



Curriculum for B.A. ENGLISH
FATIMA COLLEGE (AUTONOMOUS)
THE RESEARCH CENTRE OF ENGLISH
UG SYLLABUS
2020-2021

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDIT	CIA Mks	ESE Mks	TOT. MKs
1.	I	19EL1LB	BASIC COMMUNICATIVE ENGLISH	5	3	40	60	100
2.		19EL1LI	INTERMEDIATE COMMUNICATIVE ENGLISH	5	3	40	60	100
3.		19EL1LA	ADVANCED COMMUNICATIVE ENGLISH	5	3	40	60	100
4.		19L1CC1	AGE OF SHAKESPEARE & MILTON	6	4	40	60	100
5.		19L1CC2	INDIAN WRITING IN ENGLISH	6	4	40	60	100
6.		19L1AC1	LITERARY FORMS	5	5	40	60	100
7.		19L1NME	FUNCTIONAL ENGLISH	2	2	40	60	100
8.		19G1VE1	VALUE EDUCATION	1	1	40	60	100
9.	II	19EL2LB	ENGLISH FOR EFFECTIVE COMMUNICATION (BASIC)	5	3	40	60	100
10.		19EL2LI	ENGLISH FOR EMPOWERMENT (INTERMEDIATE)	5	3	40	60	100
11.		19EL2LA	ENGLISH FOR CREATIVE WRITING (ADVANCED)	5	3	40	60	100
12.		19L2CC3	AGE OF DRYDEN & POPE	6	4	40	60	100
13.		19L2CC4	ECOLOGICAL CONCERNS IN	6	4	40	60	100

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			LITERATURE					
14.		19L2AC2	PHONETICS & TRANSCRIPTION	5	5	40	60	100
15.		19L2NME	FUNCTIONAL ENGLISH	2	2	40	60	100
16.		19G2VE2	VALUE EDUCATION	1	1	40	60	100
17.	III	19EL3LN	ENGLISH FOR THE DIGITAL ERA	5	3	40	60	100
18.		19L3CC5/ 19W3CC5	AGE OF WORDSWORTH	6	4	40	60	100
19.		19L3CC6/ 19W3CC6	AFRICAN AMERICAN LITERATURE	6	4	40	60	100
20.		19L3AC3/ 19W3AC3	SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH LITERATURE (1450-1714)	5	5	40	60	100
21.		19L3SB1	CONTENT WRITING	2	2	40	60	100
22.		19G3EE	ENVIRONMENTAL EDUCATION	1	1	40	60	100
23.	IV	19EL4LN	ENGLISH FOR INTEGRATED DEVELOPMENT	5	3	40	60	100
24.		19L4CC7/ 19W4CC7	AGE OF TENNYSON	6	4	40	60	100
25.		19L4CC8	GRAMMAR FOR EFFECTIVE WRITING	6	4	40	60	100
26.		19L4AC4/ 19W4AC4	SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH LITERATURE (1700-1955)	5	5	40	60	100
27.		19L4SB2	ORAL PRESENTATION SKILLS	2	2	40	60	100
28.		19G4EE	ENVIRONMENTAL AWARENESS	1	1	40	60	100

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V	I	CORE SUBJECT (1) L5CC9	SHAKESPEARE	6	7	25	75	100
		(2) L5CC10	WORLD LITERATURE IN TRANSLATION	6	7	25	75	100
		(3) L5CC11	TWENTIETH CENTURY LITERATURE	6	7	25	75	100
	II	MAJOR ELECTIVE (1)L5ME1/L5ME2	CANADIAN LITERATURE / AUSTRALIAN LITERATURE	5	5	25	75	100
	III	SKILL BASED SUBJECT (1) L5SB3	ENGLISH LANGUAGE TEACHING - I	2	2	50	50	100
		(2) L5SB4	JOURNALISM - I	2	2	50	50	100
VI	I	CORE SUBJECT (1)L6CC12	AMERICAN LITERATURE	6	5	25	75	100
		(2) L6CC13	WOMEN IN LITERATURE	5	5	25	75	100
		(3) L6CC14	LITERARY CRITICISM	5	4	25	75	100
	II	MAJOR ELECTIVE 1) L6ME3/ L6ME4	ECOLOGICAL CONCERNS IN LITERATURE/ HUMAN RIGHTS THROUGH LITERATURE	5	5	25	75	100
		(2) L6ME5/ L6ME6	POST COLONIAL LITERATURE/ FOLK LITERATURE	5	5	25	75	100
	III	SKILL BASED (1) L6SB5	ENGLISH LANGUAGE TEACHING - II	2	2	25	75	100
		(2) L6SB6	JOURNALISM - II	2	2	50	50	100

