

Veer Narmad South Gujarat University, Surat

Syllabus for M. A. Part I For the Academic Years 2013-14, 2014-15, 2015-16)

Syllabus at a Glance

<u>Semester – 1</u>		credits
Core Papers		
ME 01	The Elizabethan and Jacobean Periods in English Literature 1560 – 1640	(4)
ME 02	The Restoration Period in English Literature 1640 – 1700	(4)
ME 03	The Augustan Period in English Literature 1700 – 1798	(4)
Electives		
ME 04 A	Women’s Writing in English	(4)
ME 04 B	An Introductory Course in Linguistics	
ME 05	Multidisciplinary Course (Drama and psychology)	(4)
 <u>Semester – 2</u>		
Core Papers		
ME 06	Romantic Period in English Literature 1798 – 1840	(4)
ME 07	Victorian Period in English Literature 1840 – 1900	(4)
ME 08	Modernist Period in English Literature 1900 – 1950	(4)
Electives		
ME 09 A	Indian Literature in English Translation	(4)
ME 09 B	New Literatures in English	
ME 10	Multidisciplinary Course (Novel and psychology)	(4)
ME 01	The Elizabethan and Jacobean Periods in English Literature (1560 – 1640)	

Objectives :

- (1) To acquaint students with the social and political background of Elizabethan and Jacobean periods.
 - (2) To familiarize students with the major literary texts of the period.
 - (3) To train students in the reading of the literary texts in relation to the socio-political context.
1. Salient features of European Renaissance, Impact of Renaissance on England, Humanism, Reformation and its impact on English Literature, Elizabethan Drama, the Significance of Shakespeare in English Literature, Prose and Poetry during Elizabethan times.
 2. Christopher Marlowe, *The Tragical History of Dr. Faustus*
 3. Thomas More, *Utopia*
 4. George Herbert: selected poems
- (Note : Please see Appendix ‘A’ for the list of poems.)

ME 02 The Restoration Period in English Literature (1640 – 1700)**Objectives :**

- (1) To familiarize students with the socio-political background of the Restoration Period in English Literature.
 - (2) To acquaint students with the major literary trends of this period.
 - (3) To help students relate literary texts with the socio-political contexts of the Restoration period.
1. The Civil War and the Establishment of Commonwealth, the Rise of Puritanism, Impact of Puritanism on Literature, Characteristics of Restoration Literature, The Comedy of Manners, The Significance of Milton in English Literary History.

2. Milton, “L’ Allegro,” “Il Penseroso,” “Lycidas”
3. Dryden, *All for Love*
4. Thomas Browne, *Religio Medici*

ME 03 The Augustan Period in English Literature (1700 – 1798)

Objectives :

- (1) To make students aware of the political and social background of the Augustan period in English Literature.
 - (2) To acquaint students with the major literary trends of this period.
 - (3) To help students read literary texts in the context of socio-political history.
1. Enlightenment and its relevance to the study of literature, Neo-classicism in Literature, The Rise of the Novel in English, Periodicals and the rise of English Prose, Realism and its significance, Satire as the dominant form in Augustan Poetry, The significance of Pope in the history of English Literature.
 2. Alexander Pope, *Essay on Man*
 3. Richard Sheridan, *The Rivals*
 4. Henry Fielding, *Joseph Andrews*

ME 04 A Women’s Writing in English

Objectives :

- (1) To acquaint students with the basic concepts of feminism.
- (2) To make students aware of the tradition of women’s writing.

(3) To help students read women's writing in the context of modern literature.

1. Virginia Woolf, *Mrs. Dalloway*
2. Attia Hosain, *Sunlight on a Broken Column*
3. Maya Angelow, *I Know Why the Caged Bird Sings*
4. Jean Rhys, *Wide Sargasso Sea*

ME 04 B An Introductory Course in Linguistics

Objectives :

- (1) To enable students understand the scope of the discipline of linguistics.
 - (2) To make students aware of the basic concepts in the study of languages.
 - (3) To initiate students into the study of the various concepts of Linguistic Theory and Semantics.
1. Linguistic theory 1 :
 - a. Ferdinand de Saussure.
 - b. Leonard Bloomfield.
 2. Linguistic theory 2 :
 - a. Noam Chomsky
 - b. M. K. Halliday

Prescribed Texts :

1. Beaugrande Robert de, *Linguistic Theory* (London : Longman, 1991)
2. Verma S. K. and N. Krishnaswamy, *Modern Linguistics : An Introduction* (OUP)
3. Semantics 1

Elements of meaning: conceptual, connotative, stylistic, affective, reflected, collocative and thematic meaning.

