

Department of English

BA (Hons.) English

Category I

[UG Programme for Bachelor in English (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : Introduction to Literary Studies

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 1: Introduction to Literary Studies	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 domain of literature, its genres, methods of critique and its distinctive ability to influence and project social and cultural change.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp a basic sense of literature as a discipline of thought and application.

SYLLABUS OF DSC-1

UNIT – I (20 Hours)

UNIT I: Reading the Novel

- Jane Austen: *Pride and Prejudice*
- Prince, Gerald J. *Narratology: Form and Function of Narrative*. NY: Mouton Publishers, 1982. pp 7 – 16 & pp 103 – 105

3. Kaul, A.N. 'A New Province of Writing,' *The Domain of the Novel: Reflections on Some Historical Definitions*. Routledge, 2021. pp 20-36

UNIT – II (20 Hours)

UNIT II: Reading Poetry

1. John Milton: 'On His Blindness'
2. William Wordsworth: 'Composed Upon Westminster Bridge'
3. Emily Dickinson: '341 After Great Pain'
4. Rabindranath Tagore: 'Where the Mind is Without Fear'
5. Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy, 'Versification and Poetic Syntax', *The Norton Anthology of Poetry, 5th edition*. NY and London: W.W. Norton & Company, 2005. pp 2021 – 2065

UNIT – III (20 Hours)

UNIT III: Reading Drama

1. Mahesh Dattani: *Tara*
2. Watson, G.J. 'The Nature of Drama', *Drama: An Introduction* (London: Macmillan, 1983)
3. Tanvir, Habib. *It Must Flow: A Life in Theatre*
<http://www.seagullindia.com/stq/pdf/STQ%20Issue%2010.pdf>
4. Day, Gary. 'Introduction', *Class*. UK: Routledge, 2001. pp 1 – 18

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishers and distributors 1998, 2006.
2. Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983.
3. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn. 2005.
4. Dharwadker, A.B. *Theatres of Independence: Drama, theory and urban performance in India since 1947*. University of Iowa Press, 2009

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

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): European Classical Literature

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 2- European Classical 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 basic understanding of the mode of thought and understanding in classical Europe and contextualize the western classical texts within literary studies in a scholarly manner.

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain an understanding of the classical, that is valuable in itself and as a frame of reference for subsequent periods of literary studies

SYLLABUS OF DSC- 2

UNIT – I (20 Hours)

1. Homer: *The Odyssey*

UNIT – II (20 Hours)

1. Aristotle: *Poetics*
2. Sophocles: *Antigone*

UNIT – III (20 Hours)

1. Aristophanes: *Lysistrata*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings (if any):

1. Plato, 'Book X', *The Republic*. tr. Desmond Lee, London: Penguin, 2007.
2. Horace, 'Ars Poetica', *Horace: Satires, Epistles and Ars Poetica*. tr. H. Rushton Fairclough, Cambridge Mass.: Harvard University Press, 2005.

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

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): Indian Classical Literature

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		
Indian Classical 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 Indian classical literary tradition.
- To introduce students to a rich and diverse literature from two classical languages of India, Sanskrit and Tamil.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain knowledge of the aesthetic and cultural values that serve as the groundwork for later developments in Indian philosophical and social change.

SYLLABUS OF DSC-3

UNIT – I (20 Hours)

1. Vyasa. Selections from *The Mahabharata*, from *The Mahabharata of Krishna-Dwaipayana Vyasa*, trans. K. M. Ganguli (Delhi: Munshiram Manoharlal Publishers, 2012).

- a) 'The Dicing' and 'Sequel to Dicing', Book 2, Sabha Parva Section XLVI-LXXII
- b) 'The Temptation of Karna', Book 5, Udyog Parva, Section CXL-CXLVI.
- c) 'Krishna's Peace Proposal', Book 5, Udyog Parva, Section LXXXIX-CXXXI

UNIT – II (20 Hours)

1. Kalidasa. *Abhijnanasakuntalam*, trans. Chandra Rajan, in *Kalidasa: The Loom of Time*. Penguin Classics, 1989, reprint 2000.

UNIT – III (20 Hours)

1. Ilango Atikal. 'The Book of Vanci', *Cilappatikaram*. trans. R. Parthasarathy (Columbia University Press, 1993; Penguin Books India, 2004).

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Bharata Muni. Selections from *Natyasastra*. (i) Chapter 6, 'The Sentiments'; (ii) Chapter 20, 'Ten Kinds of Play'; (iii) Chapter 35, 'Characteristics of the Jester', trans. Manomohan Ghosh, Calcutta: Asiatic Society of Bengal, 1951. pp105-17; 355-74; 548-50
2. Osho. Selections from *Krishna: The Man and His Philosophy*. (i) Krishna is Complete and Whole (ii) Draupadi: A Rare Woman (iii) Action, Inaction and Non-Action (iv) Rituals, Fire and Knowledge, Delhi: Jaico Publishing House, 1991.
3. Kapoor, Kapil. *Indian Knowledge System Vol. 1*. New Delhi: D.K. Printworld Pvt. Ltd., 2005. pp 1-31
4. Gerow, Edwin, et al. 'Indian Poetics', *The Literatures of India: An Introduction*. ed. Edward. C. Dimock et al, Chicago: University of Chicago Press, 1974. pp 115-143
5. Venkatachalapathy, R. 'Introduction', *Love Stands Alone: Selections from Tamil Sangam Poetry*. Delhi: Penguin Classics, 2013. pp XIII-XLI; 25; 45; 70; 186

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

DEPARTMENT OF ENGLISH
BA (Hons.) English
Category-I

DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4) – : 14th to 17th Century English Poetry

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 4: 14 th to 17 th Century English Poetry	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the discipline of literary studies in English in a chronological manner, with specific reference to the social and cultural determinants of the period under review.
- To illustrate the ability of poetry to articulate the need for social and cultural reform.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to develop a basic sense of the tools and methods employed by the poetry of the period to analyse and change social and political hierarchies.
- Students will inculcate a foundational understanding of the distinctive ways in which poetry works.