CORE
AGE OF WORDSWORTH- L3CC5/ W3CC5

HRS/WEEK: 6

CREDITS: 4

COURSE DESCRIPTION: This paper focuses more on the period in which people encountered a series of changes and amendments after the French Movement and revolution. A period of composite theme yet with the prime focus on nature gave such great works of veterans like Wordsworth, Coleridge, Thomas Dequincy and the youngest gifted poets like Byron, Shelley and Keats. It is also the period of reviews and quarterlies. This paper concentrates on various types of human emotions like guilt, concern, endurance, rebel, aesthetic feeling etc.

COURSE OBJECTIVES:

- To make the students learn the emotional and social upheavals of people of the Romantic age.
- To acquaint the students know the role of nature in every individual's life.

COURSE OUTCOMES:

On completion of the course students will be able to

CO1: Cherish the beauty of nature.

CO2: Gain knowledge about the French movement, revolution and its aftermath

CO3: Familiarize with the emotional upheavals and conscience of a human through supernaturalism.

CO4: Analyze different perspectives and interpretations of people for the same situation.

CO5: Paves way to creative thinking and imagination.

CO6: Get inspired of word persons like Lamb and De Quincey.

UNIT I – POETRY Return To Nature

[20 Hrs]

1. William Wordsworth
 - i) Lines Composed a few miles above “Tintern Abbey on Revisiting the Banks of the Wye During a tour”. July 13, 1798.
 - ii) “I Wandered Lonely as a Cloud” (SS)
2. John Keats
 - i) “Ode to a Nightingale”
 - ii) “The Human Seasons”

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- iii) “La Belle Dame Sans Merci” (SS)

3. William Blake
- i) “Tyger”
ii) “Lamb”

UNIT II - POETRY Emotions and Reminiscence

[10 Hrs]

1. Samuel Taylor Coleridge - “Youth and Age”
2. Percy Bysshe Shelley
- i) “The Cloud”
- ii) “Ozymandias” (SS)
3. Robert Southey
- i) “The Battle of Blenheim”
- ii) “The Inchcape Rock” (SS)
4. William Blake - “Laughing Song” (SS)

UNIT III – Writers and their Perspectives

[15 Hrs]

1. William Hazlitt -
- i) “On the Feeling of Immortality in Youth”
- ii) “On Going a Journey”
- iii) “On Actors and Acting” – I
2. E. V. Lucas - i) “A Funeral”

UNIT IV – PROSE Reminiscence, Empathy and Confession

[15 Hrs]

1. Charles Lamb
- i) “Dream Children - A Reverie”
- ii) “The Praise of Chimney – Sweepers”
2. Thomas De Quincey - From “The Pains of Opium” (An Excerpt from *Confessions of an English Opium-Eater*)

UNIT V – NOVEL Romance and Reality

[15 Hrs]

1. Jane Austen - *Sense and Sensibility*

TEXT BOOKS:

1. Jane Austen - *Sense and Sensibility*

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2. Pieces are taken from *The Norton Anthology of English Literature*, 7th edition, Vol II.

REFERENCE BOOKS:

1. Abrams, M. H. Ed. *English Romantic Poets : Modern Essays in Criticism* - New York : Galaxy Book, 1964. Print.
2. Kiely, Robert. *The Romantic Novel in England*. New Delhi: Cambridge Univ. Press, 1973. Print.
3. Pinion, F. B. *A Jane Austen Companion: A Critical Survey and Reference Book*. London: Macmillan, 1973. Print.
4. Rand, Ayn. *The Romantic Manifesto: A Philosophy of Literature*. USA: Signet Classic, 1975. Print.

WEB RESOURCE:

<https://www.poetryfoundation.org/poems/43687/the-tyger>.net

EVALUATION PATTERN

T1	T2	TA	AS	CQ	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

II B.A ENGLISH**10%****SEMESTER –III***For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS/WE EK	CREDI TS
UAEN	19L3CC5 / 19W3CC5	AGE OF WORDSWORTH	CORE	6	4

COURSE DESCRIPTION

The course Age of Wordsworth offers a purview of the representative writers and literary pieces of the Romantic Age.

COURSE OBJECTIVES

The course enables the learners to comprehend and appreciate the emotional and social upheavals of the Romantic age and the role of nature.