Sources of meaning: Lexical meaning, grammatical meaning, intonational or phonological meaning, socio-cultural meaning. Code meaning : Sememe and coder meaning, pragmeme.

4. Semantics 2

Meaning Relations: Descriptive meaning, Expressive Meaning and Social Meaning, Ambiguity

Meaning and the sentence.

Prescribed Texts:

1. Palmer, F. R, Semantics : A New Outline (Cambridge University Press)
2. Lyons, J Linguistic Semantics : An Introductory (Cambridge, OUP)

Multi-disciplinary Paper

ME 05 Literature and Psychology

Objectives :

- (1) To help students relate Literature to other disciplines.
 - (2) To train students read literary texts in the light of psychological theories.
 - (3) To familiarize students with the discourse of psychology and the relevance of psychological concepts to the study of literature.
1. Sigmund Freud, the following sections from Mourning and Melancholia :
“Dostoevsky and Parricide”, “Some Character-types met with in Psycho-analytic works”
 2. Sophocles, *Oedipus the King*
 3. Shakespeare, *Henry IV*, part I
 4. Peter Shaffer, *Equus*

Semester – II

ME 06 The Romantic Period (1798 – 1840)

Objectives :

- (1) To acquaint students with the socio-political background of Romanticism in English literature.
 - (2) To introduce the major works of the Romantic period written in English.
 - (3) To help students understand the philosophical ideas generated during this period and read literary texts in relation to them.
1. The French Revolution and its impact on English Literature, Wordsworth's ideas of poetry, The Romantic concept of Imagination and its importance, The significance of Wordsworth and Keats in the history of English poetry, The Historical Novel or Romance, The emergence of autobiography as a literary form.
 2. Charlotte Bronte, *Jane Eyre*
 3. Wordsworth's poems (See Appendix B for the list of the poems)
 4. Mary Shelley, *Frankenstein; or, The Modern Prometheus*
(Everyman's Library, 1992)

ME 07 The Victorian Period (1840-1900)

Objectives :

- (1) To acquaint students with the intellectual and socio-political background of the Victorian period.
 - (2) To introduce the major literary works of the Victorian period.
 - (3) To train students in relating literary texts to their social contexts.
1. Salient features of the literature written in the Victorian period, The crisis of faith during the period. Utilitarian philosophy, Positivism and

the idea of progress, Imperialism and colonialism, The significance of Matthew Arnold and Thomas Hardy in English Literature, The Realistic Drama and the Well-made play, The Pre-Raphaelite Poets and the characteristics of their poetry.

2. Matthew Arnold: selected poems
(See Appendix 'C' for the list of the poems)
3. Thomas Hardy, *Jude the Obscure*
4. John Stuart Mill, *On Liberty* (Rupa & Co., 2003)

ME 08 The Modernist Period (1900-1950)

Objectives :

- (1) To acquaint students with the political and social events that shaped modernist literature.
 - (2) To contextualize the modernist works in literature in relation to the intellectual currents of the period.
 - (3) To encourage students to read the texts closely in relation to the larger trends of the Modernist period.
1. Literary movements during the modernist period: symbolism, imagism, expressionism, surrealism; the stream of consciousness novel; the World Wars and their impact on literature; the War Poets; the rise of totalitarian regimes and their impact on literature; the ideas of Freud and the Psychological novel; Irish Literary Renaissance; the significance of W. B. Yeats and James Joyce in Modernist Literature
 2. Ted Hughes: selected poems
(See Appendix "D" for the list of the poems)
 3. James Joyce, *A Portrait of the Artist as a Young Man*
 4. T. S. Eliot, *Murder in the Cathedral*

ME 09 A Indian Literature in English Translation

Objectives :

