

## Category II

**(Discipline Specific Courses for Undergraduate Programme of study with ENGLISH(Major) as one of the Core Disciplines)**

### DISCIPLINE SPECIFIC CORE COURSE -5 (DSC-5) – : 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 5: 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-5

##### 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 – 6 (DSC-6): 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 6: 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- 6

### **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.