UNITS**UNIT I – POETRY****(20Hrs)**

1. William Wordsworth
 - i) Lines Composed a few miles above Tintern Abbey on Revisiting the Banks of the Wye During a tour. July 13, 1798.
 - ii) I Wandered Lonely as a Cloud **(Self - Study)**
2. John Keats
 - i) Ode to a Nightingale
 - ii) The Human Seasons
 - iii) La Belle Dame Sans Merci **(Self - Study)**
3. William Blake
 - i) Tyger
 - ii) The Lamb

UNIT II - POETRY**(15HRS.)**

1. Samuel Taylor Coleridge
 - i) Youth and Age
2. Percy Bysshe Shelley
 - i) The Cloud

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- ii) Ozymandias(**Self - Study**)

3. Robert Southey - i) The Battle of Blenheim

- ii) The Inchcape Rock (**Self - Study**)

4. William Blake -Laughing Song (**Self - Study**)

UNIT III – PROSE

(15HRS)

1. William Hazlitt - i) On the Feeling of Immortality in Youth

- ii) On Going a Journey

- iii) On Actors and Acting – I

UNIT IV – PROSE

(20HRS)

1. Charles Lamb -i) Dream Children - A Reverie

-ii) The Praise of Chimney Sweepers

-iii) Old China

5%

2. Thomas De Quincey - From “The Pains of Opium” (An Excerpt from “Confessions of an English Opium-Eater”)

UNIT V – NOVEL

(20HRS)

1. Jane Austen - *Sense and Sensibility*

UNIT VI - DYNAMISM:

Poetry writing

5%

REFERENCES:

1. Abrams, M. H. Ed. *English Romantic Poets : Modern Essays in Criticism* - New York : Galaxy Book, 1964. Print.
2. Kiely, Robert. *The Romantic Novel in England*. New Delhi: Cambridge Univ. Press, 1973. Print.
3. Pinion, F. B. *A Jane Austen Companion: A Critical Survey and Reference Book*. London: Macmillan, 1973. Print.
4. Rand, Ayn. *The Romantic Manifesto: A Philosophy of Literature*. USA: Signet Classic, 1975. Print.

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COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	cherish the sublimity of Nature through various poetic forms
CO 2	understand the philosophical perspectives of Nature in Romantic poetry
CO 3	get acquainted with the felicity of the language of prose
CO 4	comprehend the interplay of humour, satire and melancholy in the prescribed pieces
CO 5	appreciate the significance of women novelists

Curriculum for B.A. ENGLISH
III SEMESTER
CORE

OLD

AFRICAN AMERICAN LITERATURE : L3CC6/ W3CC6

HRS/WEEK: 6

CREDITS: 4

COURSE DESCRIPTION:

This course emphasizes African American literature from the 18th to 20th century and from both and historical and literary perspective.

COURSE OBJECTIVES:

To enable

- demonstrate critical thinking skills
- demonstrate literary analysis skills
- identify the major writers and works of African American literature

COURSE OUTCOMES:

At the end of the course the students will be able to

CO1: Identify the uniqueness and the difference of African American literature.

CO2: Examine the interconnection between the Black aestheticism and Western aestheticism.

CO3: Appreciate the creative sensibility of the African American writers as revealed in vernacular context.

CO4: Evaluate how African Americans have shaped and been shaped by the larger African Diaspora through qualitative and quantitative methods.

CO5: Understand the narrative forms of oral traditions and folklore in African American literature a unique literary model.

UNIT I- POETRY

[18 HRS]

- | | | |
|---------------------|---|--------------------------|
| 1. Spirituals | - | “Go Down, Moses” |
| | - | “Walk Together Children” |
| 2. The Blues | - | “Trouble in Mind” |
| 3. Countee Cullen | - | “Yet do I Marvel” |
| 4. Langston Hughes | - | “The Weary Blues” |
| | - | “Harlem Sweeties” |
| 5. Amiri Baraka | - | “Black Art” |
| 6. Maya Angelou | - | “Still I Rise” |
| 7. Gwendolyn Brooks | - | “Malcolm X” (SS) |

UNIT II -PROSE

[18 HRS]

- | | | |
|-----------------------------|---|--|
| 1. Booker T. Washington | - | <i>Up From Slavery</i> (Chapter I- Slave Narrative). |
| 2. Martin Luther King. Jr., | - | “I Have a Dream” |
| 3. Langston Hughes | - | “The Negro Artist and the Racial Mountain |
| 4. Amiri Baraka | - | Black Writing |
| 5. Richard Wright | - | “The Ethics of Living Jim Crow” (SS) |

UNIT III -DRAMA

[16 HRS]

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1. August Wilson - *Fences* (50 pages)

