

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: Wedenfeld 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.

BA (Prog) with English as Major

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		
DSC-6 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.

BA (Prog.) with English as Minor

Category III

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:

- The course will facilitate 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.

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**Pool of General Electives (GE) Courses
Offered by Department of English for
EVEN SEMESTER**

Category-IV

GENERIC ELECTIVES (GE-7) MARGINALITIES IN INDIAN WRITING

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		
GE-8 Marginalities in Indian Writing	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To train the students in a multi-genre approach to writings from the marginalities.
- To move toward an understanding of alternative aesthetics.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the need for a renewed social and cultural consciousness.
- This course will aid students in the understanding of a movement toward a new kind of literary and social history based on emancipation.

SYLLABUS OF GE-8

UNIT – I (15 Hours)

Caste

1. Ambedkar, B. R. Chap. 4 (pp 233-236); Chap. 6 (pp 241-244) & Chap. 14 (pp 259-263), *Annihilation of Caste: The Annotated Critical Edition*. (New Delhi: Navayana Publications, 2015).

2. Bama, 'Chapter 1', *Sangati*. trans. Lakshmi Holmstrom, New Delhi: Oxford University Press, 2005. pp 3-14

3. Navaria, Ajay. 'Yes Sir', *Unclaimed Terrain*. trans. Laura Brueck, New Delhi: Navayana, 2013. pp 45-64

4. Gogulamanda, Aruna. 'A Dalit Woman in the Land of Goddesses', *First Post*, Posted 13 August 2017.

<https://www.firstpost.com/long-reads/a-dalit-woman-in-the-land-of-goddesses-3919861.html>

UNIT – II (15 Hours)

Disability

5. Chib, Malini. *One Little Finger*. New Delhi: Sage, 2011. pp 103-190

6. Sahay, Raghuvir. 'The Handicapped Caught in a Camera', *Chicago Review*. trans. Harish Trivedi, 38: 1/2,1992. pp 146-147

UNIT – III (15 Hours)

Tribe

7. Sonawane, Waharu. 'Literature and Adivasi Culture', *Lokayana Bulletin*. Special Issue on Tribal Identity, 10: 5/6, March-June 1994. pp 11-20

8. Brahma, Janil Kumar. 'Orge', *Modern Bodo Short Stories*. trans. Joykanta Sarma, Delhi: Sahitya Akademi, 2003. pp 1-9

9. Sangma, D. K. 'Song on Inauguration of a House', *Garo Literature*, trans. Caroline Marak, Delhi: Sahitya Akademi, 2002. pp 72-73

10. Khare, Randhir. 'Raja Pantha', *The Singing Bow: Poems of the Bhil*. Delhi: Harper Collins, 2001. pp 1-2

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Basu, Sudeep and Asmita Bhattacharyya (ed.). *Marginalities in India: Themes and Perspectives*. Singapore: Springer, 2017.

2. Kumar, Parmod (ed.). *Literature and Marginality: Emerging Perspectives in Dalit Literature*. Germany: Lap Lambert Academic Publishing GmbH KG, 2013.

3. Addlakha, Renu (ed.). *Disability Studies in India: Global Discourses, Local Realities*. India: Taylor & Francis, 2020.

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

GENERIC ELECTIVES (GE-8) 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		
GE-9 Indian Classical 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 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 GE-9

UNIT – I (15 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 (15 Hours)

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

UNIT – III (15 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.

GENERIC ELECTIVES (GE-9) TWENTIETH CENTURY DRAMA

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		
GE-10 TWENTIETH CENTURY DRAMA	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with drama of the 20th century with a focus on region and milieu.
- To enable an understanding of the various evolving sub genres of drama in the 20th Century.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to identify the generic differences contextualized by the socio-political interventions of the 20th Century.
- Students will learn of contemporary critical approaches to drama such as feminist, new historicist, etc.

SYLLABUS OF GE- 10

UNIT – I (15 Hours)

1. Bernard Shaw: *Saint Joan*

UNIT – II (15 Hours)

2. Arthur Miller: *Death of a Salesman*

UNIT – III (15 Hours)

3. Karnad, Girish. 'Broken Images', *Collected Plays: Volume II*. New Delhi: Oxford University Press, 2005. pp 261-284

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Stanislavsky, Constantin. 'Faith and the Sense of Truth', *An Actor Prepares*. United Kingdom: Bloomsbury Academic, 2013. pp 111-139
2. Steiner, George. 'On Modern Tragedy', *The Death of Tragedy*. London: Faber, 1995. pp 303–324
3. Worthen, W. B. *Print and the Poetics of Modern Drama*. United Kingdom: Cambridge University Press, 2005.

