


**Department of English**  
**Veer Narmad South Gujarat University, Surat**

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**Syllabus for M. A. Part I**  
**For the Academic Years 2019-20, 2020-21, 2021-22)**

**Syllabus at a Glance**

<b><u>Semester –1</u></b>		<b>credits</b>
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)
<b>OR</b>		
ME 04 B	An Introductory Course in Linguistics	
ME 05	Multi disciplinary Course (Drama and psychology)	(4)
<b><u>Semester –2</u></b>		
Core Papers		
ME 06	Romantic Period in English Literature 1798 –1840	(4)
ME 07	Victorian Period in English Literature 1840 –1900	(4)
ME 08	Modern Period in English Literature 1900 – 1950	Electives (4)
ME 09 A	Indian Literature in English Translation	(4)
<b>OR</b>		
ME 09 B	New Literatures in English	
ME 10	Multi disciplinary Course (Novel and psychology)	(4)

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**ME01      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 their 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. Shakespeare, *Coriolanus*
3. Robert Burton, *The Anatomy of Melancholy*
4. George Herbert, selected poems  
(Please see Appendix 'A' for the list of poems.)

**ME02      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. John Milton, Selected Poems( Please see appendix B)
3. Thomas Browne, *Religio Medici*
4. John Dryden, *All for Love*

### **ME03 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, *An Essay on Man*
3. Oliver Goldsmith, *The Good Natured Man*
4. Henry Fielding, *Joseph Andrews*

### **ME04A 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. Bharti Mukherjee, *Wife*
2. Shashi Deshpande, *Small Remedies*
3. Simone de Beauvoir, *The Second Sex* (Volume II 'Lived Experiences-Chapter I)
4. Margaret Atwood, *The Edible Women*

#### **ME 04 B English Language Teaching:**

(1) To familiarize the learners with the different stages of speech production and the description of consonants and vowels sounds in English language.

(2) To enable the learners with the basic language skills and provide exposure to teach those skills in practice. The focus would be to hone the linguistic skills required for academic communication as well as help the students practice them.

#### 1 Listening Skills

- What is listening?
- Listening for various purposes
- Academic listening and taking notes
- Barriers to listening
- Teaching methods

#### 2 Speaking Skills

- What is speaking?
- Speaking Skills
- Speaking in an academic context
- Difference between speech and writing
- Methods and techniques

#### 3 Reading Skills

- What is reading?
- Reading strategies: cognitive & metacognitive
- Types of reading: skimming, scanning, intensive, reading aloud, silent reading
- Classroom approaches to reading

#### 4 Writing Skills

- What is writing?
- Smallest unit in writing: the paragraph

- Types of writing
- The functions of writing
- The teaching of writing

### **Prescribed Texts :**

- Annie Anderson and Tony Lynch (1988). *Listening*. Oxford University Press
- Brown, G. & G. Yule. 1983. *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Carter, R. & D. Nunan. 2001. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press
- Gimson, A.C.(1989). *An Introduction to the Pronunciation of English, 4<sup>th</sup> revised edition*, London: Edward Arnold, Chapter 4.
- Grellet, F. 1981. *Developing Reading Skills*. Cambridge: Cambridge University Press.
- Richards, J. 1985 *The Context of Language Teaching* Cambridge: Cambridge University Press
- Ur, Penny. 1984. *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.
- Byrne, Don. 1979. *Teaching Writing Skills*. London: Longman.
- Nunan, David(ed.) 1992. *Collaborative Language Learning and Teaching*. Cambridge: Cambridge University Press.

### **Multi-disciplinary Course**

#### **ME 05 Psychology and Drama 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. I. Sigmund Freud, "Creative Writers and Day Dreaming" (1908) (from Sigmund Freud, *Collected Works*)  
 II. Herbert Read, "The Nature of Criticism", [from Herbert Read, *Collected Essays in literary criticism* (1956)]
  2. Shakespeare, *The Tempest*
  3. Arthur Miller, *The Crucible*

