

**DEPARTMENT OF ENGLISH
UNIVERSITY OF DELHI
DELHI - 110007**



**Structure of BA Honours English
English for BA/ BCom/BSc Programme
and
English for BA(H)/BCom(H)/BSc (H)
under Learning Outcomes-based Curriculum Framework for Undergraduate Education**

SEMESTER 1

**Core, Ability Enhancement Course Compulsory (AECC), B.A/B.Com Program, B.A.
English Discipline and Generic Electives (GE)**

*Syllabus applicable for students seeking admission to the
BA Honours English, BA/BCom/BSc Programme and BA(H)/BCom(H)/BSc(H) under LOCF
w.e.f. the academic year 2019-20*

SEMESTER I

CORE COURSE	CORE 1	Indian Classical Literature
	CORE 2	European Classical Literature

I. B. A. HONOURS ENGLISH UNDER LOCF

CORE COURSE

PAPER 1 INDIAN CLASSICAL LITERATURE Semester 1

Course Statement

The paper introduces students to a rich and diverse literature from two classical languages of India, Sanskrit and Tamil. A key feature is the study of the poetics in the epics of both languages, including their literary traditions and their representations of a pluralist society in terms of linguistic, religious, and generic diversity. The paper lays a foundation in Indian poetics, theories of representation, aesthetics, aspects of Indian theatre, and traditions of story-telling and narrative structures. Optional papers on Indian literature in subsequent semesters will reinforce the centrality of this paper in providing an understanding of key concepts related to the form and content of Indian literatures.

Course Objectives

The course aims to

- study significant sections of Vyasa's Mahabharata in order to determine conceptualisation and representation of class, caste, gender, and disability in the context of the epic battle over rights and righteousness;
- examine selections from Ilango's *Cilapattikaram* to understand the interplay of Tamil poetics and the lifestyle of communities, negotiating ideas related to love, justice, war, governance, and conduct in private and public domains;
- study Sanskrit drama, a Nataka, and a Prakarna, to appreciate its debts to Natyashastra in their formal aspects;
- explore the central concerns of Sanskrit drama in relation to notions of the ideal ruler, lover, friend, and spouse; the presence of Buddhist edicts, the voices of the poor and the marginalised, the position of women in different social strata, the subversive use of humour, and the performative aspects of Sanskrit theatre;

- introduce students to selections elucidating Tamil and Sanskrit poetics (Unit 5); a critical overview of the theorisation of Akam, Puram, and Thina in Tolkappiyam, juxtaposed to lyrics from Sangam poetry; the Rasa theory from Natyashastra, to help students appreciate the inter-connections between theory and practice in theatre; a representation of disability in theatre, examined through the portrayal of Vidushaka

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

Course Contents

Unit 1

Vyasa, selections from *The Mahabharata*, from *The Mahabharata of Krishna-Dwaipayana Vyasa*, trans. K. M. Ganguli (Delhi: MunshiramManoharlal Publishers, 2012).

- ‘The Dicing’ and ‘Sequel to Dicing’, Book 2, Sabha Parva Section XLVI-LXXII
- ‘The Temptation of Karna’, Book 5, Udyog Parva, Section CXL-CXLVI.
- ‘Dhritrashtra and Gandhari’s Wrath’, Book 11, Section XI-XV.

Unit 2

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

Unit 3

Sudraka, *The Mrichchhakatika of Sudraka*, trans. M. R. Kale (Delhi: Motilal Banarsidas Publishers, 1924, reprint 2013).

Unit 4

IlangoAtikal, *The Cilappatikaram*, Cantos 1, 2, 7, 18, 19, 20, 21, 22, 24, 26, 30, trans. R. Parthasarathy (Columbia University Press, 1993; Penguin Books India, 2004).