UNIT IV- NOVEL

[10HRS]

1. Toni Morrison - *The Bluest Eye*

UNIT V - FOLK TALES & SHORT STORIES

[16 HRS]

1. The Wonderful Tar-Baby Story
2. Rabbit Tricks Brer Fox Again
3. What the Rabbit learned
4. Terry McMillan - "Ma' Dear"
5. Annie McCary - "Breaking the Color-line"
6. Toni Cade Bambara - "Raymond's Son" (SS)
"Gorilla, My Love" (SS)
7. The Awful Fate of Mr. Wolf (SS)

TEXT BOOKS:

1. Gates, Jr., Henry Louis and Nellie Y. Mc Kay. *The Norton Anthology of African American Literature*. New York: W.W. Norton and Company, 1997.
2. Jones, LeRoi. *Home: Social Essays*. New York: Akashic Books, 2009.
3. Kanwar, Asha. ed. *The Unforgetting Heart: An Anthology of Short Stories by African American women (1859 - 1993)*. San Francisco: Aunt Lute Books, 1993.

REFERENCE BOOKS:

1. Aberjehani and Sandra L. West. Eds. *Encyclopedia of The Harlem Renaissance*. New York: Checkmark Books, 2003.
2. Andrews, William L., Frances Smith Foster and Trudier Harris. Eds. *The Concise Oxford Companion to African American Literature*. New York: Oxford University Press, 2001.
3. Nelson, Emmanuel. S. Ed. *The Greenwood Encyclopedia of Multiethnic American Literature*. C.T.: Greenwood Press, 2005.
4. Maniou. *Modern Black Writers*. C.T.: St. James Press, 2000.
5. Ostram, Hans and J. David Macey, Jr., eds. *The Greenwood Encyclopedia of African American Literature*. Vol I to V. CT: Greenwood Press, 2005.

EVALUATION PATTERN:

T1	T2	TA	As	CQ	Total(A)	EXT(B)	Total (A+B)
15	15	15	5	5	25	75	100

II B.A ENGLISH

5%

SEMESTER –III*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAEN	19L3CC6/ 19W3CC6	AFRICAN AMERICAN LITERATURE	CORE	6	4

COURSE DESCRIPTION

The course titled **AFRICAN AMERICAN LITERATURE** helps the learners to appreciate the evolving and innovative literary styles and genres as manifested in the writings of the major African American writers. Literary techniques in all the basic literary forms such as Prose, Poetry, Drama and Fiction focusing on the original flavour of their dialect which is quite different from Standard English.

COURSE OBJECTIVES

- This course focuses on the genesis of African American literature from the various oral forms up to the present times.
- It also gives the learners a broad overview of the socio-political and cultural factors that effected changes in the literary production.

UNITS**UNIT –I POETRY****(18 HRS)**

- Spirituals – “Go Down, Moses”
 - “Walk Together Children”
- The Blues
 - “Trouble in Mind”
- Countee Cullen
 - “Yet do I Marvel”
- Langston Hughes
 - “The Weary Blues”
 - “Harlem Sweeties”
- Amiri Baraka
 - “Black Art”
- Maya Angelou
 - “Still I Rise”

7. Gwendolyn Brooks - "Malcolm X" **(Self-Study)**

UNIT -II PROSE**(18 HRS)**

4. Booker T. Washington - "Up From Slavery" (Chapter I- Slave Narrative).
 5. Martin Luther King. Jr., - "I Have a Dream"
 6. Langston Hughes - "The Negro Artist and the Racial Mountain"
 7. Amiri Baraka - "Black Writing"
 8. Richard Wright - "The Ethics of Living Jim Crow" **(Self-Study)**

UNIT -III -DRAMA**(16 HRS)**

2. August Wilson - *Fences* (50 pages)

UNIT -IV NOVEL**(16HRS)**

1. Toni Morrison - *The Bluest Eye*

UNIT -V FOLK TALES & SHORT STORIES**(18 HRS)**

1. The Wonderful Tar-Baby Story
 2. Rabbit Tricks Brer Fox Again
 3. What the Rabbit learned
 4. Terry McMillan - "Ma' Dear"
 5. Annie McCary - "Breaking the Color-line"
 6. Toni Cade Bambara - "Raymond's Son" **(Self-Study)**
 - "Gorilla, My Love" **(Self-Study)**
 7. The Awful Fate of Mr. Wolf **(Self-Study)**

UNIT -VI DYNAMISM(Evaluation Pattern-CIA only)**(4HRS)**

1. A study on the oral musical tradition.
 2. Discussion on AfricanAmerican culture, race and religion.
 3. Understanding the predicament of the African Americans in the neo-colonial scenario.

