



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. English Literature (Honors/Research)
Semester VII (Batch 2022-26)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNENG701	Major	Literature and Philosophy	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course educational Objectives (CEOs): The students will be able to

- **CEO1:** Analyze and outline complex arguments in assigned texts, clearly identifying their premises and conclusions.
- **CEO2:** Write a well-structured essay that discusses and evaluates arguments with clear reasoning and strong supporting evidence.
- **CEO3:** Develop and defend their own philosophical perspectives on fundamental issues.
- **CEO4:** Make the students learn enriched appreciation of literature through the distinctive tools of philosophic inquiry and argumentation.
- **CEO5:** Help the students understand some of the critical theories that draw heavily from Western and Eastern philosophy.

Course Outcomes (CO s): The students should be able to

- **CO1:** Assess the strength and validity of arguments presented in assigned texts.
- **CO2:** Construct and write well-organized academic or argumentative papers.
- **CO3:** Interpret literary texts by analyzing how narratives reflect and shape human experiences.
- **CO4:** Amalgamate the three strands, politics, literature and philosophy.
- **CO5:** Realize the close connection between philosophy and literature.

BAHNENG701

Literature and Philosophy

COURSE CONTENTS:

Unit I: Introduction to Philosophy of Literature

What is Philosophy? Elements of Philosophy: Logic, Epistemology, Metaphysics and Ethics, Difference between Philosophy and Literature, Difference between Science and Philosophy

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Semester VII (Batch 2022-23)											
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BAHNENG701	Major	Literature and Philosophy	60	20	20	0	0	3	0	0	3

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Key terms: Empiricism, Rationalism, Realism, Idealism, Materialism, Marxism, Naturalism, Phenomenology, Existentialism and Hermeneutics

Unit II: Political Philosophy and State of Individual

Plato - *The Republic* (Book VI and VII)

Thomas More- *Utopia*

Unit III: Ethics and Moral Philosophy

Fyodor Dostoevsky – *Crime and Punishment*

Oscar Wilde- *The Picture of Dorian Gray*

Unit IV: Existentialism, Absurdism and the Human Condition

Jean-Paul Sartre – *Nausea*

Edward Albee – *The Zoo Story*

Unit V: Philosophy and Indian Tradition

Kalidas: *Abhijnanasakuntalam*

S. Radhakrishnan : *Introduction to the Principal Upanishads* (Selections)

Suggested Readings

- Durant, Will. (1926). *The Story of Philosophy*, Pocket Books,
- Eileen, J., & Lopes, D. M. (Eds.). (2004). *Philosophy of literature: Contemporary and classical readings*, Blackwell.
- Gaarder, J. (2007). *Sophie's world: A novel about the history of philosophy* (P. Moller, Trans.). Farrar, Straus and Giroux. (Original work published 1952)
- Hogan, P. C. (2000). *Philosophical approaches to the study of literature*. University Press of Florida.



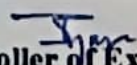
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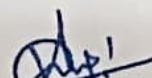
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- Nussbaum, Martha. (1990). *Love's Knowledge: Essays on Philosophy and Literature*, New York, Oxford University Press.
- Plato, *The Republic*, trans. Desmond Lee, 2nd ed. Penguin, 2007.
- Ricœur, P. (1985). *Time and narrative* (K. McLaughlin & D. Pellaeur, Trans.). University of Chicago Press.
- Russell, B. (1945). *The History of Western Philosophy*, Simon and Schuster.
- Sartre, J.-P. (1967). *What is literature?* (B. Frechtman, Trans.). Methuen University Paperbacks.

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BAHNENG702	Major	Literary Criticism	60	20	20	0	0	3	0	0	3

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Course educational Objectives (CEOs): The students will be able to

- **CEO1:** Develop critical reading and analytical skills by closely engaging with key texts.
- **CEO2:** Examine literary forms and techniques discussed by theorists and their impact on poetry and prose.
- **CEO3:** Compare and contrast different literary theories, identifying their views on aesthetics, ethics, and literature's purpose.
- **CEO4:** Apply theoretical frameworks to literary analysis and creative writing to deepen understanding.