SYLLABUS OF DSC-4

UNIT – I (15 Hours)

1. Geoffrey Chaucer: 'General Prologue' and 'Pardoner's Tale' from *Canterbury Tales*

UNIT – II (15 Hours)

2. Philip Sidney: 'Sonnet I'
3. Walter Raleigh: 'The Passionate Man's Pilgrimage'
4. John Donne, 'Sunne Rising,' 'The Canonization,' 'The Good Morrow'

UNIT – III (15 Hours)

5. John Milton: 'Book I', *Paradise Lost*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Philip Sidney, *An Apology for Poetry*. ed. Forrest G. Robinson, Indianapolis: Bobbs Merrill, 1970. pp 13–18
2. *The Holy Bible*, Genesis, Chap. 1–4, *The Gospel* according to St. Luke, Chap. 1–7 & 22–4.
3. Wimsatt, W. K. *The Verbal Icon*, 1954.
4. Hill, Christopher. *Milton and the English Revolution*. London: Faber and Faber, 1977.

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

DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): 16th & 17th Century English Drama

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 5- 16 th & 17 th Century English Drama	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To take forward the development of literary studies in English with specific reference to the theatre in England during the period under survey.
- To open up a sense of theatre as a space of continual experimentation and change.

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to develop a basic sense of the way in which drama works as genre on its own terms.
- Students' imagination will be stimulated by showing how theatre can analyse and critique political and cultural hierarchies successfully.

SYLLABUS OF DSC- 5

UNIT – I (15 Hours)

1. Christopher Marlowe: *Doctor Faustus*

UNIT – II (15 Hours)

2. William Shakespeare: *Macbeth*

UNIT – III (15 Hours)

3. Aphra Behn: *The Rover*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings (if any):

1. Greenblatt, Stephen. *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Oxford: Clarendon P, 1988.
2. Adelman, Janet. *Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, Hamlet to The Tempest*. New York and London: Routledge, 1992.

3. Dollimore, Jonathan and Alan Sinfield eds. *Political Shakespeare*. Ithaca and London: Cornell UP, 1985.
4. Black, Jeremy Black. *England in the Age of Shakespeare*. Bloomington: Indiana UP, 2019.

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): 18th Century Literature

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		
18 th Century Literature	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer a continuing sense of the evolution of literary studies in English, so that the quiet revolutions of the eighteenth century in England resonate with significance in contemporary times.
- To study the period under survey through a combination of genres to focus on movements of empire, capital and emancipation.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the way in which the 'Age of Reason' shapes contemporary life.
- Students will be alerted to understanding the ways in which major lines of thought and action may have understated beginnings.

SYLLABUS OF DSC-6

UNIT – I (15 Hours)

1. Alexander Pope: *Rape of the Lock*

UNIT – II (15 Hours)

2. Jonathan Swift: *Gulliver's Travels*

UNIT – III (15 Hours)

3. Oliver Goldsmith: *The Vicar of Wakefield*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Butler, Marilyn. *Romantics, Rebels and Reactionaries: English Literature and Its Background, 1760-1830*. Oxford: Oxford University Press, 1981.
2. Habermas, Jurgen. *The Structural Transformation of the Public Sphere: An Inquiry into the Category of Bourgeois Society*. 1962. Cambridge, Mass: MIT, 1989.
3. Nussbaum, Martha. *The Cosmopolitan Tradition: A Noble but Flawed Ideal*. Cambridge, Mass: Harvard University Press, 2019.
4. Hobsbawm, Eric. *The Age of Revolution: Europe 1789-1848*. London: Wiedenfeld and Nicholson, 1962.
5. 'Pope's Intellectual Character: Pope and Dryden Compared', from 'The Life of Pope', *The Norton Anthology of English Literature, vol. 1*, ed. Stephen Greenblatt, 8th edn. New York: Norton, 2006. pp 2693–2694, 2774–2777
6. Defoe, Daniel. 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), & 'The Complete English Gentleman', *Literature and Social Order in Eighteenth-Century England*. ed. Stephen Copley, London: Croom Helm, 1984.

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

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: Northon, 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

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

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](https://www.scripts.com/script/margarita%2C%20with%20a%20straw%2013368)

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.

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

Department of English

Semester-IV

BA (Hons.) English

DISCIPLINE SPECIFIC CORE COURSE 10 - (DSC-10) – : AMERICAN 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 10: American 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 literature of the United States with specific reference to the way it chronicles patterns of oppression and freedom in the lives of its peoples.
- To open up a range of possibilities in the way in which literature shapes and chronicles new frontiers and cultural groups.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to trace the powerful role played by literature in shaping the emergent United States.
- Students will be enlightened on how literature chronicles and shapes both different kinds of enslavement and possibilities of liberation.

SYLLABUS OF DSC- 10

UNIT – I (15 hours)

1. Toni Morrison: *Beloved*

UNIT – II (15 hours)

2. Kate Chopin: *The Awakening*
3. Herman Melville: 'Bartleby the scrivener'

UNIT – III (15 hours)

4. Walt Whitman: (i) 'O Captain, My Captain' (ii) 'Passage to India'(lines 1–68)
5. Alexie Sherman Alexie: (i) 'Crow Testament' (ii) 'Evolution'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Emerson, Ralph Waldo. 'Self-Reliance', *The Selected Writings of Ralph Waldo Emerson*. ed. Brooks Atkinson, New York: The Modern library, 1964.
2. Martin Luther King Jr, 'I have a dream', *African American Literature*. ed. Kieth Gilyard, Anissa Wardi, New York: Penguin, 2014. pp 1007-1011
3. Douglass, Frederick. Chaps. 1–7, *A Narrative of the life of Frederick Douglass*. Harmondsworth: Penguin, 1982. pp 47–87
4. Rich, Adrienne. 'When We Dead Awaken: Writing as Re-Vision', *College English*. Vol. 34, No. 1, Women, Writing and Teaching (Oct., 1972), pp. 18-30
5. Crevecoeur, Hector St John. Letter III: 'What is an American', *Letters from an American Farmer*. Harmondsworth: Penguin, 1982. pp 66–105

DISCIPLINE SPECIFIC CORE COURSE 11- (DSC-11) : Indian Writing in English**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 11: Indian Writing in English	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 distinctively Indian qualities of literature in English, across a range of genres.
- To open up a sense of the Indian response to literary and political challenges in modern times.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain a basic sense of Indian writing in English as a viable means to understand the evolution of modern India.
- Students' imagination will be stimulated by an understanding of how Indian writing in English opens up the challenges and complexities of contemporary India.

