



**NATIONAL LAW UNIVERSITY AND JUDICIAL ACADEMY, ASSAM**

**PROGRAMME: B.A., LL.B. (HONS) FYIC**

**DETAILS OF COURSE OFFERED**

**ODD SEMESTER (V) – ACADEMIC YEAR.....**

<b>SL. NO</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>L</b>	<b>T/ P</b>	<b>CR</b>	<b>CH</b>
<b>1</b>	<b>BL502.1 (ENGLISH MAJOR-V/II, SEMINAR PAPER)</b>	<b>BRITISH ROMANTIC LITERATURE</b>	<b>4 PER WEEK</b>	<b>1 PER WEEK</b>	<b>4</b>	

- A. CODE AND TITLE OF THE COURSE: BL501.1(ENGLISH MAJOR - V/II, SEMINAR PAPER), BRITISH ROMANTIC LITERATURE**
- B. COURSE CREDIT: 4 (TOTAL MARKS 200)**
- C. MEDIUM OF INSTRUCTION: ENGLISH**
- D. COURSE COMPILED BY: APARAJITA DUTTA HAZARIKA**
- E. COURSE INSTRUCTOR: APARAJITA DUTTA HAZARIKA**

## **1. COURSE OBJECTIVES**

This course aims to familiarize the students with British literature of the Age Of Romanticism (1800-1850). The first half of the nineteenth century records the victory of Romanticism in literature and of democracy in government. This course begins in the latter half of the reign of George III and ends with the accession of Queen Victoria in 1837. The selected texts shall help the students to look at the economic, political and social changes in (primarily) Britain during this period and how literature at first reflected the political turmoil of the age; and then, when the turmoil was over, how literature suddenly developed a new creative spirit, which shows itself in the poetry of Wordsworth, Coleridge, Byron, Shelley, Keats, and in the prose of Scott, Jane Austen, Lamb, and De Quincey. The essence of Romanticism was that literature must reflect all that is spontaneous and unaffected in nature and in man, and be free to follow its own fancy in its own way. The objective shall be to acclimatize the law students with different socio-cultural discourses with the introduction of thought-provoking literary texts and aspects of cultural theory. It is expected that knowledge of this literature against this particular intellectual backdrop will help the students to be coherent as individuals, readers and critics, and develop reading positions that will facilitate their engagement with all the literature they will study in the Major Course.

## **2. TEACHING METHODOLOGY**

The teaching methodology shall be participatory in nature with discussions on the topics included and related. The students are informed in advance the topic for discussion and the topic of project / assignment that they have to prepare. The students prepare their topics from the sources suggested to them. The students are also encouraged to do independent research on their respective assignments. In the classroom the students are required to present their topics and to have their doubts cleared through discussion method. The teacher shall help and guide the students in their pursuit of legal learning. The teacher shall recapitulate after the students have completed their discussion, and doubts, if any, are clarified

## **3. EXPECTED OUTCOMES OF THE COURSE**

On completion of the course the students are expected to comprehend the various aspects of British Romantic Literature. The students shall also be expected to explore different areas of research in English literary studies as well. It is believed that since the development of a critical position is perceived to be as important as interpreting the literature, the first paper in

this English Major course offers basic readings that address some of the questions relevant to this area. The issues which shall be discussed in these readings are expected to give students a foundation in ideas that will help in the readings of literary texts in these papers. The students shall be tested on their understanding of texts against this background, being both textual and contextual.

#### **4. COURSE EVALUATION METHOD**

The Course shall be assessed for 200 marks. The Evaluation Scheme would be as follows:

Internal Assessment: 70% (140 marks)

External Assessment: 30% (60 marks)

Sl. No.	Marks Distribution	
1	Project Work	40 marks
2	Seminar/Group Discussion	20 marks
3	Assignment/Assessment	30 marks
4	Mid-Semester Test	40 marks
5	Attendance in class	10 marks
6	Semester End Examination	60 marks

#### **5. DETAILED STRUCTURE OF THE COURSE (SPECIFYING COURSE MODULES AND SUB-MODULES)**

##### **Suggested Topics for Class SEMINAR**

Reason and Imagination

Conceptions of Nature

Literature and Revolution

The Gothic

The Romantic Lyric

##### **MODULE 1**

Reason and Imagination; Conceptions of Nature; Literature and Revolution; The Gothic; The Romantic Lyric

## **MODULE II**

- William Blake 'The Lamb'; 'The Chimney Sweeper' (from *The Songs of Innocence and The Songs of Experience*) 'The Tyger' (*The Songs of Experience*); 'Introduction' to *The Songs of Innocence*

## **MODULE III**

- Samuel Taylor Coleridge 'The Ancient Mariner'; 'Dejection: An Ode'
- Percy Bysshe Shelley 'Ode to the West Wind'; 'Ozymandias'

## **MODULE IV**

- William Wordsworth 'Tintern Abbey'; 'Ode: Intimations of Immortality'
- John Keats 'Ode to a Nightingale'; 'To Autumn'; 'On First Looking into Chapman's Homer'

## **6. PRESCRIBED READINGS**

- Alexander, Michael. *A History of English Literature*, Basingstoke Hampshire: Palgrave Macmillan, 2000
- Birch, Dinah ed. *The Oxford Companion to English Literature*, Oxford: OUP, 2009
- Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: OUP, 2004
- Widdowson, Peter. *The Palgrave Guide to English Literature and its Contexts 1500-2000*, Basingstoke Hampshire: Palgrave Macmillan, 2004
- William Wordsworth, 'Preface to *Lyrical Ballads*', in *Romantic Prose and Poetry*, ed.
- Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.
- John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to
- Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold
- Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.
- Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
- Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.