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

GENERIC ELECTIVES (GE-10) CINEMATIC ADAPTATIONS OF LITERARY TEXTS

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		
GE-11 Cinematic Adaptations of Literary Texts	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce aspects of cinema studies and adaptation 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 Students will acquire knowledge of visual grammar across genres of film.
- This course will help understand how cinema deals with issues of literariness, translation and adaptation.

SYLLABUS OF GE- 11

UNIT – I (15 Hours)

1. Shakespeare: *Othello*
2. *Othello*. dir. Oliver Parker, 1995.

UNIT – II (15 Hours)

3. E M Forster: *A Passage to India*
4. *A Passage to India*. dir. David Lean, 1984.

UNIT – III (15 Hours)

5. Mario Puzo: *The Godfather*

6. *The Godfather*. dir. by Francis Ford Coppola, 1972.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Stam, Robert, et al. (ed.) *Literature and Film: A Guide to the Theory and Practice of Film Adaptation*. Taiwan: Wiley, 2005.

2. Cartmell, Deborah. (ed.) *A Companion to Literature, Film, and Adaptation*. United Kingdom: Wiley, 2014.

3. Monaco, James. 'The language of film: signs and syntax', *How to Read a Film: The World of Movies, Media & Multimedia*. New York: OUP, 2009. pp 170– 249

4. Hutcheon, Linda. 'On the Art of Adaptation', *Daedalus*. vol. 133, 2004.

5. Leitch, Thomas. 'Adaptation Studies at Crossroads', *Adaptation*. vol. 1, no. 1, 2008. pp 63–77

6. Trivedi, Poonam. 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.

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

GENERIC ELECTIVES (GE-11) TRAVEL WRITINGS

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		
GE-12 Travel Writings	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 genre fiction
- To indicate the diversity of the field

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyse the differences and similarities between detective and science fiction.
- Students will be able to appreciate generic specifics of travel writings.

SYLLABUS OF GE- 12

UNIT – I (15 Hours)

1. Vikram Seth: *From Heaven Lake: Travels through Sinkiang and Tibet*

UNIT – II (15 Hours)

2. Amitav Ghosh: *Dancing in Cambodia; At Large in Burma*

UNIT – III (15 Hours)

3. Ved Mehta: *Walking the Indian Streets*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Bassnett, Susan. 'Travel Writing and Gender', *Cambridge Companion to Travel Writing*. ed. Peter Hulme and Tim Young, Cambridge: CUP, 2002. pp 225-241
2. Khair, Tabish. 'An Interview with William Dalrymple and Pankaj Mishra', *Postcolonial Travel Writings: Critical Explorations*. ed. Justin D Edwards and Rune Graulund, New York: Palgrave Macmillan, 2011. pp 173-184
3. Balton, Casey. 'Narrating Self and Other: A Historical View', *Travel Writing: The Self and The Other*. Routledge, 2012. pp 1-29
4. Mohanty, Sachidananda. 'Introduction: Beyond the Imperial Eyes', *Travel Writing and Empire*. New Delhi: Katha, 2004. pp ix –xx.

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

GENERIC ELECTIVES (GE-12) CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT

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		
GE-13 Contemporary India: Women and Empowerment	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic theories about gender, be it feminism, queer studies or masculinity studies.
- To introduce students to literary texts that prioritise issues of gender in India.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to identify and contextualize gender politics at work within a text and read social change through the lens of gender.
- Students will be able to use the knowledge of gender theory and its evolution in their everyday life.