SYLLABUS OF DSC- 11

UNIT – I (15 hours)

1. Anita Desai: *The Clear Light of the Day*

UNIT – II (15 hours)

2. H.L.V. Derozio: (i) 'Freedom to the Slave' (ii) 'The Orphan Girl'
3. Kamala Das: (i) 'Introduction' (ii) 'My Grandmother's House'
4. Sarojini Naidu: (i) 'An Indian Love Song', (ii) 'In Salutation to the Eternal Peace'
5. Robin S. Ngangom: (i) 'The Strange Affair of Robin S. Ngangom' (ii) 'A Poem for Mother'

UNIT – III (15 hours)

6. Salman Rushdie: 'The Free Radio'
7. Shashi Deshpande: 'The Intrusion'
8. Padmanabhan, Manjula. 'Stains', *Hot Death, Cold Soup: Twelve Short Stories*. New Delhi: Kali for Women/Zubaan, 1996.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Rao, Raja. 'Foreword', *Kanthapura*. New Delhi: OUP, 1989. pp v–vi
2. Rushdie, Salman. 'Commonwealth Literature does not exist', *Imaginary Homelands*. London: Granta Books, 1991. pp 61–70
3. Mukherjee, Meenakshi. 'Divided by a Common Language', *The Perishable Empire*. New Delhi: OUP, 2000. pp 187–203
4. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn., 2005. pp 1–10

DISCIPLINE SPECIFIC CORE COURSE -12 (DSC-12) : Indian Writing in English Translation

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 12: Indian Writing in English Translation	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand and celebrate the diversity of linguistic and regional influences on the shaping of modern India.
- To open up a sense of the sophistication and fluidity of Indian thought and literature even when it speaks through the medium of translation.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will gain knowledge of the richness of modern Indian writing.
- Students will be encouraged to understand how contemporary India owes its diversity to a range of literatures, cultures and regions.

SYLLABUS OF DSC-12

UNIT – I (15 hours)

1. Premchand 'The Shroud', *Penguin Book of Classic Urdu Stories*. ed. M. Assaduddin, New Delhi: Penguin/Viking, 2006.
2. Chughtai, Ismat. 'The Quilt', *Lifting the Veil: Selected Writings of Ismat Chughtai*. tr. M. Assaduddin. New Delhi: Penguin Books, 2009.
3. Senapati, Fakir Mohan. 'Rebati', *Oriya Stories*. ed. Vidya Das, tr. Kishori Charan Das, Delhi: Srishti Publishers, 2000.

UNIT – II (15 hours)

4. Bharati, Dharamveer. *Andha Yug*. tr. Alok Bhalla, New Delhi: OUP, 2009.
5. Tagore, Rabindranath. 'Light, Oh Where is the Light?' & 'When My Play was with thee', *Gitanjali: A New Translation with an Introduction*. trans. William Radice, New Delhi: Penguin India, 2011.
6. Muktibodh, G.M. 'The Void' (tr. Vinay Dharwadker) & 'So Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), *The Oxford Anthology of Modern Indian Poetry*. ed. Vinay Dharwadker and A.K. Ramanujam, New Delhi: OUP, 2000.

UNIT – III (15 hours)

7. Pritam, Amrita. 'I say unto Waris Shah' (tr. N.S. Tasneem), *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*. ed. K.M. George, vol. 3, Delhi: Sahitya Akademi, 1992.
8. Singh, Thangjam Ibopishak. 'Dali, Hussain, or Odour of Dream, Colour of Wind' & 'The Land of the Half-Humans', *The Anthology of Contemporary Poetry from the Northeast*. tr. Robin S. Ngangom, NEHU: Shillong, 2003.
9. Macwan, Joseph. *The Stepchild*. Trans. Rita Kothari, Oxford University Press, New Delhi, 2004.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Singh, Namwar. 'Decolonising the Indian Mind', *Indian Literature*, tr. Harish Trivedi, no. 151(Sept./Oct. 1992), 1992.
2. Ambedkar, B.R. Chaps. 4, 6, & 14, *Annihilation of Caste in Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1, Maharashtra: Education Department, Government of Maharashtra, 1979.
3. U.R. Ananthamurthy: 'Being a Writer in India'
4. Vinay Dharwadker: 'Some Contexts of Modern Indian Poetry'
5. Aparna Dharwadker, 'Modern Indian Theatre', *Routledge Handbook of Asian Theatre*. ed. Siyuan Liu, London: Routledge, 2016. pp 243-67

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE 4–(DSE-4): Dystopian Writings

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
		Lecture	Tutorial	Practical/ Practice		
DSE-4: Dystopian Writings	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce a body of writings on dystopic themes
- To consider the range of literary representations in the field

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyse literary representations in contemporary contexts.
- Students will be provided a literary and theoretical understanding of the ideas of dystopia.

SYLLABUS OF DSE-4

UNIT – I (15 hours)

1. Mary Shelley: *The Last Man*

UNIT – II (15 hours)

2. H.G. Wells: *The Time Machine*

UNIT – III (15 hours)

3. Malcolm Bradbury: *Fahrenheit 451*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Stock, Adam. *Modern Dystopian Fiction and Political Thought: Narratives of World Politics*. United Kingdom: Taylor & Francis, 2018.
2. Gottlieb, Erika. *Dystopian Fiction East and West: Universe of Terror and Trial*. Maldives: McGill-Queen's University Press, 2001.
3. Basu, Balaka, et al. (ed.) *Contemporary Dystopian Fiction for Young Adults: Brave New Teenagers*. United States: Taylor & Francis, 2013.
4. Isomaa, Saija, et al. (ed.) *New Perspectives on Dystopian Fiction in Literature and Other Media*. United Kingdom: Cambridge Scholars Publishing, 2020.
5. Anthony, Ashley G., et al. (ed.) *Worlds Gone Awry: Essays on Dystopian Fiction*. United States: Incorporated Publishers, 2018.