5%**TEXT BOOKS:**

Photocopies of chapters from the following books.

Curriculum for B.A. ENGLISH

1. Gates.Jr., Henry Louis and Nellie Y. Mc Kay. *The Norton Anthology of African American Literature*. W.W. Norton and Company, 1997.
2. Jones, LeRoi. *Home: Social Essays*. New York: Akashic Books, 2009.
3. Kanwar, Asha. ed. *The Unforgetting Heart: An Anthology of Short Stories by African American women (1859 - 1993)*. San Francisco: Aunt Lute Books, 1993.

REFERENCES:

1. Aberjehani and Sandra L. West. Eds. *Encyclopedia of The Harlem Renaissance*. Checkmark Books, 2003.
2. Andrews, William L., Frances Smith Foster and Trudier Harris. Eds. *The Concise Oxford Companion to African American Literature*. Oxford University Press, 2001.
3. Nelson, Emmanuel. S. Ed. *The Greenwood Encyclopedia of Multiethnic American Literature*. C.T.: Greenwood Press, 2005.
4. Ostram, Hans and J. David Macey, Jr., eds. *The Greenwood Encyclopedia of African American Literature*. Vol. I to V. CT: Greenwood Press, 2005.
5. Manitou. *Modern Black Writers*. C.T.: St. James Press, 2000.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	recall and analyse the uniqueness of the African American poetic tradition.
CO 2	recall and explain the struggles of African Americans as documented in their prose writings.
CO 3	recall interpret the salient features of African American drama.
CO 4	relate and examine the racial discrimination in the African American novel
CO 5	compare and contrast the features of African American folk tales with the African American short stories.

Curriculum for B.A. ENGLISH
III SEMESTER
ALLIED
SOCIAL HISTORY OF ENGLAND
&
HISTORY OF ENGLISH LITERATURE (1450-1714)
COURSE CODE : L3AC3/W3AC3

OLD

HRS/WEEK: 5

CREDITS: 5

COURSE DESCRIPTION:

The learners will acquire a broad and comprehensive range of knowledge pertaining to History of English Literature and the Social History of England.

COURSE OBJECTIVES:

The students will be able to get a bird's eye view of History of English Literature and the Social History of England.

COURSE OUTCOMES:

At the end of this course, the students will be able to

CO 1: Describe the culture of the English society and attitudes of British writers of different ages

CO 2: Classify and categorize the various movements and high points in literature and history

CO 3: Identify the reasons for developments in the social and literary scenario

CO 4: Critique the events of the past for a better understanding of the present

CO 5: Create a scrap book for a thorough preparation for NET/SET examination

UNIT -1 (1450 - 1557)

[16 HRS]

1. The Renaissance
2. The Reformation
3. The Dissolution of Monasteries (SS)
4. English Literature before Chaucer (500-1340)
5. The Age of Chaucer (1340-1400)
6. From Chaucer to 'Tottel's Miscellany' (1400-1557)

Unit – II (1560 – 1625)

[16 HRS]

1. The Religion of England
2. The Tudor Navy and the Armada
3. The Elizabethan Theatre
4. The East India Company (SS)
5. The Development of the Drama to 1561
6. The Age of Shakespeare (1558-1625)

Unit – III (1607 – 1625)

[16 HRS]

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1. Colonial Expansion (SS)
2. The Civil War and its Social Significance
3. Puritanism
4. The Age of Shakespeare: The Drama
5. The Age of Shakespeare: Prose

Unit – IV (1660 – 1794)

[16 HRS]

1. Restoration England
2. The Origin and Growth of Political Parties in England
3. The Age of Milton (1625-1660): Milton
4. The Age of Milton: Other Poets and Prose Writers

Unit – V (1702 – 1714)

[11 HRS]

1. Age of Queen Anne
2. Coffee-house Life in London (SS)
3. The Age of Dryden (1660-1700): Verse
4. The Age of Dryden. Prose and Drama

TEXT BOOKS:

1. Hudson, William Henry. *An Outline History of English Literature*. Bangalore: Rupa Publications, 2015.
2. Xavier, A.J. *An Introduction to the Social History of England*. Chennai: Viswanathan S., Printers Publishers Pvt Ltd, 2009.