Course Outcomes (COs): The students should be able to

- **CO1:** Critically analyze and interpret key texts in literary theory.
- **CO2:** Apply literary theories to specific texts and produce well-informed analyses.
- **CO3:** Compare and contrast literary theories and their influence on interpretation.
- **CO4:** Communicate complex ideas clearly in writing and discussions.

BAHNENG702
Literary Criticism

COURSE CONTENTS:

Unit I

Aristotle: Poetics, Longinus: On the Sublime, Horace: Ars Poetica

Unit II

Philip Sydney: An Apology for Poetry
 John Dryden: Essay of Dramatic Poesy

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Unit III

William Wordsworth: Preface to Lyrical Ballads

Samuel Taylor Coleridge: Biographia Literaria

Unit IV

Matthew Arnold: Study of Poetry

Thomas Stearns Eliot: Tradition and the Individual Talent

Unit V

Cleanth Brooks: —The Language of Paradox

I.A. Richards: Principles of Literary Criticism

SUGGESTED READINGS:

- Agleton, T. (2008). *Literary theory: An introduction* (3rd ed.). Blackwell Publishing.
- Aristotle. (1996). *Poetics* (S. H. Butcher, Trans.). In *The complete works of Aristotle* (Vol. 1, pp. 1455–1486). Princeton University Press. (Original work published ca. 335 B.C.E.)
- Arnold, M. (2006). *The study of poetry*. In *The complete poems and selected prose* (pp. 73–101). Penguin Classics. (Original work published 1880)
- Brooks, C. (1971). *The language of paradox*. In *The well-wrought urn: Studies in the structure of poetry* (pp. 19–34). Harcourt Brace Jovanovich.
- Coleridge, S. T. (1983). *Biographia literaria* (J. Shaw, Ed.). Princeton University Press. (Original work published 1817)

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- Dryden, J. (2000). *Essay of dramatic poesy*. In *The works of John Dryden* (Vol. 1, pp. 109–136). Yale University Press. (Original work published 1668)
- Eliot, T. S. (2008). *Tradition and the individual talent*. In *The sacred wood: Essays on poetry and criticism* (pp. 13–23). Methuen. (Original work published 1920)
- Horace. (2001). *Ars poetica* (S. H. Butcher, Trans.). In *The works of Horace* (pp. 247–264). Cambridge University Press. (Original work published 19 B.C.E.)
- Kearney, R. (1998). *On Paul Ricoeur: The owl of Minerva*. Ashgate Publishing.
- Leitch, V. (2010). *The Norton anthology of theory and criticism* (2nd ed.). W.W. Norton & Company.
- Longinus. (1985). *On the sublime* (W. H. Fyfe, Trans.). Harvard University Press. (Original work published ca. 1st century C.E.)
- Richards, I. A. (1932). *Principles of literary criticism*. Routledge.
- Sidney, P. (2002). *An apology for poetry*. In *The major works* (pp. 92–126). Oxford University Press. (Original work published 1595)
- Wordsworth, W. (2008). *Preface to Lyrical Ballads*. In *The major works* (pp. 244–258). Oxford University Press. (Original work published 1800)

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SEMESTER VII (Batch 2023-20)											
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BAHNENG702	Major	Literary Criticism	60	20	20	0	0	3	0	0	3

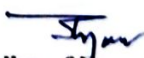
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- Eliot, T. S. (2008). *Tradition and the individual talent*. In *The sacred wood: Essays on poetry and criticism* (pp. 13–23). Methuen. (Original work published 1920)
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- Kearney, R. (1998). *On Paul Ricoeur: The owl of Minerva*. Ashgate Publishing.
- Leitch, V. (2010). *The Norton anthology of theory and criticism* (2nd ed.). W.W. Norton & Company.
- Longinus. (1985). *On the sublime* (W. H. Fyfe, Trans.). Harvard University Press. (Original work published ca. 1st century C.E.)
- Richards, I. A. (1932). *Principles of literary criticism*. Routledge.
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BAHNENG703	Minor	Literary Research Methods	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course educational Objectives (CEOs): The students will be able to

- **CEO1:** Explain foundational concepts of literary research.
- **CEO2:** Develop skills in textual analysis, critical thinking, and academic writing.
- **CEO3:** Identify and utilize primary and secondary research sources.