DISCIPLINE SPECIFIC ELECTIVE COURSE 5 (DSE-5): Literature of the Indian Diaspora

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
		Lecture	Tutorial	Practical/ Practice		
DSE-5 Literature of the Indian Diaspora	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with select contemporary literature of the Indian diaspora.
- To highlight diversity of diasporic locations and writings.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire understanding of complex diasporic imaginations.
- Students will be able to comprehend the interrelations between home, homeland, diaspora, and migration.

SYLLABUS OF DSE-5:

UNIT – I (15 hours)

1. M. G. Vassanji: *The Book of Secrets*

UNIT – II (15 hours)

2. Vikram Seth: *The Golden Gate*

UNIT – III (15 hours)

3. Meera Syal: *Anita and Me*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Mishra, Vijay. *The Literature of the Indian Diaspora: Theorising the Diasporic Imaginary*. New York: Routledge, 2007.
2. Braziel, Jana Evans, et al. (ed.). *Theorizing Diaspora: A Reader*. Wiley, 2003.
3. Unnikrishnan, Deepak. *Temporary People*. New York: Restless Books, 2017.
4. Phillips, Caryl. 'Somewhere in England', *Crossing the River*. London: Random House, 1993.
5. Gilroy, Paul. 'The Black Atlantic as a Counterculture of Modernity', *The Black Atlantic: Modernity and Double Consciousness*. London: Verso, 1993.
6. Jayaram, N. (ed.). *The Indian Diaspora: Dynamics of Migration*. Vol.4, Sage: New Delhi, 2004.

DISCIPLINE SPECIFIC ELECTIVE COURSE 6 (DSE-6): Graphic Narratives

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
		Lecture	Tutorial	Practical/ Practice		
DSE-6 Graphic Narratives	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of graphic narratives.
- To sample a variety of graphic narratives from different locations and in varied styles.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be provided an understanding of the specific languages of graphic narratives.
- Students will be able to comprehend the relationship between text and visuality.

SYLLABUS OF DSE-6:

UNIT – I (15 hours)

1. Miller, Frank. *Batman: The Dark Knight Returns*. Delhi: Random House, 2016.

Supplementary Reading for Visually Impaired Students:

1. Feiffer, Jules. 'Introduction' and 'Afterword', *The Great Comic Book Heroes*. Bonanza Books, 1965.

<http://www.tcj.com/the-great-comic-book-heroes-intro-afterword-by-jules-feiffer/>

UNIT – II (15 hours)

2. Natarajan, Srividya and Aparajita Ninan. *A Gardener in the Wasteland*. Delhi: Navayana,

2016.

3. Kadam, Dilip and S. S. Rege. *Babasaheb Ambedkar: He Dared to Fight*. Vol. 611, Mumbai: Amar Chitra Katha, 1979.

Supplementary Reading for Visually Impaired Students

2. Nayar, Pramod K. 'Drawing on Other Histories.', *The Indian Graphic Novel: Nation, History and Critique*. Routledge, 2016. pp 109-154

UNIT – III (15 hours)

4. Patil, Amruta. *Kari*. Delhi: Harper Collins, 2008.

5. Satrapi, Marjane. *Persepolis: The Story of a Childhood*. London: Pantheon 2004.

Supplementary Reading for Visually Impaired Students

4. Robinson, Lillian S. 'Chronicles: Generations of Super Girls,' *Wonder Women: Feminisms and Superheroes*. Routledge, 2004. pp 65-94

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Chute, Hilary. 'Comics as Literature?: Reading Graphic Narrative,' *PMLA* 123 (2), pp 452-465

2. McCloud, Scott. *Understanding Comics: The Invisible Art*. USA: HarperCollins, 1993. pp 60-137

3. Mickwitz, Nina. *Documentary Comics: Graphic Truth-Telling in a Skeptical Age*. UK: Palgrave Macmillan, 2016. pp 1-28

SEMESTER-V

Category I

BA (Hons.) English

DISCIPLINE SPECIFIC CORE COURSE -13 (DSC-13) : Twentieth Century Poetry & Drama

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 13: Twentieth Century Poetry & Drama	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students an understanding of the distinctive characteristics of the twentieth century as a space of thought, with specific reference to its poetry and drama as significant tools of cultural analysis.
- To open up the way in which the poetry and drama of the period reconstitute readership/ spectatorship as agents of cultural change.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the anxieties and influences of the age immediately preceding our own.

- Students will gain knowledge on how literature as a discipline continues to critique and alter its times.

SYLLABUS OF DSC 13-

UNIT – I (15 hours)

1. T.S. Eliot: (i) 'The Love Song of J. Alfred Prufrock' (ii) 'The Hollow Men'
2. W.B. Yeats: (i) 'Leda and the Swan' (ii) 'The Second Coming'

UNIT – II (15 hours)

3. Edith Sitwell: 'Still Falls the Rain'
4. Anne Michaels: 'Memoriam'
5. Phillip Larkin: (i) 'Whitsun Weddings' (ii) 'Church Going'
6. Ted Hughes: (i) 'Hawk Roosting' (ii) 'Crow's Fall'

UNIT – III (15 hours)

7. Samuel Beckett: *Waiting for Godot* (1952)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Sinfield, Alan. 'Literature and Cultural Production', in *Literature, Politics, and Culture in Postwar Britain*. Berkley and Los Angeles: University of California Press, 1989. pp 23–38
2. Heaney, Seamus. 'The Redress of Poetry', *The Redress of Poetry*. London: Faber, 1995. pp 1–16
3. Waugh, Patricia. 'Culture and Change: 1960-1990', *The Harvest of The Sixties: English Literature and Its Background, 1960-1990*. Oxford: OUP, 1997.
4. Williams, Raymond, 'Metropolitan Perceptions and the Emergence of Modernism', *Raymond Williams: The Politics of Modernism*. London: Verso, 1996. pp 37-48

DISCIPLINE SPECIFIC CORE COURSE 14- (DSC-14) : Twentieth Century Novel

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 14: Twentieth Century Novel	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students an understanding of the distinctive characteristics of the way in which the novel as an art form defines and alters the twentieth century.
- To open up the way in which the twentieth century novel is the most telling site of social critique and change.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the instruments that the twentieth century novel uses to alter the period of its origin.
- Students will gain an understanding of how the novel as an art form can pick up the philosophical and political lines of inquiry of the period under survey.