REFERENCE BOOKS:

1. Albert, Edward. *History of English Literature*. New Delhi: Oxford, 2013.
2. Ashok, Padmaja. *Social History of England*. Chennai: Orient Blackswan, 2011.
3. Blamires, Harry. *A Guide to Twentieth Century Literature in English*. London: Routledge, 1983.
4. Carter, Ronald and John McRae. *The Routledge History of Literature in English*. Abingdon: Routledge, 2001.
5. Daiches, David. *A Critical History of English Literature*. New Delhi: Supernova Publishers, 2010.
6. Long, William J. *English Literature: Its History and its Significance for the Life of the English Speaking World*. Bangalore: Rupa Publications, 2015.
7. Trevelyan, George Macaulay. *English Social History: A Survey of Six Centuries from Chaucer to Queen Victoria*. United Kingdom: Barma's Books, 1946.

EVALUATION PATTERN:

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T1	T2	TAV	C1	C2 *	INT TOT(A)	EXT (B)	Total Marks (A+B)
15	15	15	5	5	25	75	100

* C2 – Scrap Book (Individual Work)

II B.A ENGLISH SEMESTER –IV

5%

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS/ WEEK	CRED ITS
USEN	19L3AC3/ 19W3AC3	SOCIAL HISTORY OF ENGLAND & HISTORY OF ENGLISH LITERATURE (1450-1714)	ALLIED	5	5

COURSE DESCRIPTION

The course provides a broad and comprehensive range of knowledge pertaining to History of English Literature and the Social History of England. It also traces the connection between the social history and literature and its impact on literature.

COURSE OBJECTIVES

The learners will be able to get a bird's eye view of History of English Literature and the Social History of England.

UNITS

UNIT -1 (1450 - 1557)

[16 HRS]

1. The Renaissance
2. The Reformation
3. The Dissolution of Monasteries **(SS)**
4. English Literature before Chaucer (500-1340)
5. The Age of Chaucer (1340-1400)
6. From Chaucer to 'Tottel's Miscellany' (1400-1557)

Unit – II (1560 – 1625)

[16 HRS]

1. The Religion of England
2. The Tudor Navy and the Armada
3. The Elizabethan Theatre

4. The East India Company **(SS)**
5. The Development of the Drama to 1561
6. The Age of Shakespeare (1558-1625)

Unit – III (1607 – 1625)

[14 HRS]

1. Colonial Expansion **(SS)**
2. The Civil War and its Social Significance
3. Puritanism
4. The Age of Shakespeare: The Drama
5. The Age of Shakespeare: Prose

Unit – IV (1660 – 1794)

[13 HRS]

1. Restoration England
2. The Origin and Growth of Political Parties in England
3. The Age of Milton (1625-1660): Milton
4. The Age of Milton: Other Poets and Prose Writers

Unit – V (1702 – 1714)

[13 HRS]

1. Age of Queen Anne
2. Coffee-house Life in London **(SS)**
3. The Age of Dryden (1660-1700): Verse
4. The Age of Dryden. Prose and Drama

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

[3 HRS]

1. Socio political issues in England- BREXIT
2. Issues related to Immigration into England
3. The Current Economic Scenario
4. Preparation for NET and Other Competitive Exams

5%

REFERENCES:

TEXT BOOKS:

Hudson, William Henry. *An Outline History of English Literature*. Bangalore: Rupa Publications, 2015.

Xavier, A.J. *An Introduction to the Social History of England*. Chennai: Viswanathan S., Printers Publishers Pvt Ltd, 2009.

REFERENCE BOOKS:

Albert, Edward. *History of English Literature*. New Delhi: Oxford, 2013.

Ashok, Padmaja. *Social History of England*. Chennai: Orient Blackswan, 2011.

Blamires, Harry. *A Guide to Twentieth Century Literature in English*. London: Routledge, 1983.

Carter, Ronald and John McRae. *The Routledge History of Literature in English*. Abingdon: Routledge, 2001.

Daiches, David. *A Critical History of English Literature*. New Delhi: Supernova Publishers, 2010.

Long, William J. *English Literature: Its History and its Significance for the Life of the English Speaking World*. Bangalore: Rupa Publications, 2015.

Trevelyan, George Macaulay. *English Social History: A Survey of Six Centuries from Chaucer to Queen Victoria*. United Kingdom: Barma's Books, 1946.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	describe and discover the socio-political, cultural and literary scenario of the Chaucerian England.
CO 2	Examine and elaborate how Shakespearean theatre reflected the spirit of the age.
CO 3	Infer and analyse the changing political scenario and its impact on literary movements.
CO 4	Estimate the literary works produced during Restoration England.
CO 5	Trace and discover the beginnings of Age of Reason

Curriculum for B.A. ENGLISH
IV SEMESTER
CORE
AGE OF TENNYSON - L4CC7/W4CC7

OLD

HRS/WEEK: 6

CREDITS: 4

COURSE DESCRIPTION

Age of Tennyson offers a comprehensive view of literature, culture and social background of the period.