Course Outcomes (COs): The students should be able to

- **CO1:** Describe key principles of literary research, including its significance and the distinction between qualitative and quantitative approaches.
- **CO2:** Apply scholarly sources effectively in writing, demonstrating proper citation and adherence to academic standards.
- **CO3:** Create well-structured research papers that present coherent arguments, supported by textual evidence and critical analysis.

BAHNENG704
Literary Research Methods

COURSE CONTENTS:

Unit I

Definition and scope of literary research, Importance of research methodology in literature.

Key terms: research question, hypothesis, methodology, etc. Types of research: qualitative vs. quantitative., The Role of Primary and Secondary Sources, Descriptive, analytical, and experimental methods, Overview of the research process.

Unit II

Research Tools and Resources, Libraries, archives, and online databases, Introduction to citation styles (MLA, APA, etc.) Ethical considerations in research, Best practices for citing sources and avoiding plagiarism, The role of interdisciplinary approaches in literary research, Importance of literary research in understanding culture and society.

Khushwant Singh: Train to Pakistan

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Unit III

Developing research questions specific to literary studies, Crafting hypotheses and understanding their significance, Techniques for collecting data (literary texts, interviews, surveys), Methods of analysis (textual analysis, thematic analysis), Using secondary sources and literature reviews effectively

Unit IV

Coding and categorizing qualitative data for thematic analysis, Using software tools for data analysis (e.g., NVivo, MAXQDA).

Unit V

Structure of a research paper: introduction, literature review, methodology, findings, and conclusion, Writing styles: academic tone, clarity, and coherence.

SUGGESTED READINGS:

- Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research*. University of Chicago Press.
- Eagleton, T. (1996). *Literary theory: An introduction*. Blackwell.
- Kumar, R. (2011). *Research methodology: A guide for researchers in education and the social sciences*. SAGE Publications.
- Kuckartz, U. (2014). *MAXQDA for qualitative data analysis*. SAGE Publications.
- Rivkin, J., & Ryan, M. (Eds.). (1999). *The handbook of literary research*. Modern Language Association of America.
- Scholes, R. (1998). *The reading of literature*. Yale University Press.

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BAHNENG704 1	DSE	Eco Criticism and Literature	60	20	20	-	-	4	0	0	4

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Course Educational Objectives (CEOs): Students will be able

- **CEO 1:** Define key concepts in ecocriticism, including deep ecology, ecofeminism, and the Anthropocene, and trace the evolution of environmental thought in literary studies.
- **CEO 2:** Examine literary portrayals of human-nature relationships.
- **CEO 3:** Interpret how literature addresses environmental challenges, particularly in *The Hungry Tide*.
- **CEO 4:** Evaluate ecofeminist critiques of gender, nature, and environmental exploitation in literature.
- **CEO 5:** Analyze literary critiques of industrialization and urbanization, exploring their ecological and social consequences.

Course Outcomes (COs): Students will be able

- **CO 1:** Explain key ecocritical concepts and trace the historical development of environmental thought in literary studies.
- **CO 2:** Analyze literary representations of human-nature interactions, demonstrating an understanding of ecological themes and non-human agency.
- **CO 3:** Assess literature's role in depicting ecological crises, with a focus on *The Hungry Tide*.
- **CO 4:** Critique ecofeminist perspectives, identifying intersections of gender, nature, and environmental exploitation in works like *Surfacing*.
- **CO 5:** Evaluate literature's response to industrialization and urbanization, analyzing their environmental and societal impacts.

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BAENG704 1
Eco Criticism and Literature

Course Contents

UNIT-I

Introduction to Ecocriticism

Key Concepts: Definition and Evolution of Ecocriticism, Green Studies, Deep Ecology, Ecofeminism, and Anthropocene.