Unit 5

- 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) pp.105-17; 355-74; 548-50.
- IravatiKarve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
- R. Venkatachalapathy, 'Introduction', in *Love Stands Alone: Selections from Tamil Sangam Poetry* (Delhi: Penguin Classics, 2013) pp. XIII-XLI, 25, 45, 70, 186.
- Edwin Gerow et al, 'Indian Poetics' in *The Literatures of India: An Introduction*, ed. Edward. C. Dimock et al, Chicago: University of Chicago Press, 1974. Pp 115-143

Essential reading

Note: This is a literature-based course, and therefore, all these texts are to be considered essential reading.

Teaching Plan

Paper 1: Indian Classical Literature

Week1 – Introduction to Indian Classical Literature

Week 2 – Unit 1 – The Mahabharata: The Dicing

Week 3 – The Mahabharata (contd): The Temptation of Karna; Dhritrashtra and Gandhari's wrath

Week 4 – Unit 5 --*Natyashastra*, prescribed sections

Week 5 – Unit 2 -- Kalidasa, *Abhijnasakuntalam*

Week 6 – Kalidasa (contd)

Week7 – Unit 3 -- Sudraka, *Mrichchakatika*

Week 8 – Sudraka (contd)

Week 9 – Unit 5 -- Venkatachalapathy, 'Introduction', in *Love Stands Alone: Selections from Tamil Sangam Poetry*

Week 10 – Unit 4 -- Introduction to Atikal, *Cilappatikaram*, Cantos1, 2, 7, 18, 19

Week11 – Atikal (contd), Cantos 20, 21, 22, 24, 26, 30

Week12 – Unit 5 – Gerow, 'Indian Poetics' IrawatiKarve, 'Draupadi'

Week 13 – Sanskrit plays revisited; critical discussion on the prescribed plays

Week 14 – Indian epics revisited; critical discussion on Mahabharata and

Cilappatikaram

Keywords

Indian Epics

Natyashastra

Akam Puram

Rasa

PAPER 2
EUROPEAN CLASSICAL LITERATURE
Semester 1

Course Statement

This course provides a humanist foundation to English studies, to be considered essential reading. It enables an exploration of classical Greek, Roman, and Hebrew literature in English translation, tracing its impact and influence on English literature from the period of the Renaissance to the Modern. The paper offers a wide-ranging perspective on the aesthetic, philosophical, and social concerns of classical literature. It introduces students to multiple genres and forms, including the epic, tragedy, comedy, the lyric, and the dialogue. Selections from the Old and New Testament of The Bible provide the context to literary styles and ideas governing Western literature's interface with the community and its spiritual needs.

Course Objectives

This course aims to

- explore the historical, cultural, and philosophical origins of tragedy and comedy;
- engage with both genres in their distinctive form, style, and characterization, including their representation of human aspirations, foibles, grandeur, and vulnerability;
- examine representations of disability in mythology through the reading of selections from Ovid
- examine the Book of Job from the Old Testament of The Bible for its literary style, including its debate over tragic fate and human suffering, and to locate its enduring influence over subsequent humanist writings;
- juxtapose the Old Testament to ideas of compassion and surrender to God's will as outlined in the selection from the New Testament;
- study the history of ideas pertaining to the human-social-divine interface in theorisations on form, narrative, social organization, and aesthetics in the writings of Plato, Aristotle, and Horace; and
- study gendered explorations of human relations in classical literature in multiple genres, and to examine a woman writer's standpoint on love, war and the primacy of the gendered self.

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

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Course Contents

Unit 1

Homer, *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin, 1985).

Unit 2

Sophocles, 'Oedipus Rex', trans. Robert Fagles, in *The Three Theban Plays*, revised reprint (Penguin Classics, 1984).

Unit 3

- a) Plautus, *The Brothers Menaechmus*, trans. E. R. Walring (Penguin Classics, 1965).
- b) Ovid Selections from *Metamorphoses* 'Bacchus', (Book III), 'Tieresias' (Book III) 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975).