COURSE OBJECTIVES:

To enable

- ❖ sufficient exposure to the features of Literature of the era.
- ❖ comprehend the influence of technology on humanity.
- ❖ Sensitize the learners to the culture of Victorian period.

COURSE OUTCOMES:

At the end of the course, the students will be able to

CO1: Identify the various factors like progress of science, political awakening and educational expansion which shaped the writers' thinking.

CO2: Illustrate and analyse the spirit of enquiry.

CO3: Outline the Victorian writers concern over loss of human values and the craze for materialism.

CO4: Evaluate the themes that embody the restless spirit of the age.

CO5: Critique the rich and varied literature of this era.

CO6: To gain adequate knowledge on the concepts of Realism, Art for Art's sake and Art for Life's sake.

UNIT I - POETRY

[15 HRS]

1. Matthew Arnold – “Dover Beach” pg.904
2. Robert Browning – “Andrea Del Sarto” (pg. 838 – 844)
3. Alfred Lord Tennyson – “The Lotus – Eaters” (pg. 722 – 726)
4. Coventry Patmore – “A Farewell” (From the Unknown Eros) (pg. 993)

Curriculum for B.A. ENGLISH
"The Walrus and the Carpenter" (pg. 1067 – 1069)

5. Lewis Carroll –

UNIT II - POETRY

[15 HRS]

1. Gerard Manley Hopkins - "God's Grandeur" pg. 1235

2 Alfred Lord Tennyson – "Tithonus" pg. (737 – 739)

3. Christina Georgina Rossetti – "At Home"

4. Matthew Arnold - "Rugby Chapel" **(SS)**

5. Robert Browning – "The Last Ride Together" pg. (835 – 838) **(SS)**

UNIT III - PROSE

[15 HRS]

1. John Stuart Mill - "From Coleridge" pg: (1090 – 1092)

2. Mathew Arnold – Extract from "The Study of Poetry" – (From *Essays in Criticism*)

3. Lytton Strachey – "Florence Nightingale", "Dr Arnold" (From *Eminent Victorians*)

UNIT IV - DRAMA

[15 HRS]

Oscar Wilde – *The Importance of Being Earnest*

UNIT V –NOVEL

[15 HRS]

Curriculum for B.A. ENGLISH

Charles Dickens – *David Copperfield*

TEXT BOOKS:

Selections of Prose & Poems from

1. Dickens, Charles. *David Copperfield*. London: Penguin classics, 2004.
2. Edmund T. Jones (Ed), *English Critical Essays: Nineteenth Century*. Delhi: Oxford University, 1956.
3. George K. Anderson, William E. Buckler, Mary Harris Veeder (Ed), *The Literature of England*. USA: Scott Foresman. 1967.
4. Meyer H. Abrams (Ed), *Norton Anthology of English Literature*. New York: WW Norton Co. Inc, 1962.
5. Strachey, Lytton. *Eminent Victorians*. Toronto: Penguin Randomhouse, 1990

REFERENCE BOOKS:

1. Chesterton, G.K. *The Pelican Guide to English Literature*. Harmondsworth: Penguin Press, 1973.
2. Chesterton, Gilbert Keith. *The Victorian Age in Literature*. London: Oxford University Press, 1966.
3. Collins Philip (Ed), *Charles Dickens: The Critical Heritage*. London: Routledge and Kegan Paul, 1971.
4. Dale, Peter Allan. *The Victorian Critic and the Idea of History: Carlyle, Arnold and Peter*. London: Harvard University Press, 1977.
5. Kenneth and Miriam Allott. *Victorian Prose*. Middlesex: Penguin, 1956.

Curriculum for B.A. ENGLISH

EVALUATION PATTERN:

T1	T2	TA	AS	CQ	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

II B.A ENGLISH**SEMESTER –IV***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAEN	19L4CC7/ 19W4CC7	AGE OF TENNYSON	CORE	6	4

COURSE DESCRIPTION

The course titled **AGE OF TENNYSON** offers a comprehensive view of how literature reflected the changing religious perspectives and the propensity towards mystic elements in arts and social values as presented by the representative writers of the Age.

COURSE OBJECTIVES

- The course enables learners to identify the multifarious perspectives of various authors and appreciate their aesthetic principles.
- It also focuses on the changing attitudes toward moral values with the burgeoning growth in science and technology.