UNIT-II

Animals and Non-Human Agency in Literature

Herman Melville: *Moby-Dick*

UNIT- III

Global Ecologies and World Literature

Amitav Ghosh: *The Hungry Tide*

UNIT-IV

Ecofeminism and Gender

Margaret Atwood: *Surfacing*


UNIT-V

Urban and Industrial Ecologies

Charles Dickens: *Hard Times*


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Suggested Readings:

- Abrahms, M.H. (2000) A Glossary of Literary Terms. Singapore: Harcourt Asia Pvt Ltd.
- Adams, Carol J. (1990). The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory. New York: Continuum.
- Atwood, Margaret. (1972). Surfacing. Toronto: Doubleday.
- Dickens, Charles. (1854). Hard Times. London: Chapman and Hall.
- Garrard, Greg. (2012). Ecocriticism. New York: Routledge.
- Ghosh, Amitav. (2004). The Hungry Tide. New York: HarperCollins.
- Glotfelty, Cheryl, and Harold Fromm, eds. (1996). The Ecocriticism Reader: Landmarks in Literary Ecology. Athens: University of Georgia Press.
- Melville, Herman. (1851). Moby-Dick; or, The Whale. London: Richard Bentley.



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COURSE CODE	CATEGO RY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNENG70 4 2	DSE	Literary Movements: A Historical Perspective	60	20	20	-	-	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course educational Objectives (CEOs): The students will be able to

- **CEO 1:** Analyze the historical, political, and cultural contexts of English literature.
- **CEO 2:** Examine key literary movements, genres, and representative writers across different periods.
- **CEO 3:** Interpret the socio-cultural and discursive frameworks of various literary ages.
- **CEO 4:** Evaluate the impact of historical and cultural events on literary production.
- **CEO 5:** Compare different approaches to literature and the worldviews they reflect.

Course Outcomes (COs): The students will be able to

- **CO 1:** Identify major literary movements from ancient to contemporary times.
- **CO 2:** Classify significant literary movements as foundational frameworks for critical analysis.
- **CO 3:** Analyze the historical and conceptual development of literary traditions.
- **CO 4:** Connect literary texts to their historical and cultural contexts.
- **CO 5:** Examine the artistic and thematic nuances of literary history and movements.

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNENG70 4 2	DSE	Literary Movements: A Historical Perspective	60	20	20	-	-	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

BAENG704 2
Literary Movements: A Historical Perspective

COURSE CONTENTS:


Unit 1


Literature after Chaucer: From the End of the Middle Ages to Renaissance

b. Historical Overview: Social, Political and Cultural background, Johannes Gutenberg and Information revolution, William Caxton and Printing Press, Rise of Drama, Morality, Mystery, Miracle Plays and Interludes, Bible Translations, Rise of English Essay, Elizabethan Drama. English Maritime Expansion

- a. Literary Movements:** Renaissance, Humanism and Scholasticism, English Reformation- Oxford Reformers, University Wits.


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COURSE CODE	CATEGO RY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNENG70 4 2	DSE	Literary Movements: A Historical Perspective	60	20	20	-	-	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Unit 2

Literature of the Seventeenth and the Eighteenth Centuries: Jacobean to Pre-Romantic Age

- Historical Overview:** Social, Political and Cultural background of the 17th and 18th centuries, Jacobean Age, Colonial Expansion and Overseas Trade, English Civil War, Puritanism in England, Jacobean Drama, Restoration of Monarchy, Restoration Drama- Tragedy and Comedy, Glorious Revolution, Neoclassical Poetry, Rise of the Novel, Growth of Periodicals, Flowering of English Novel, Precursors of Romantic Sensibilities
- Literary Movements:** Metaphysical Poetry, Cavalier Poetry, Enlightenment, Neoclassicism, Graveyard School of Poetry, Gothic Literature.

Unit 3

The Romantic and the Victorian Ages

- Historical Overview:** The Age of Revolution, The American War of Independence, The French Revolution and its impact in England, Romanticism in England, Hellenism, Elder and Younger Romantics, Growth of Periodicals, Historical Novel, Gothic Science Fiction, Industrial revolution and Rise of Technology, Conflict between Science and Technology, Victorian Poetry and Novel, Victorian Temper, Invincible British Empire.