SYLLABUS OF GE- 13

UNIT – I (15 Hours)

Concepts

- Sex and Gender -- social construction of gender; socialisation into gender
- Femininities and masculinities -- normative gender privilege; heteronormativity

- Patriarchy -- history of the efforts to undo feminism

ESSENTIAL READINGS:

1. Kamble, Baby. 'Our Wretched Lives', *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 307-311
2. Rassundari Devi, Excerpts from *Amar Jiban*, *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 190-202
3. Begum Rokeya Shekhawat Hossain, 'Sultana's Dream', *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 340-351
4. Geetha, V. *Patriarchy*. Kolkata: Stree, 2007. pp 3-61

UNIT – II (15 Hours)

Intersections

- Women and caste, religion, class, sexualities, race, disability
- Women and environment, technology, development
- Women and access to resources: employment, health, nutrition, education
- Women and reproductive work: singleness, marriage, motherhood, symbolical biological surrogacy and parenting, abortion, and other rights over own body

ESSENTIAL READINGS:

5. Devi, Mahasweta. 'Bayen', *Five Plays*. trans. Samik Bandyopadhyay, Calcutta: Seagull, 2009.
6. John, Mary. 'Feminism Poverty and the Emergent Social Order', *Handbook of Gender*. ed. Raka Ray, Delhi: Oxford University Press, 2012.
7. Kasturi, Leela. 'Report of the Sub-Committee Women's Role in Planned Economy National Planning Committee (1947)', *Feminism in India*. ed. Maitrayee Chaudhuri, Delhi: Zed, 2005. pp 136-155
8. Shiva, Vandana. Chapters 2 & 4, *Staying Alive: Women Ecology and Development*. Delhi: Kali for Women, 1989.

9. Vinodini, M.M. 'The Parable of the Lost Daughter', *The Exercise of Freedom*. eds. K. Satyanarayana and Susie Tharu, Delhi: Navayana, 2013. pp 164-77

UNIT – III (15 Hours)

Histories

- The women's question pre-Independence -- sati-reform, widow remarriage, debates around age of consent
- Women in the Independence movement, Partition
- Post-Independence campaigns -- against sexual harassment and rape, dowry, violence, debates around the Uniform Civil Code
- Public sphere participation of women -- in politics, in the workplace, in the economy, creating educational inclusion

ESSENTIAL READINGS:

10. Kumar, Radha. Chapters 2; 3; 7; 8; 11, *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800—1990*. Delhi: Zubaan, 1993.

11. Sangari, Kumkum. 'Politics of Diversity: Religious Communities and Multiple Patriarchies', *Economic and Political Weekly*. Vol. 3052, 1995.

12. Sarkar, Tanika. 'Rhetoric against Age of Consent: Resisting Colonial Reason and Death of a Child-Wife', *Economic and Political Weekly*. Vol. 2836, April, 1993.

13. Moon, Meenakshi and Urmila Pawar. Chapters 1; 5; 6, *We also made history: Women in the Ambedkarite Movement*. Delhi: Zubaan, 2008.

Practical component (if any) –

Students to examine the bare text of 4 laws (as set out in the Gazette of India) followed by discussion and analysis -- laws against dowry (The Dowry Prohibition Act 1961), against sex determination (Pre-Conception & Pre-Natal Diagnostics Act 1994), against domestic violence (Protection of Women from Domestic Violence Act 2005), against sexual harassment at the workplace (The Sexual Harassment of Women at Workplace Prevention Prohibition and Redressal Act 2013).

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Nair, Janaki. 'The Foundations of Modern Legal Structures in India', *Handbook of Gender*. ed. Raka Ray, Delhi: OUP, 2012.
2. Agnes, Flavia. 'Conjuality, Property, Morality and Maintenance', *Handbook of Gender*. ed. Raka Ray, Delhi: OUP, 2012.
3. *Indian Literature: An Introduction*. Delhi: University of Delhi, 2005.

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

GENERIC ELECTIVES (GE-13) CULTURE & THEORY

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		
GE-14 Culture & Theory	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic theories which they might fruitfully deploy when engaging with problems related to culture.
- To introduce students to critical texts that deal with the central problems in the analysis of modern culture.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to deal with the methodological breakthroughs that enable them to decipher culture.
- Students will be introduced to the possibilities of semiotic analyses of culture as it moves across differing often non-linguistic media.

SYLLABUS OF GE- 14

UNIT – I (15 Hours)

1. Hall, Stuart. 'Cultural Identity and Diaspora,' *Identity: Community, Culture, Difference*. Ed. J. Rutherford, London: Lawrence and Wishart, 1990.
2. Chekhov, Anton. 'The Bride', *Selected Works*. Moscow: Progress P, 1973.

