



# CURRICULUM PLANNER

INTRODUCING DSC-7: BRITISH ROMANTIC LITERATURE

---

# COURSE INFORMATION

<b>Name of the Teacher</b>	Dr. Abhishek Sharma
<b>Paper No.</b>	DSC-7
<b>Paper Title</b>	British Romantic Literature
<b>Marks</b>	Continuous Assessment (CA): Attendance (5) + Test/ Discussion (35) = 40 Internal Assessment (IA): Attendance (6) + Assignment (12) + Class Test (12) = 30 Final Examination: 90 Marks <b>Total = 160</b>
<b>Contact Hours (L+T)</b>	3+1 Per Week (3 Lecture Classes + 1 Tutorial)





# Learning Outcomes of Undergraduate Curriculum Framework (UGCF) Programme

KEYWORDS: WIDE VARIETY, GLOBAL CONTEXT, CULTURAL DIVERSITY, CRITICAL READING, GENRES

- ✧ The programme aims to introduce a wide variety of literatures from all over the world – translated or original works in English Language – that cut across multiple epochs. It would provide a global context to Indian culture and promote our sense of place within modern world as a lifelong learner.
- ✧ Primarily, the program aims to offer learners opportunities to critically read and creatively respond to a spectrum across different genres – novels, plays, poetry, biographies, travel writing, graphic novels, literary criticism - and learn what goes into the making of these genres.
- ✧ Learners are exposed to wider socio-cultural and political issues in relation to contemporary state of their own society through the world literature written in English.
- ✧ The rigor of the course takes into cognizance such components of study as literary analyses, cultural diversity in literature, and written and oral communication skills through a multidisciplinary curriculum of literature, composition, language and linguistics, and communication studies.





# LEARNING OUTCOMES OF HONOURS IN ENGL

KEYWORDS: IMAGINATION, NATURE, FRENCH REVOLUTION, SUBLIME, SCIE



This Honours Programme:

- \* Offers students a basic understanding of the humanist mode of thought and understanding beginning from Classical Europe and its displacement in our postmodern world.
- \* Contextualizes our times within all the classical and popular texts of World Literature, in English and translated in English from their originals like Greek, Latin, Hindi, or Sanskrit, within literary studies.
- \* Traces the impact and influence of humanist thought on literature from the period of the Renaissance to 20th Century literature within academic setting.
- \* Aims to understand historically constructed wide-ranging perspectives on the aesthetic, philosophical, and social concerns of literature.
- \* Introduces students to some of the basic genres of the epic, tragedy, comedy, lyric, ode, dialogue, satire, novel, prose, short story, and films through main curriculum and suggested readings.



# PROGRAMME SPECIFIC OUTCOMES



KEYWORDS: IMAGINATION, NATURE, FRENCH  
REVOLUTION, SUBLIME, SCIENCE

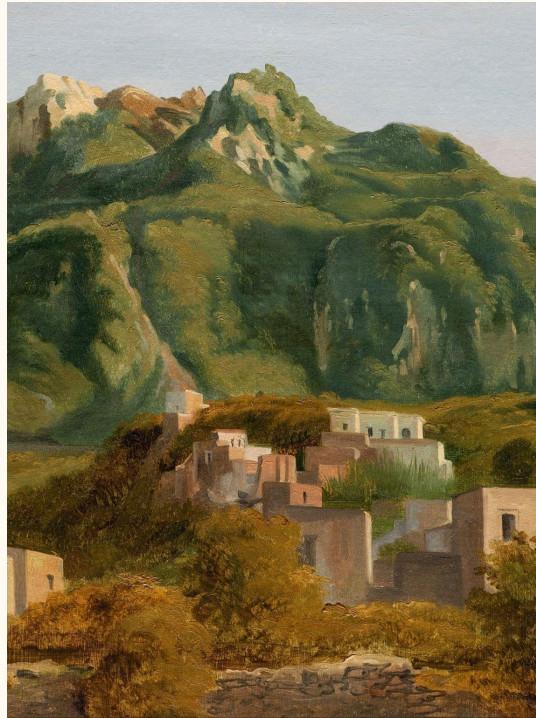
This Course:

