

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 – 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 define the development of literary studies in English with specific reference to the theatre in England during the period under survey.
- To recognise the 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 demonstrate how 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 (14 weeks-1 hour/week)

1. Christopher Marlowe: *Doctor Faustus*

UNIT – II (14 weeks-1 hour/week)

2. William Shakespeare: *Macbeth*

UNIT – III (14 weeks-1 hour/week)

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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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 recognise 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 define 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 illustrate the ways in which the 'Age of Reason' shapes contemporary life.
- Students will be to interpret the ways in which major lines of thought and action may have understated beginnings.

SYLLABUS OF DSC-6

UNIT – I (14 weeks-1 hour/week)

1. Alexander Pope: *Rape of the Lock*

UNIT – II (14 weeks-1 hour/week)

2. Jonathan Swift: *Gulliver's Travels*

UNIT – III (14 weeks-1 hour/week)

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.

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Category III

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

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 define the development of literary studies in English with specific reference to the theatre in England during the period under survey.
- To recognise the 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 help students demonstrate 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 (14 weeks-1 hour/week)

1. Christopher Marlowe: *Doctor Faustus*

UNIT – II (14 weeks-1 hour/week)

2. William Shakespeare: *Macbeth*

UNIT – III (14 weeks-1 hour/week)

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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