UNIT – II (15 Hours)

3. Beauvoir, Simone de. 'Introduction', *The Second Sex*. London: Vintage 1997. pp 13-29
4. Sartre, Jean Paul. 'Intimacy', *The Wall*. trans. Alexander Lloyd Wisconsin, Hal Leonard Corp, 1995.

UNIT – III (15 Hours)

5. Foucault, Michel. 'What is an Author?', *Modern Criticism and Theory: A Reader*. ed. David Lodge with Nigel Wood, New Delhi: Pearson, 2007. pp 192-205
6. Mansfield, Katherine. 'The Voyage', *The Penguin Book of Short Stories*. ed. Christopher Dolley, Harmondsworth: Penguin, 1970.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Smith, Philip, and Riley, Alexander. *Cultural Theory: An Introduction*. Germany: Wiley, 2011.
2. Archer, Margaret Scotford, and Archer, Margaret S. *Culture and Agency: The Place of Culture in Social Theory*. United Kingdom: Cambridge University Press, 1996.

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

GENERIC ELECTIVES (GE-14) LIFE AND LITERATURE

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		
GE-15 Life & Literature	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To study the ways in which art and literature is understood by engaging with aspects of form, taste and feeling.
- To analyze and understand the social and practical dimensions of aesthetics.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to appreciate of the ways in which different cultural modes of aesthetic function.
- Students will be able to critically study of life, art and literature in students.

SYLLABUS OF GE-15

UNIT – I (15 Hours)

1. Albom, Mich. *Tuesdays with Morrie*. Doubleday, 1997.

UNIT – II (15 Hours)

2. Bandyopadhyay, Bibhutibhushan. *Pather Panchali* (1929) trans. *The Song of the Road*. Penguin Modern Classics, 2019.

UNIT – III (15 Hours)

3. Murthy, Sudha. *Wise and Otherwise*. Penguin Random House, 2002.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Berne, Eric. *Games People Play: The Psychology of Human Relationships*. United States: Grove Press, 1964.
2. Kalam, A.P.J. Abdul. *My Journey: Transforming Dreams into Actions*. India: Rupa Publications India, 2013.
3. Richard Bach: *Jonathan Livingston Seagull*. 1970

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

GENERIC ELECTIVES (GE-15) INDIVIDUAL AND

SOCIETY Credit distribution, Eligibility and Pre-requisites of

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-16 Individual and Society	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To study the ways in which individual and society engage with each other across socio political and geopolitical contexts
- To analyze the texts and contexts that that enable such an engagement and continue to shape the world

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate an ability to evaluate the continuing significance of identity-construction and aesthetic representation.
- Students will be able to appreciate the way in which different modes of narratives reconfigure the relationships between individual and society.

SYLLABUS OF GE- 16

UNIT – I (15 Hours)

UNIT I: Caste and Class

1. Sood, Vinay, ed. Chapters 1-6, *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

UNIT – II (15 Hours)

UNIT II: Violence and War

2. Sood, Vinay, ed. Chapters 21-26, *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

UNIT – III (15 Hours)

UNIT III: Living in a Globalized World

3. Sood, Vinay, ed. Chapters 29-34. *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Béteille, André. *Caste, Class, and Power*. University of California Press, 1969.
2. Sharma, Kanhaiya Lal (ed.). *Caste and Class in India*. India, Rawat Publications, 1994.
3. Malešević, Siniša. *The Sociology of War and Violence*. United Kingdom: Cambridge University Press, 2010.
4. Karatzogianni, Athina (ed.). *Violence and War in Culture and the Media: Five Disciplinary Lenses*. United Kingdom: Taylor & Francis, 2013.
5. Held, David (ed.). *A Globalizing World? Culture, Economics, Politics*. United Kingdom: Routledge, 2000.
6. Yoshida, David, et al. *Living in a Globalized World*. Canada: Oxford University Press, 2007.

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

Generic Electives Language Courses for Semester-II (to be offered in Flip Mode)

GE Language Courses, as approved for Semester-I, will also run in Semester-II, as these courses are offered in the Flip mode.

Their titles are as follows:

GE Language 1 - English Language Through Literature-I

GE Language 2 - Digital Communication-1

GE Language 3 - English Fluency -I

GE Language 4 - Developing English Language Skills-I