relations between text, theory, and the world.
- This course will provide an understanding of complexities of theoretical positions.

SYLLABUS OF DSE-2

UNIT – I (15 weeks-1 hour/week)

1. Antonio Gramsci: (i) 'Formation of the Intellectuals' (ii) 'Hegemony and the Separation of Powers'

UNIT – II (15 weeks-1 hour/week)

1. Jacques Derrida: 'Structure, Sign and Play in the Discourse of Human Sciences'
2. Michel Foucault: 'Truth and Power'

UNIT – III (15 weeks-1 hour/week)

1. Luce Irigaray: (i) 'This Sex Which Is Not One' (ii) 'Commodities Amongst Themselves'
2. Judith Butler: 'Women as the Subject of Feminism'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Ahmad, Aijaz. 'Introduction'; Chapter 7: 'Indian Literature: Notes Towards the Definition of a Category'; Chapter 8: 'Three Worlds Theory: End of a Debate', *In Theory: Classes, Nations, Literatures*. London, New York: Verso, 2000.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 4th Edition, 2017.
3. Eagleton, Terry. 'Introduction'; Chapter 1; 'Conclusion', *Literary Theory: An Introduction*. Minneapolis: University of Minneapolis Press, 2008.

DISCIPLINE SPECIFIC ELECTIVE COURSE– 3 (DSE-3): Nineteenth Century European Realism

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-3 Nineteenth Century European Realism	4	3	1	0	Passed Class XII	NIL	English

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the classic writings of European realism in the Nineteenth Century.
- To enable an understanding of specifics of realism among students.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend different registers of European realism.
- This course will provide critical insights into ideas of the novel and its development.

SYLLABUS OF DSE-3

UNIT – I (15 weeks-1 hour/week)

1. Balzac, Honoré de. *Old Man Goriot* (1835). trans. Olivia Mc Cannon, UK: Penguin Classics, 2011.

UNIT – II (15 weeks-1 hour/week)

1. Flaubert, Gustave. *Madame Bovary* (1856). trans. Geoffrey Wall, UK: Penguin Classics, 2003.

UNIT – III (15 weeks-1 hour/week)

1. Dostoyevsky, Fyodor. *Crime and Punishment* (1866). trans. Oliver Ready, UK: Penguin Classics Deluxe, edition, 2014.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Balzac, Honoré de. 'Society as Historical Organism', from Preface to, 'The Human Comedy', *The Modern Tradition*, ed. Richard Ellmann et al, Oxford: OUP, 1965. pp 265-267

2. Belinsky, V. G. 'Letter to Gogol (1847)', *Selected Philosophical Works*. Moscow: Moscow Foreign Languages Publishing House, 1948. pp 506-07

3. Flaubert, Gustave. 'Heroic Honesty', *The Modern Tradition*. ed. Richard Ellmann et al, Oxford: OUP, 1965. pp 242-43.

4. Frank, Joseph. *Dostoevsky: A Writer in His Time*. United Kingdom: Princeton University Press, 2012. pp 472-508

5. Frank, Joseph. *Lectures on Dostoevsky*. United States: Princeton University Press, 2022.

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