- (1) To familiarize students with Indian Literary Traditions.
 - (2) To help students understand the problems of literary translation.
 - (3) To enable students relate Indian texts produced in Indian Languages to the larger socio-political contexts of modern literature.
1. Bhalchandra Nemade, *Cocoon*, trans. Sudhakar Marathe (Macmillan, 1997)
 2. Bama, *Karukku* Tr.by Lakshmi Holmstrom (Macmillan, 2000)
 3. Fakir Mohan Senapati, *Six Acres and a Third*, Trans. Rabi Shankar Mishra et al. (Penguin Books, 2005)
 4. Utpal Dutt, *Hunting the Sun*, Trans. Utpal Dutt, in *Modern Indian Drama: an anthology*, G. P. Deshpande (ed.) (Sahitya Akademi, 2000)

ME 09 B New Literatures in English

Objectives :

- (1) To acquaint students with the various literary traditions of non-British English-speaking countries.
 - (2) To introduce the major literary works of countries like Canada, Nigeria, South Africa and Australia in relation to their historical contexts to students.
 - (3) To help students read the literary texts of new literatures in a comparative context.
1. Chinua Achebe, *Things Fall Apart*
 2. Wole Soyinka, *The Death and the King's Horseman* (Norton Paperback)

3. Patric White, *The Vivisector*
4. Poems by A. D. Hope and Judith Wright in *An Anthology of Commonwealth Poetry* edited by C. D. Narasimhaiah.

Multi-disciplinary Paper

ME 10 Novel and Psychology:

Objectives :

- (1) To help students relate Literature to other disciplines.
 - (2) To train students read literary texts in the light of psychological theories.
 - (3) To familiarize students with the discourse of psychology and the relevance of psychological concepts to the study of literature.
1. C. G. Jung, “Psychology and Literature”
[David lodge (ed.) *20th Century Literary Criticism: A Reader* (Longman, 1983)]
Lionel Trilling, “Art and Neurosis”
[Lionel Trilling, *Liberal Imagination: Essays on literature and society*(Anchor Books, 1953)]
 2. Dostoevsky, *Notes from Underground*
 3. D. H. Lawrence, *Women in Love*
 4. William Golding, *Lord of the Flies*

Appendix

Appendix ‘A’ :

George Herbert’s poems:

[Helen Gardner (ed.) *The Metaphysical Poets* (Rupa & Co., 1980)]

“The Agonie”

“Redemption”

“Affliction”

“The Temper”

“Vertue”

“Man”

“Mortification”

“The Collar”

“The Pulley”

“Death”

Appendix ‘B’ :

Poems by Wordsworth:

[F. L. Lukas et al (ed.) *Eight Poets*. (OUP, 1962)]

“Lucy Gray” (Oft I had heard of Lucy Gray”)

Lucy I (Strange fits of passion have I known”)

II(I travelled among unknown men)

III(She dwelt among the untrodden ways)

IV(Three years she grew in sun and shower)

V(A slumber did my spirit seal)

“The French Revolution”

“To the Cuckoo”

“Daffodils”

“It is a beauteous Evening”

“The World is too much with us”

“Sonnet” (composed upon Westminster bridge)

“London”

“The Solitary Reaper”

“Ode” (Intimations of Immortality from Recollections of Early childhood)

Appendix ‘C’ :

Matthew Arnold's poems:

[S. P. Sen Gupta (ed.) Selected Poems: Matthew Arnold. (Orient Longman, 1979)]

“The Forsaken Merman”

“The Scholar Gipsy”

“Thyrsis”

“Rugby Chapel”

“Dover Beach”

Appendix ‘D’ :

Ted Hughes's poems :

“The Thought-Fox”

“The Jaguar”

“Wind”

“Hawk Roosting”

“Thrushes”

“Theology”

“Pibroch”

“Examination at the Womb-Door”

“Crow's First Lesson”

“The Black Beast”

“The Executioner”

“The Risen”

A Note on the Credit System

The total number of credits to be acquired by students for M.A. programme is **88**. The course content of each semester will be for **22** credits. Of these, **2** credits will be for the following kind of work: presentations, seminars, assignments, class-room participation etc. The remaining **20** credits will be divided equally among 5 papers.

The internal evaluation will be for 30 % marks while the external evaluation will be for 70% marks.