SYLLABUS OF DSC-14

UNIT – I (15 hours)

1. Joseph Conrad: *Heart of Darkness* (1899)

UNIT – II (15 hours)

2. D.H. Lawrence: *Sons and Lovers* (1913)

UNIT – III (15 hours)

3. Virginia Woolf: *Mrs. Dalloway* (1925)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Woolf, Virginia. *ON BEING ILL*. Germany, Musaicum Books, 2017.
2. Freud, Sigmund. 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', *The Modern Tradition*. ed. Richard Ellman et. al. Oxford: OUP, 1965. pp 571, 578–80, 559–63
3. Williams, Raymond. 'Introduction', *The English Novel from Dickens to Lawrence*. London: Hogarth Press, 1984. pp 9–27
4. Lawrence, D.H. 'Morality and the Novel', *The Modern Tradition: Backgrounds of Modern Literature*. eds. Richard Ellmann and Charles Feidelson, Jr. Oxford University Press, 1965.

DISCIPLINE SPECIFIC CORE COURSE 15- (DSC-15) : Dalit Writings

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 15: Dalit Writings	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 Dalit literature both chronicles a continuing history of oppression and functions as an invaluable instrument of cultural assertion.
- To open up a sense of the way in which intersectional marginalities find their voices in Dalit literature and seek social and human justice.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp the importance of Dalit literature as historical witness and as cultural catalyst.
- Students' imagination will be stimulated through an understanding of how the aesthetic of suffering may be used to bring about social and cultural redressal.

SYLLABUS OF DSC-15

UNIT – I (15 hours)

1. Valmiki, Om Prakash. *Joothan: A Dalit's Life*. trans. Arun Prabha Mukerjee, Kolkatta: Samya, 2003.

UNIT – II (15 hours)

2. Sivakami, P. *The Grip of Change, and author's notes*. trans. P. Sivakami, New Delhi: Orient Longman, 2016.

UNIT – III (15 hours)

3. Limbale, Sharankumar. 'White Paper', *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. ed. Arjun Dangle, Hyderabad: Orient Longman, 1992.

4. Parmar, Jayant. 'The last will of a Dalit poet', *Listen to the Flames: Texts and Readings from the Margins*. eds. Tapan Basu, Indranil Acharya, A. Mangai, New Delhi: Oxford University Press, 2017.

5. Navaria, Ajay. 'New Custom', *The Exercise of Freedom: An Introduction to Dalit Studies*. trans. Laura Brueck, eds. K. Sathyanarayana, Susie Tharu, New Delhi: Navayana Publishing, 2013.

6. Kumar, Sanjay. 'Black Ink', *Listen to the Flames: Texts and Readings from the Margins*. , trans. Raj Kumar, eds. Tapan Basu, Indranil Acharya, A. Mangai, New Delhi: Oxford University Press, 2017.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Limbale, Sharankumar. 'Dalit Literature and Aesthetics', *Towards an Aesthetic of Dalit Literature: History, Controversies & Considerations*. Orient Longman, 2004. pp 103-21

2. Gauthaman, Raj. 'Dalit Culture', *No Alphabet in Sight*. eds., K Satyanarayana and Susie Tharu, Penguin Books, 2011. pp 151-157

3. Rani, Challapalli Swaroopa: 'Caste Domination Male Domination' in *Steel Nibs are Sprouting*. eds. K Satyanarayana and Susie Tharu, Harper Collins, 2013. pp 704-709

4. Dirks, Nicholas B. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton, Princeton University Press, 2001.
5. Srinivas, M. N. *Caste in Modern India and Other Essays*. London, Asia Publishing House. 1970.
6. Bagul, Baburao. 'Dalit Literature is but Human Literature', *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. ed. Arjun Dangle, Hyderabad: Orient Longman, 1992. pp 271-289
7. Ahmad, Imtiaz. 'Can there be a Category called Dalit Muslims?' *Dalit Assertion in Society, Literature and History*. ed. Imtiaz Ahmad and Shashi Bhushan Upadhyaya, New Delhi: Orient BlackSwan, 2010. pp 243-258

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE-7 (DSE-7): Children's 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
		Lecture	Tutorial	Practical/ Practice		
DSE-7 Children's Literature	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the field of children's writing.
- To convey a sense of diversity within children's literature.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to appreciate the literary and theoretical complexity of children's writing.
- This course will enable a comprehension of children's literature across time and cultural spaces.

SYLLABUS OF DSE-7:

UNIT – I (15 hours)

1. Roald Dahl: *Fantastic Mr Fox*
2. Antoine de Saint-Exupéry: *The Little Prince*

UNIT – II (15 hours)

3. Roychowdhury, Upendra Kishore. *Goopy Gyne Bagha Byne*. New Delhi: Puffin Books, 2004. pp 3-27

4. Ray, Satyajit. *The Golden Fortress (Sonar Kella)*. trans. Gopa Majumdar, Penguin/Puffin, 2015.

UNIT – III (15 hours)

5. Anderson, M.T. *Feed*, Somerville: Candlewick Press, 2002.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Carpenter, Humphrey and Mari Prichard (Eds.). *The Oxford Companion to Children's Literature*. Oxford: Oxford University Press, 1984.

2. Egoff, Sheila, et al. (Eds.) *Only Connect: Readings on Children's Literature*, 3rd Edition. New York: Oxford University Press, 1996.

3. Hunt, Peter. *Criticism, Theory and Children's Literature*. Cambridge, Ma: Basil Blackwell, 1999.

4. Lehr, Susan. *The Child's Developing Sense of Theme: Responses to Literature*. New York: Teachers College Press, 1991.

