

## Syllabus template

<b>Semester: 3</b>				
<b>Programme : ENGLISH</b>				
<b>Course : BRITISH LITERATURE OF THE VICTORIAN AGE (Fiction &amp; Poetry)</b>				
<b>Paper code: C2EN230311T</b>			<b>Credits: 4</b>	
<b>Hours/week : 4</b>				
<b>Category: Core/MDC/SEC/VAC : CORE (MAJOR)</b>				
<b>Theory / Practical / Composite : THEORY</b>				
<b>No of Modules : 2</b>				
<b>Course Overview:</b> The course on 19th century British Literature aims to highlight the range and variety of fiction and poetry of the Victorian period. The texts selected represent multiple cross currents influencing the shaping of a specific sensibility.				
<b>Course Outcome:</b>				
1. <b>Remember:</b> Define the primary texts, authors, and intellectual movements that constitute the Victorian age in English literature.				
2. <b>Understand:</b> Explain and interpret fiction and poetry in the context of theoretical frameworks				
3. <b>Apply:</b> Demonstrate the technical and philosophical skills acquired through nuanced analysis and presentations				
4. <b>Analyze:</b> Compare and examine relationships arising out of issues related to gender, politics, colonialism, etc.				
5. <b>Evaluate:</b> Critique and argue cultural assumptions and evaluate texts as cultural artefacts.				
6. <b>Create:</b> Develop and formulate unique approaches to texts in the syllabus				
<b>Prerequisites:</b> <i>Basic knowledge about any prior course</i>				
<b>SYLLABUS</b>				
<b>UNIT/Module</b>	<b>CONTENT</b>	<b>HOURS or NUMBER OF CLASSES</b>	<b>CO Mapping</b>	<b>COGNITIVE LEVEL</b>
I.	<ul style="list-style-type: none"> <li>• Charles Dickens: Great Expectations or Hard Times</li> <li>• Emily Bronte: Wuthering Heights</li> <li>• Charlotte Bronte: Jane Eyre</li> <li>• Thomas Hardy: Mayor of Casterbridge OR The Return of the Native</li> <li>• Elizabeth Gaskell: North and South</li> </ul> <p>(Any one novel to be taught)</p>	24	CO1 CO2 CO3 CO4 CO5 CO6	K1 K2 K3 K4 K5 K6
II.	<p>(Any 3 poets to be taught. Selection of texts to be done by the concerned professor)</p> <ul style="list-style-type: none"> <li>• Mathew Arnold: 'Dover Beach', 'To Marguerite', 'Scholar Gipsy'</li> </ul>	24	CO1 CO2 CO3 CO4 CO5 CO6	K1 K2 K3 K4 K5 K6

	<ul style="list-style-type: none"> <li>• Alfred Tennyson: ‘The Lady of Shalott’, ‘Ulysses’, ‘In Memoriam’ (4 Cantos)</li> <li>• Robert Browning: ‘My Last Duchess’, ‘Porphyria’s Lover’, ‘Fra Lippo Lippi’.</li> <li>• Christina Rossetti: ‘Goblin Market’.</li> <li>• Dante Gabriel Rossetti: ‘The Blessed Damozel.’</li> <li>• Elizabeth Barrett Browning: ‘A Musical Instrument’, ‘How do I love thee’ (Sonnet 43).</li> <li>• Augusta Webster: ‘A Castaway’</li> <li>• Mary Elizabeth Coleridge: ‘The Other Side of a Mirror’</li> </ul>			
<b>Text Books</b>				
1. TO BE SPECIFIED BY COURSE INSTRUCTORS				
2.				
3.				
<b>Suggested readings</b>				
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: Norton, 2006) pp. 1545–9.				
3. John Stuart Mill, The Subjection of Women in Norton Anthology of English Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.				
4. Basil Willey, Nineteenth Century Studies: Coleridge to Mathew Arnold, Chatto & Windus, 1949				
5. Raymond Williams, The Country and the City , Random House, 2013				
<b>Web Resources</b>				
1. TO BE SPECIFIED BY COURSE INSTRUCTORS				
2.				
3.				
4.				
<b>Evaluation CIA: 30</b> 25 marks Assessment 5 marks Attendance End-Semester: 70 MODULE I: 30 MODULE II: 40				
<b>Paper Structure for Theory Semester Exam:</b> Module I: 1 x 20 (essay type 1 out of 3) 1 x 10 (short answer question, 1 out of 3) Module II: 2 x 20 (essay type, 2 out of 3)				

### Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Remember: Define the primary texts, authors, and intellectual movements that constitute the Victorian age in English literature.	K1
CO2	Understand: Explain and interpret fiction and poetry in the context of theoretical frameworks	K2
CO3	Apply: Demonstrate the technical and philosophical skills acquired through nuanced analysis and presentations	K3
CO4	Analyze: Compare and examine relationships arising out of issues related to gender, politics, colonialism, etc.	K4
CO5	Evaluate: Critique and argue cultural assumptions and evaluate texts as cultural artefacts.	K5
CO6	Create: Develop and formulate unique approaches to texts in the syllabus	K6