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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNENG70 4 2	DSE	Literary Movements: A Historical Perspective	60	20	20	-	-	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

- b. **Literary Movements:** The Romantic Revival, Pre-Raphaelite Brotherhood, The Fleshly School of Poetry.

Unit 4

The Twentieth Century Literature: Modernism and Postmodernism

a. **Historical Overview:** Social, Political and Cultural background of the 20th century, Edwardian and Georgian Literature, The World Wars, Realism, War Poets, Dissolution of British Empire, Transition from Modern to Postmodern cultures, Ending of the Century, Literature and Digital Culture.

b. **Literary Movements:** Fin de Siècle, Aestheticism, Decadent Movement, Symbolism, Impressionism, Imagism, Expressionism, Avante Garde, Modernism, The Bloomsbury Group, The Stream of Consciousness, Existentialism, Literature of the Absurd, Beat Movement, Movement Poetry, Pylon Poetry, Angry Young Men, Feminism.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNENG70 4 2	DSE	Literary Movements: A Historical Perspective	60	20	20	-	-	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Unit 5


World Literary Movements


Strum and Drang Movement, Celtic Revival, Black Mountain Poets, Holocaust, Lost Generation, Negritude Movement, Harlem Renaissance.

SUGGESTED READING:

- Abrams, M. H. (2019). *A glossary of literary terms*. Cengage Learning.
- Albert, E. (2017). *A history of English literature*. Oxford University Press.
- Chowdhury, A., & Goswami, R. (2014). *A history of English literature: Traversing the centuries*. Orient Blackswan.
- Cuddon, J. A., & Habib, M. A. R. (2014). *Dictionary of literary terms and literary theory*. Penguin.
- Daiches, D. (2019). *A critical history of English literature: Vol. I*. Supernova Publishers.
- Daiches, D. (2019). *A critical history of English literature: Vol. II*. Supernova Publishers.
- Evans, I. (2015). *A short history of English literature*. Penguin.
- Hudson, W. H. (2015). *An outline history of English literature*. Maple Press.
- Nayar, P. K. (2018). *A short history of English literature*. Amity Press.
- Poplawski, P. (Ed.). (2008). *English literature in context*. Cambridge University Press.
- Porter, R. (2001). *English society in the eighteenth century: The Penguin social history of Britain*. Penguin.
- Prasad, B. (2009). *A background to the study of English literature*. Macmillan India.
- Trevelyan, G. M. (1968). *Illustrated English social history (Vols. 1-6)*. Penguin.


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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNENG704 3	DSE	Literature and Visual Arts	60	20	20	-	-	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

***Teacher's Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs): The students will be able to

- **CEO 1:** Identify foundational theories and frameworks linking literature and visual arts.
- **CEO 2:** Examine historical and cultural influences on literary and visual artistic expressions.
- **CEO 3:** Analyze literary texts and visual artworks, evaluating narrative, symbolism, and stylistic intersections.
- **CEO 4:** Interpret key philosophical and aesthetic concepts such as the sublime, beauty, and representation in literature and visual arts.
- **CEO 5:** Assess contemporary digital and multimedia platforms, including graphic novels, films, and digital art, where text and image converge.

Course Outcomes (Cos): The students should be able to:

- **CO 1:** Explain theoretical frameworks linking literature and visual arts using key disciplinary concepts.
- **CO 2:** Critically evaluate literary texts and artworks across historical periods, assessing cultural influences on artistic expression.
- **CO 3:** Compare and contrast narrative structures, themes, and aesthetics in literature and visual media.
- **CO 4:** Analyze the use of symbolism, representation, and metaphor in both literary and visual forms.
- **CO 5:** Apply analytical skills to contemporary media, interpreting the evolving relationship between text and image in films, graphic novels, and digital art.