5. Lukens, Rebecca J. *A Critical Handbook of Children's Literature*, 6th Edition. New York: Longman, 1999.

6. Lurie, Alison. *Don't Tell the Grown-Ups: Subversive Children's Literature*. Boston: Little, Brown, 1990.

7. Townsend, John Rowe. *Written for Children: An Outline of English Children's Literature*. 4th Edition. New York: Harper Collins, 1990.

8. Bang, Molly. 'Building the Emotional Content of Pictures', *Picture This: How Pictures Work*. San Francisco: Chronicle Books, 2018. pp 1-50

9. Nodelman, Perry. 'Defining Children's Literature', *The Hidden Adult: Defining Children's Literature*, Baltimore: John Hopkins University Press, 2008. pp 133-137

DISCIPLINE SPECIFIC ELECTIVE COURSE 8–(DSE-8): Indian Partition 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
		Lecture	Tutorial	Practical/ Practice		
DSE-8 Indian Partition Literature	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the subject of Partition Literature in India.
- To sensitize students to complex narratives of Partition.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend the relationship between literary representations and memories of the Partition.
- Students will acquire in-depth knowledge of literary and theoretical insights into Partition.

SYLLABUS OF DSE-8:

UNIT – I (15 hours)

1. Butalia, Urvashi. 'Beginnings', *The Other Side of Silence: Voices from the Partition of India*. India: Penguin books, 1998.

2. Nandy, Ashish. 'The Invisible Holocaust and the Journey as an Exodus', *A Very Popular Exile*. Delhi: OUP, 2007.

UNIT – II (15 hours)

3. Manṭo, Sa'ādat Ḥasan. 'Toba Tek Singh', *Manto: Selected Short Stories: Including 'Toba Tek Singh' and 'The Dog of Tithwal'*. India, Random House India, 2012.
4. Chander, Krishan. 'Peshawar Express', *Stories About the Partition of India*. trans. Jai Ratan, ed. Alok Bhalla, Vol. 3, Delhi: Indus, 1994. pp 205-215
5. Waliullah, Syed. 'The Tale of a Tulsi Plant', *Mapmaking: Partition Stories from Two Bengals*, trans. Rani Ray, ed. Debjani Sengupta, Amaryllis: 2011. pp 101-114
6. Kothari, Rita. (ed.) Selections from *Unbordered Memories: Sindhi Stories of Partition*. New Delhi: Penguin Books, 2009.

UNIT – III (15 hours)

7. Gangopadhyay, Sunil. *Arjun*. trans. Chitrita Bannerjee, Penguin, 1987.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Bhasin, Kamla and Ritu Menon. 'Introduction', *Borders and Boundaries*. Delhi: Kali for Women, 1998.
2. Pandey, Gyanendra. 'The Three Partitions of 1947', *Remembering Partition: Violence, Nationalism and History in India*. Cambridge: Cambridge UP, 2001. pp 21-44
3. Schendel, Willem van. 'Partition Studies', *The Bengal Borderland: Beyond State and Nation in South Asia*. London: Anthem Press, 2005. pp 24-38
5. Khan, Yasmin. 'Leprous Daybreak' and 'Bitter Legacies', *The Great Partition: The Making of India and Pakistan*. Delhi: Penguin Random House, 2007. pp 143-185

DISCIPLINE SPECIFIC ELECTIVE COURSE 9–(DSE-9): Literature and Human Rights

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
		Lecture	Tutorial	Practical/ Practice		
DSE-9 Literature and Human Rights	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To consider the relationship between literature and human rights.
- To indicate investments in human rights within literary texts.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to realise the relevance of human rights in everyday contexts.
- Students will be able to appreciate the importance of human rights in literary and theoretical terms.

SYLLABUS OF DSE-9

UNIT – I (15 hours)

1. George Orwell: *1984*(1949)

UNIT – II (15 hours)

2. Harper Lee: *To Kill a Mockingbird* (1960)

UNIT – III (15 hours)

3. *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.

(i) 'In the Prison of Repose' —Paulo Coelho

(ii) 'Amnesty' —Nadine Gordimer

SEMESTER -VI

BA (Hons.) English

DISCIPLINE SPECIFIC CORE COURSE 16- (DSC-16) : Modern European Drama

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 16: Modern European Drama	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To analyse the way in which nineteenth and twentieth-century theatre in Europe thinks through political and cultural hierarchies of power, enslavement and liberation.
- To open up a sense of the way in which European drama articulates questions of continuing relevance in the contemporary world such as the individual and the state, the position of women, and issues of dominance.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the way theatre serves as a means of social and cultural investigation and change.

- Students will learn how drama as a genre alters our sense of both the individual and society.

SYLLABUS OF DSC-16:

UNIT – I (15 hours)

1. Henrik Ibsen: *Ghosts* (1881)

UNIT – II (15 hours)

2. Bertolt Brecht: *Mother Courage and Her Children* (1939)

UNIT – III (15 hours)

3. Eugene Ionesco: *Rhinoceros* (1959)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Camus, Albert. (i) 'Absurdity and Suicide' (ii) 'The Myth of Sisyphus', *The Myth of Sisyphus*. trans. Justin O'Brien, London: Vintage, 1991. pp 13-17; 79-82
2. Stanislavsky, Constantin. 'Faith and the Sense of Truth', *An Actor Prepares*. United Kingdom: Bloomsbury Academic, 2013. pp 111-139
3. Brecht, Bertolt. 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', *Brecht on Theatre: The Development of an Aesthetic*. ed. and tr. John Willet, London: Methuen, 1992. pp 68–76, 121–128
4. Steiner, George. 'On Modern Tragedy', *The Death of Tragedy*. London: Faber, 1995. pp 303–24

DISCIPLINE SPECIFIC CORE COURSE 17- (DSC-17): Literature and Disability

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 17: Literature and Disability	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To challenge and reconstitute our sense of what constitutes ‘the normal’ as a category of thought and action.
- To build a critically compassionate consciousness on the subjects of individual and social identity-construction under conditions of disability.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the theory and field of Disability Studies with specific reference to its articulation through literature.