- \* Focuses on the Romantic period of English literature and covers a historical span of about 40 years
- \* Offers a selection of canonical poems and prose that constitute the core texts of the Romantic period
- \* Offers students a foundational understanding of the way in which Romantic thought and literature continue to sensitise us in terms of cultural and social change.
- \* Introduces students to the Romantic period in English literature, a period of lasting importance, since it serves as a critical link between the Enlightenment and Modernist literature
- \* Opens up a sense of how dominant movements in the field of political and social representation, education and imagination emerge powerfully at this time. Introduces marginal voices that were historically excluded from the canon of British Romantic writers
- \* Provides an introduction to important French and German philosophers who influence the British Romantic writers.





# COURSE OUTCOMES



This course aims to:

- \* Explore the Philosophy of Enlightenment and the Counter Enlightenment Movement that started against it;
- \* Engage with the concept of Imagination as the first challenge against the rational basis of human subject;
- \* Stimulate students' imaginations by an understanding of the ways in which Romantic theory and praxis influence many movements of change in the contemporary world;
- \* Examine the use of Lyrics and Odes by the Romantic poets to democratize poetry while making it an instrument of deeply personal expression;
- \* Study the Romantic "revival" or Romantic "revolution," and foster an understanding of Romantic paintings, prose and poetry;
- \* Contextualize British Romantic Literature within the German Idealist tradition that provided its philosophical underpinnings;
- \* Understand the Romantic writers' tendency to look towards the past: at the Greek and Roman Classics as well as the medieval Gothic world;
- \* Map an exciting phase in the development of thought, gender-mobility and social change.

---

# COURSE CONTENT

## Unit 1

- \* William Blake, from *Songs of Innocence and Experience*, (i) 'Lamb'; (ii) 'Tiger'; (iii) 'Chimney Sweeper' (*Songs of Innocence*); (iv) 'Chimney Sweeper' (*Songs of Experience*)
- \* William Wordsworth, (i) 'Tintern Abbey' (ii) 'London'
- \* Samuel Coleridge, (i) 'Kubla Khan'; (ii) 'Dejection: An Ode'

## Unit 2

- \* Percy Bysshe Shelley, (i) 'Ozymandias'; (ii) 'Ode to the West Wind'
- \* John Keats, (i) 'Ode to a Nightingale'; (ii) 'Ode on a Grecian Urn'; (iii) 'Ode to Autumn'

## Unit 3

- \* Mary Shelley, *Frankenstein*

---

# SUGGESTED READINGS

- \* William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 594–611
- \* 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
- \* Jean-Jacques Rousseau, 'Preface' to *Emile or Education*. tr. Allan Bloom. Harmondsworth: Penguin, 1991.
- \* Samuel Taylor Coleridge, 'Chap. XIII', *Biographia Literaria*. ed. George Watson, London: Everyman, 1993. pp 161–66
- \* J.J. Rousseau, 'Discourse on the Origin of Inequality': *Part One, Jean-Jacques Rousseau: Basic Political Writings*. Hackett Publishing Company, 1987. pp 37-60
- \* 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.



---

# Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups, initiating discussion topics, participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests



# Academic Calendar

Dates	Activity	
16th August 2023	Commencement of Classes	16 weeks for teaching  46 Lecture Classes & 16 Tutorials
6th Dec 2023–12th Dec 2023	Preparatory Break	
13th Dec 2023	Examinations	
1st Jan 2024	Semester Break	

---

# Lesson Plan

## **Contexts of Romanticism:**

(4-6 Lectures)