Unit 4

- a) 'The Book of Job', The Holy Bible, The New International Version (Zondervan, 2011).
- b) Selection from 'The Gospel According to St. Matthew', Chapter 5, Verses 1-48

Unit 5

- Plato, (ii) 'Theory of Art'; both in *Republic*, Book 10 (Penguin Classics, 2007) pp. 240-48; 335-53.
- Aristotle, Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6-17, 23, 24, and 26.
- Sappho, (i) 'On the Throne of Many Hues, Immortal Aphrodite'; (ii) 'Some Say an Army of Horsemen', from *Lyrics 1*, trans. Diane J. Rayor and Andre Lardinois, in *A New Translation of Complete Works*, (2014).
- Horace 'Ars Poetica', trans. H. Rushton Fairclough (Harvard University Press,

1929). Pp 451-73

Essential reading

Note: This is a literature-based course, and therefore, all these texts are to be considered essential reading.

Teaching Plan

Paper 2: European Classical Literature

Week 1 – Introduction to European Classical Literature; Unit 1 -- Homer, *The Iliad*

Week 2 – Homer (contd)

Week 3 – Unit 2 -- Sophocles, *Oedipus Rex*

Week 4 – Sophocles (contd)

Week 5 – Unit 3 -- Discussions: Old Comedy, Roman Comedy; Plautus, *Brothers Menaechmus*

Week 6 – Plautus (contd)

Week 7 – Unit 3 -- Ovid, prescribed selections

Week 8 – Unit 5 -- Horace, 'Ars Poetica'

Week 9 – Unit 5 -- Sappho, prescribed selections

Week 10 – Unit 5 -- Plato, prescribed selections

Week 11 – Unit 4 -- The Bible, *Book of Job*

Week 12 – *Book of Job* (contd)

Week 13 – Unit 4 -- The Bible, *The Gospel according to Matthew*, prescribed sections

Week 14 – Critical discussion of texts, discussion of question paper, examination related queries from students, revision.

Keywords

Epic

Tragedy

Comedy

Satire

Lyric

Myth

Dialogue

Bible

Poetics

War

Heroism

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w.e.f. the academic year 2019-20*

Discipline English (BA Programme) under CBCS

DSC 1A

Selections from *Individual and Society: Essays, Stories and Poems*, (Pearson/Longman, 2005)

Course Statement

The English Discipline-centric papers are designed to give students a broad yet deep understanding of English Literatures, both through canonical and translated literary texts and anthologies. It draws on current issues and ideas to familiarize students of writings in the West and in the Asian subcontinent. Different genres are introduced to give the students knowledge of cultural motifs and ideologies that would help in their understanding of the world. Starting with the 'Individual and Society' anthology that introduces them to significant contemporary issues like Caste and Globalization, the papers move on to texts from the European Renaissance, Victorian and Modern poetry and ends with some optional papers that a student may choose out of his/her interest. They include a paper on Modern Drama, Children's Literature, Postcolonial Literature and Popular Literature.

Course Objectives

- * The course offers the BA Programme student an opportunity to study three years of English Discipline papers that enable them to go for further studies in English if they so desire
- * The course attributes to the students a working knowledge of how to read literary texts and enables them to use such knowledge to enhance and augment their professional job opportunities
- * The course introduces students to contemporary literary ideas and issues in an increasingly complex world
- *The course allows the student a familiarity with literary texts through different genres and time periods

Course Contents

Semester 1

DSC 1A

Selections from *Individual and Society: Essays, Stories and Poems*, (Pearson/Longman, 2005) with the selected chapters as follows: 28 chapters

1. From the section on **Caste/Class**: Chapters 2, 3, 4, 5, 6

2. From the section on **Gender**: Chapters 7, 8, 10, 12, 13, 14, 15
3. From the section on **Race**: Chapters 16, 17, 18, 19
4. From the section on **Violence and War**: Chapters 22, 23, 24, 25, 26, 27, 28
5. From the section on **Globalization**: 29, 31, 32, 33, 34.

Keywords: Caste, Class, Gender, Race, Violence and War, Globalization

Teaching Plan:

Weeks 1-3: Caste/Class chapters

Weeks 4-7: Gender

Weeks 8-9: Race

Weeks 9-12: War and Violence

Weeks 13-14: Globalization