- This course will encourage students to think of a revolutionised debate on the subject of self/ social-alienation and self/social-restoration under the challenge of disability.

SYLLABUS OF DSC-17:

UNIT – I (15 hours)

1. Firdaus Kanga: *Trying to Grow* (1991)

UNIT – II (15 hours)

2. Georgina Kleege: *Sight Unseen* (1999)

UNIT – III (15 hours)

3. Anne Finger. "Helen and Frida" *The Kenyon Review*, Summer, 1994, New Series, 16.3, 1994. pp 1-7
4. Mukhopadhyay, Tito Rajarshi. 'Poem 1' and 'Poem 4', *The Mind Tree: A Miraculous Child Breaks the Silence of Autism*. Arcade Publishing, 2003.
5. Barclay, Hayleigh. 'Happy Birth-day'. *Disability Horizons*. Posted 14th May, 2018

<https://disabilityhorizons.com/2018/05/disability-short-stories-series-happy-birth-day/>

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Linton, Simi. 'Disability Studies/Not Disability Studies', *Disability & Society*, Vol. 13.4, 1998. pp 525-40
2. Davis, Lennard J. 'Constructing Normalcy', *Enforcing Normalcy: Disability, Deafness, and the Body*. London and New York: Verso, 1995. pp 23–49
3. Quayson, Ato. 'A Typology of Disability Representation', *Aesthetic Nervousness: Disability and the Crisis of Representation*. Columbia: Columbia University Press, 2007. pp 32–53

4. Couser, Thomas. 'Signifying Selves: Disability and Life Writing', *The Cambridge Companion on Literature and Disability*. eds Clare Barker and Stuart Murray, New York: Cambridge University Press, 2017. pp 199–211
5. Anand, Shilpaa. 'Historicizing Disability in India: Questions of Subject and Method', *Disability Studies in India: Global Discourses, Local Realities*. ed. Renu Addlakha, New York: Routledge. pp 35–60
6. Das, Veena and Renu Addlakha, 'Disability and Domestic Citizenship: Voice, Gender, and the Making of the Subject', *Public Culture*. Vol. 13:3, 2001. pp 511-531

DISCIPLINE SPECIFIC CORE COURSE 18- (DSC-18) : Women Writings

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 18: Women Writings	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 ways in which critical categories such as ethnicity, caste and class find their articulate in writings by women.
- To open up a sense of the Indian presence in the ongoing debate on the rights and position of women in contemporary society.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of how writings by women serve as a primary instrument to document and demand social change.
- This course will open up a space for a discussion on how this is a core area that demands attention and change in contemporary India.

SYLLABUS OF DSC-18:

UNIT – I (15 hours)

1. Alice Walker: *The Color Purple*

UNIT – II (15 hours)

2. Charlotte Perkins Gilman: 'The Yellow Wallpaper'
3. Begum Rokheya: 'Sultana's Dream'
4. Devi, Rassundari. Excerpts from *Amar Jiban*. trans. by Enakshi Chatterjee, *Women's Writing in India*. Vol 1, ed. Susie Tharu and K. Lalita, Oxford University Press, New Delhi, 1989. pp 192-202

UNIT – III (15 hours)

5. Emily Dickinson: (i) 'I cannot live with you' (ii) 'I'm wife; I've finished that'
6. Sylvia Plath: (i) 'Lady Lazarus' (ii) 'Daddy'
7. Eunice De Souza- (i) 'Advice to Women' (ii) 'Bequest'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. New York: Norton, 1988.
2. Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1957.

3. Elaine Showalter: 'Introduction', *A Literature of Their Own: British Women Novelists from Bronte to Lessing*, 1977.
4. Simone de Beauvoir: 'Introduction', *The Second Sex*
5. Chakravarti, Uma. 'Reconceptualising Gender: Phule, Brahmanism and Brahmanical Patriarchy', *Gender and Caste*. edited by Anupama Rao, Kali for Women, New Delhi, 2003. pp 164-179
6. Irigaray, Luce. 'When the Goods Get Together', *This Sex Which is Not One*. in *New French Feminisms*. trans. Catherine Porter & Carolyn Burke, Ithaca: Cornell University Press, 1985. pp 23-33

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

Category II

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

DISCIPLINE SPECIFIC CORE COURSE 17- (DSC-17) : Literature and Disability

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 17: Literature and Disability	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

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

DISCIPLINE SPECIFIC ELECTIVE COURSE 10–(DSE-10): World Literatures

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
		Lecture	Tutorial	Practical/ Practice		
DSE-10 World Literatures	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of World Literatures.
- To indicate diversity of literary representations in the field

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will gain a critical knowledge about the categorization of 'World Literature'.
- Students will gain an understanding of the complexity of theoretical and literary representations in the field.

SYLLABUS OF DSE-10:

UNIT – I (15 hours)

1. Abdulrazak Gurnah: *By the Sea* (2001)

UNIT – II (15 hours)

2. Pablo Neruda: 'Fable of the Mermaid and the Drunks'
3. Walcott: 'Names'
4. Nazar Qabbani: 'Beirut, The Mistress of the World'
5. Meena Alexander: 'Shook Silver'

UNIT – III (15 hours)

6. Marquez: 'Balthasar's Marvellous Afternoon'
7. Paz: 'The Blue Bouquet'
8. Ngugi wa Thiong'o. "Introduction: Towards the Universal Language of Struggle" & "The Language of African Literature". *Decolonising the Mind*, London: James Currey, 1986. pp 1-33

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Damrosch, David. 'Goethe Coins a Phrase', *What is World Literature?*. Princeton UP, 2003. pp 1-36
2. Cheah, Pheng. 'The New World Literature: Literary Studies Discovers Globalization', *What is a World?: On Postcolonial Literature as World Literature*. Duke University Press, 2015. pp 23-45
3. Moretti, Franco. 'Conjectures on World Literature', *NLR* 1, Jan-Feb. 2000. pp 54- 68
4. Chaudhari, Rosinka. 'Viśvasāhitya: Rabindranath Tagore's Idea of World Literature', *The Cambridge History of World Literature*. ed. Debjani Ganguly, Cambridge UP, 2021. pp 261-278.