4. Vijay Tendulkar, *Kamala*

## **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, 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 auto biography as a literary form.
  2. Charlotte Brontë, *Jane Eyre*
  3. Wordsworth, selected poems [F. L. Lukas et al (ed.) *Eight Poets* OUP, 1962](Please see Appendix 'C' for the list of the poems)
  4. Charles Lamb, Selected Essays from *Essays of Elia* (Please see appendix D)

### **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. Mathew Arnold ,selected poems  
(Please see Appendix 'E' for the list of the poems)
3. Thomas Hardy ,*The Return of the Native*
4. John Stuart Mill ,*On Liberty*

#### **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. W. B Yeats (Selected Poems)  
(Please see Appendix 'F' for the list of the poems)

3. Virginia Wolf, *Mrs Dalloway*
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. Premchand, *The Gift of a Cow*. Trans. Gordon C. Roadermel
2. Mohan Rakesh, *Halfway House*. Trans. Bindu Batra
3. Rahul Sankrityayan *Volga to Ganga* Trans. Victor Kierman
4. K M Munshi *The Lord and Master of Gujarat* .Trans. Rita Kothari

#### **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, *No Longer at Ease*
2. Wole Soyinka, *The Trials of Brother Jero*
3. Margarate Lawrance, *A Jest of God*
4. Poems by Australian Poets A. D. Hope and Judith Right From An Anthology of Commonwealth Poetry edited by C.D. Narasimhaiah.  
(Please see Appendix 'G' for the list of the poems)

## **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. Sigmund Freud ,*Civilization and its Discontents*
2. Ernest Jones,*Hamlet and Oedipus*
3. R K Narayan, *The Dark Room*
4. Toni Morrison , *The Song of Solomon*

## Appendix

### Appendix A

George Herbert, selected poems

- I. The Agonie
- II. Redemption
- III. Affliction
- IV. The Temper
- V. Vertue
- VI. Man
- VII. Mortification
- VIII. The Collar
- IX. The Pulley
- X. Death

### Appendix B

John Milton, Selected Poems

- I. "On the Morning of Christ's Nativity"
- II. "L' Allegro"
- III. "Il Penseroso"
- IV. "Lycidas"
- V. "Hail , Holy light"

### Appendix C

Wordsworth, selected poems

- i. Lucy Gray (Oft I had heard of Lucy Gray)
- ii. Lucy I (Strange fits of passion have I known)
- iii. Lucy II (I travelled among unknown men)
- iv. Lucy III (She dwelt among the untrodden ways)
- v. Lucy IV (Three years she grew in sun and shower)
- vi. Lucy V (A slumber did my spirit seal)
- vii. The French Revolution
- viii. To the Cuckoo
- ix. Daffodils
- x. It is a beauteous evening

## Appendix D

Charles Lamb, Selected Essays from *Essays of Elia*

- I. The South-Sea House
- II. Christ's Hospital: Five and Thirty Years Ago
- III. Dream Children: A Reverie
- IV. On Some of the Old Actors
- V. Poor Relations
- VI. Newspapers Thirty Five Years Ago

## Appendix E

Mathew Arnold, selected poems

- I. The Forsaken Merman
  - II. Memorial Verses
  - III. The Scholar Gipsy
  - IV. Thyrsis
  - V. Rugby Chapel
  - VI. Dover Beach
  - VII. The Death of Sohrab
  - VIII. Immortality
- (Fifteen Poets, Oxford UP, 1941)

## Appendix F

W. B Yeats (Selected Poems)

- I. Easter 1916
- II. The Second Coming
- III. Leda and the Swan
- IV. A Prayer for my Daughter
- V. Among School Children
- VI. Sailing to Byzantium
- VII. Byzantium
- VIII. In Memory of Major Robert Gregory

## Appendix G

### A. D. Hope (Selected Poems)

- I. Australia
- II. Standardization
- III. The Death of the Bird
- IV. Moschus Moschiferus: A Song for St. Cecilia's Day

### Judith Right (Selected Poems)

- I. Woman to Man
- II. Typists in the Phoenix Building
- III. The Harp and the King
- IV. Clock and Heart
- V. Nigger's Leap, New England

## 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, **02** 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 20 marks while the external evaluation will be for 50 marks for each course.

Further, each question paper will carry 50 marks, with four questions carrying equal marks, with internal options each, in an examination of two-hour duration.

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