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BAHNENG704 3	DSE	Literature and Visual Arts	60	20	20	-	-	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

***Teacher's Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

BAHNENG704 3
Literature and Visual Arts

COURSE CONTENTS:

Unit 1

Introduction to Interdisciplinary Studies

Overview of Literature and Visual Arts, Definitions and Theoretical Frameworks of Interdisciplinary, Art and Literary Criticism: Similarities and Differences, Historical and Cultural Contexts of the Arts

Unit 2

Classical and Medieval Art and Literature

Greek and Roman Aesthetic Theories (Plato, Aristotle), Epic Poetry and Visual Art, Biblical Art and Literature in Medieval Period

Unit 3

Renaissance: The Rebirth of Humanism in Arts and Literature

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNENG704 3	DSE	Literature and Visual Arts	60	20	20	-	-	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

***Teacher's Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Humanism in Renaissance Art and Literature, Interplay between Classical Revivals in Visual Arts and Textual Forms, Shakespeare and Renaissance Visual Culture, Michelangelo and the Poetics of Form

Unit 4

Romanticism and Visual Culture

Romantic Imagination in Literature and Visual Arts, Nature in Poetry and Landscape Painting, William Blake: Poet and Painter

Unit 5

Literature and Visual Arts in the Digital Age

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BAHNENG704 3	DSE	Literature and Visual Arts	60	20	20	-	-	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

***Teacher's Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

The Impact of Digital Media on the Relationship Between Text and Image, Digital Poetry and E-literature, Multimedia Installations and Literary Narratives, The Role of Social Media and Online Platforms in the New Intertextuality

SUGGESTED READINGS:

- Aristotle. (1997). Poetics (S. H. Butcher, Trans.). Dover Publications.
- Blake, W. (1992). Songs of innocence and of experience. Dover Publications.
- Bolter, J. D., & Grusin, R. (1999). Remediation: Understanding new media. MIT Press.
- Drucker, J. (1994). Theorizing modernism: Visual art and the critical tradition. Columbia University Press.

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BAHNENG704 3	DSE	Literature and Visual Arts	60	20	20	-	-	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

***Teacher's Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

- Hayles, N. K. (2008). Electronic literature: New horizons for the literary. University of Notre Dame Press.
- Mitchell, W. J. T. (1986). Iconology: Image, text, ideology. University of Chicago Press.
- Vasari, G. (1991). The lives of the artists (J. C. Bondanella & P. Bondanella, Trans.). Oxford University Press.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHN707	Project	Dissertation I	-	-	-	60	40	0	2	8	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

Teacher Assessment shall be based on following components: Quiz/Assignment/

Project/Participation in Class, given that no component shall exceed more than 10 marks.

At the end of the VII Semester the student will submit research proposal on the following guidelines:

The students will submit the research proposal for the partial fulfillment of the honors/research degree as Dissertation I.


Dissertation I will comprise of two parts.

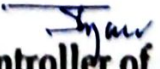
Part one is of extensive literature review and part two will be preparing a research proposal. The decision about the suitability of the Dissertation I, will be taken after identifying the gaps in the literature review. The honors/research student will prepare the proposal/ synopsis after the consultation with the assigned supervisor.

The student will be required to submit the research proposal in the hard-bound form in three copies.

1. Each student undergoing research study will be assigned a supervisor.
2. The student constructing research proposal will have to take tutorials on regular basis with the assigned supervisor.
3. The students will have to present the report of the literature review Infront of an internal panel.


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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHN707	Project	Dissertation I	-	-	-	60	40	0	2	8	6


Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.


Teacher Assessment shall be based on following components: Quiz/Assignment/

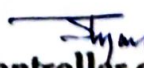
Project/Participation in Class, given that no component shall exceed more than 10 marks.

The presentation of the literature review Infront of the internal panel will earn three credits for the Dissertation I

4. The student will submit a synopsis for the project which they are going to conduct during the VIII semester under Dissertation II.
5. Dissertation I will carry a maximum of 100 marks - out of which, 40 marks will be for the Internal evaluation and External will be 60 marks. A panel of external and internal examiners will jointly award both components of marks.
6. Synopsis submitted by the student after successful completion of the literature review will be considered for the internal evaluation.


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