5. Mufti, Aamir. 'Global English and Its Others', *Forget English! Orientalism and World Literatures*. Harvard UP, 2016. pp 146-202

DISCIPLINE SPECIFIC ELECTIVE COURSE 11–(DSE-11): Speculative Fiction & Detective Fiction

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
		Lecture	Tutorial	Practical/ Practice		
DSE-11 Speculative Fiction & Detective Fiction	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to types of detective and speculative fiction.
- To look at generic characteristics of the literature.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyse world writings as reflections on contemporary realities.
- Students will be able to appreciate the vitality and diversity of detective and speculative fictions.

SYLLABUS OF DSE-11:

UNIT – I (15 hours)

1. Doyle, Arthur Conan. *The Hound of the Baskervilles: Another Adventure of Sherlock Holmes*. United States: Grosset & Dunlap, 1902.

UNIT – II (15 hours)

2. Atwood, Margaret Eleanor. *The Handmaid's Tale*. Demco Media, 1985.

UNIT – III (15 hours)

3. Crichton, Michael and Kidd, Chip. *Jurassic Park*. New York: Knopf, 1990.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Heinlein, Robert A. 'On the Writing of Speculative Fiction'

https://staging.paulrosejr.com/wp-content/uploads/2016/12/on_the_writing_of_speculative_ficton.pdf

2. Hayles, Katherine N. 'Towards Embodied Virtuality', *How We Became Posthuman: Virtual Bodies in Cybernetics Literature and Informatics*. Chicago: University of Chicago Press, 1999. pp 1-24

3. Haraway, Donna. 'A Cyborg Manifesto: Science Technology and Socialist-Feminism in the Late Twentieth Century', *Simians Cyborgs and Women: The Reinvention of Nature*. New York: Routledge, 1991. pp 149-181.

4. Rzepka, Charles J. 'Introduction: What is Crime Fiction?', *Companion to Crime Fiction, Blackwell Companions to Literature and Culture*. eds Charles J. Rzepka and Lee Horsley, Oxford: Wiley and Blackwell, 2010. pp 1-9

5. Palmer, Joy. 'Tracing Bodies: Gender Genre and Forensic Detective Fiction', *South Central Review* Vol. 18 No. 3/4, Whose Body: Recognizing Feminist Mystery and Detective Fiction, Autumn-Winter 2001. pp 54-71

DISCIPLINE SPECIFIC ELECTIVE COURSE 12–(DSE-12): British Literature Post World War II

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
		Lecture	Tutorial	Practical/ Practice		
DSE-12 British Literature Post World War II	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with a specific body of British writings post World War II.
- To highlight diverse voices in literary representations.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to think critically about the complexities of a multicultural Post-war decolonized Britain.
- Students will be provided knowledge about the manner in which British writings change after World War II.

SYLLABUS OF DSE-12:

UNIT – I (15 hours)

1. John Fowles: *The French Lieutenant's Woman*

UNIT – II (15 hours)

2. Jeanette Winterson: *Sexing the Cherry*

UNIT – III (15 hours)

3. Hanif Kureishi: *My Beautiful Launderette*

4. Seamus Heaney: (i) 'Digging', (ii) 'Casualty'

5. Carol Anne Duffy: (i) 'Text', (ii) 'Stealing'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Sinfield, Alan. 'Literature and Cultural Production', *Literature, Politics, and Culture in Postwar Britain*. Berkley and Los Angeles: University of California Press, 1989. pp 23–38

2. Heaney, Seamus. 'The Redress of Poetry', *The Redress of Poetry*. London: Faber, 1995. pp 1–16

3. Waugh, Patricia. 'Culture and Change: 1960-1990', *The Harvest of The Sixties: English Literature And Its Background, 1960-1990*. Oxford: OUP, 1997.

DISCIPLINE SPECIFIC ELECTIVE COURSE –(DSE-13): Research Methodology

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
		Lecture	Tutorial	Practical/ Practice		
DSE-13 Research Methodology	4	3	0	1	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students practical training in academic writing.
- To introduce the basics of academic research.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire in-depth and practical knowledge regarding academic reading and writing.
- Students will gain proficiency in writing research papers as part of project work.

SYLLABUS OF DSE-13:

UNIT – I (15 hours)

1. Introduction to Practical Criticism
2. Conceptualizing and Drafting of a Research Proposal

UNIT – II (15 hours)

3. Style Manuals: Notes, References and Bibliography/Annotated Bibliography

UNIT – III (15 hours)

4. Workshop on Topic Development
5. Workshop on Research Proposal

Note: During classes, the workshop mode of teaching is to be favoured for units which indicate the same. In the tutorials, individual guidance is to be given to each student.

Practical component: (30 hours)

Writing a Research Paper (2000 to 2,500 words)

Essential/recommended readings:

1. Flick, Uwe. *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. New Delhi: Sage, 2017.
2. Leki, Ilona. *Academic Writing: Exploring Processes and Strategies*. 2nd edn. New York: CUP, 1998.
3. Dev, Anjana N (ed.). *Academic Writing and Composition*. New Delhi: Pinnacle, 2015.
4. Richards, I. A. *Practical Criticism: A Study of Literary Judgement*. New York: Harcourt Brace, 1929.
5. Bailey, Stephen. *The Essentials of Academic Writing for International Students*. London: Routledge, 2015.
6. Orwell, George. *Politics and the English Language*. United Kingdom: Sahara Publisher Books, 1946.

Suggestive Readings:

1. Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2006.
2. Kumar, Ranjit. *Research Methodology: A Step by Step Guide for Beginners*. New Delhi: Sage, 2014.
3. Phanse, Sameer. *Research Methodology: Logic, Methods and Cases*. New Delhi: OUP, 2016.
4. Griffin, Gabrielle, ed. *Research Methods for English Studies*. 2nd edn. New Delhi: Rawat Publications. 2016 (Indian Reprint)

Common Pool of Generic Elective (GE) Courses for EVEN Semesters

NOTE: The Generic Electives for the EVEN SEMESTERS will also run for Semester VI students.