- \* Blake, Wordsworth, Coleridge: a new poetic language, from culture to nature
- \* Principles of Enlightenment: Cartesian Rationality and Baconian Empiricism
- \* Romanticism as a systematic, pan-European response to the subject-object schism in Cartesian modernity
- \* Fusion of idealism and empiricism within European Thought
- \* Locke, Berkeley, Hume: the empiricist critique of Cartesian idealism. Hartley's associationism and the cult of feeling and sensibility
- \* Heidegger's critique of Cartesian subject through the concept of "mitsein" and the impossibility of knowing the "thing-in-itself"
- \* Importance of French Revolution and Rousseau's cult of nature; Difference between Wordsworth, Coleridge and Blake's use of Nature
- \* Romanticism(s) and Imagination(s) – Rise of symbolism, lyricism and odes in Romantic period



---

# The influence of the French Revolution

Liberty: Among other things like liberating man through rationality to take his own decision, a serious attempt to liberate language from the elitist conceptualism

Equality: Not only among gender, but also among the aristocrats and the middle classes in terms of equality of opportunities

Fraternity: A clever little concept that seeks to create the sociological climate where change can be coopted without hesitation

Challenges to Liberty: An orphaned rationality seeking its validation through self-referentiality

Challenges to Equality: From one extreme to another in terms of power shifts

Challenges to Fraternity: Entrenched Aristocracy



---

# Lesson Plan

## Unit 1: William Blake, William Wordsworth & Samuel Coleridge:

(18-20 Lectures)

- \* Blake's "Songs" as contrary states of soul in "Lamb" and "Tyger"-synthetic or dialectic; Blake's critique of Enlightenment's rationality along with that of Industrial Revolution in "Chimney Sweeper" poems; Blake's unholy trinity of State, Religion, Family; Blake's symbolism and irony. (6-7 Lectures)
- \* Wordsworth's "Tintern Abbey" is a poem about perceptions of human subject through remembrance and growth – from his perception of Nature as "all in all" to "still sad music of humanity;" Critique of Cartesian subject through "little nameless acts of kindness" (mitsein); Sense of Sublime which is interfused in Natural World; "London, 1802" (6-7 Lectures)
- \* Coleridge's "Kubla Khan" fragment or complete vision; foundation of modernity v/s vision in dream; negation of history, techne through visions or primordial reality; "Dejection an Ode" Coleridge's response to Wordsworth's Ode; Wordsworth's vision of objective nature v/s Coleridge's glimpses of subjective nature; Coleridge's interpretations of Primary and Secondary imagination; how do we define "dejection". (6-7 Lectures)

---

# Lesson Plan

## Unit 2: P.B. Shelley & John Keats:

(12-14 Lectures)

- \* Shelley's brand of Idealism, inspired by his readings of Plato, countered by his skepticism; Shelley's extremism in all ideas – whether political, social or sexual; His use of Lyrical poetry: (6-7 Lectures)
  - "Ozymandias"
  - "Ode to West Wind" follows linear view of history in its very form; fallen leaves in the beginning of the poem reminds one of such tropes used in Homeric epics, and each stanza handles different motifs; Poem of change, existential, epistemological and ontological.
- \* Keats: (6-7 Lectures)
  - "Ode to Nightingale" the binary of "La Belle" present themselves as the paradox; Death and Immortality are simultaneously longed for; Death or forgetfulness of self through wine are both a negation of self: In negation itself, "negative capability," lies the true resurrection of the poetic self;
  - "Ode to a Grecian Urn"
  - "Ode to Autumn" performs the Keatsian ideal of "negative capability" through pure description without any poetic intervention; Mellowness of Autumn is much like premonitions of negation of death the poet longs for; But the poem is as much of a recovery of self as it is of its negation.

---

# Lesson Plan

## **Unit 3: Mary Shelley's Frankenstein:**

(8-10 Lectures)

- \* Romantic Idealism and importance of Gothic in romanticism; Romantic interpretation of history and its critique of science; Frankenstein as science fiction; What is it to be “modern Prometheus”; Intertextuality, importance of epigraph; What is it to be human?; Death of God? Or Man replacing God; Nature v/s nurture; Narrative technique created by Mary Shelley; Perspectives on family and society.



# Thanks

CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon** and infographics & images by **Freepik**