UNITS**UNIT –IPROSE****(15 HRS.)**

1. John Stuart Mill - “From Coleridge” (pg.1090 – 1092)
3. Mathew Arnold – Extract from “The Study of Poetry”
(From *Essays in Criticism*)
4. Lytton Strachey – Extract from “Florence Nightingale”,
Extract from “Dr Arnold” (From *Eminent Victorians*)

UNIT –II POETRY I**(15 HRS.)**

1. Matthew Arnold – “Dover Beach” pg.904
2. Robert Browning – “Andrea Del Sarto” pg.(838 – 844)
3. Alfred Lord Tennyson – “The Lotus – Eaters” pg. (722 – 726)

Curriculum for B.A. ENGLISH

4. Coventry Patmore – “A Farewell” (From the Unknown Eros) pg. 993

5. Lewis Carroll – “The Walrus and the Carpenter” (pg.1067 – 1069)

UNIT –III POETRY II

(15 HRS.)

1. Gerard Manley Hopkins- “God’s Grandeur” pg. 1235

2 Alfred Lord Tennyson – “Tithonus” (pg.737 – 739)

3. Christina Georgina Rossetti – “At Home”

4. Matthew Arnold - “Rugby Chapel” **(Self - Study)**

5. Robert Browning – “The Last Ride Together” (pg.835 – 838) **(Self –Study)**

UNIT –IV DRAMA

Oscar Wilde – *The Importance of Being Earnest*

UNIT –V NOVEL

(20 HRS.)

Charles Dickens – *David Copperfield*

UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)

(10 HRS.)

1. Educational reforms and Boarding schools in England

2. Socio-political scenario of England in the present times

5%

REFERENCES:

TEXT BOOKS:

1. Meyer H. Abrams(Ed), *Norton Anthology of English Literature*.

WW Norton Co. Inc, 1962.

2. Dickens, Charles. *David Copperfield* .Penguin classics, 2004.

3. Edmund T. Jones (Ed), *English Critical Essays: Nineteenth Century*.
Oxford University, 1956.

4. Strachey, Lytton. *Eminent Victorians*. Penguin Randomhouse, 1990

5. George K. Anderson, William E. Buckler, Mary Harris Veeder (Ed), *The Literature of England*. Scott Foresman. 1967.

REFERENCE BOOKS:

1. Chesterton, G.K. *The Pelican Guide to English Literature*. Penguin Press, 1973.

2. Chesterton, Gilbert Keith. *The Victorian Age in Literature*. Oxford University Press. 1966.

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3. Collins Philip(Ed), *Charles Dickens: The Critical Heritage*. Routledge and Kegan Paul, 1971.
4. Kenneth and Miriam Allott. *Victorian Prose*. Penguin, 1956.
5. Dale, Peter Allan. *The Victorian Critic and the Idea of History: Carlyle, Arnold and Peter*. Harvard University Press, 1977.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	identify the various factors like progress of science, political awakening and educational expansion which shaped the writers' thinking
CO 2	illustrate and analyse the spirit of enquiry that prevailed through the age
CO 3	examine the Victorian writers concern over loss of human values and the craze for materialism
CO 4	evaluate the themes that embody the restless spirit of the age
CO 5	analyse the rich and varied literature of this era

Curriculum for B.A. ENGLISH
IV SEMESTER
ALLIED

OLD

**SOCIAL HISTORY OF ENGLAND
&
HISTORY OF ENGLISH LITERATURE (1700-1955)- L4AC4/W4AC4
(For those who joined from 2019 onwards)**

HRS/WEEK: 5

CREDITS: 5

COURSE DESCRIPTION:

The learners will acquire a broad and comprehensive range of knowledge pertaining to History of English Literature and the Social History of England.

COURSE OBJECTIVES:

The students will be able to get a bird's eye view of History of English Literature and the Social History of England.

COURSE OUTCOME:

At the end of this course, the students will be able to

CO 1: Describe the culture of the English society and attitudes of British writers of different ages

CO 2: Classify and categorize the various movements and high points in literature and history

CO 3: Identify the reasons for developments in the social and literary scenario

CO 4: Critique the events of the past for a better understanding of the present

CO 5: Create a scrap book for a thorough preparation for NET/SET examination

UNIT-I (1700 – 1745)

[16 HRS]

1. The Agrarian Revolution
2. The Industrial Revolution
3. The Methodist Movement (SS)
4. The Age of Pope (1700 -1745): Verse
5. The Age of Pope: Prose and the Drama

UNIT – II (1775 – 1798)

[16 HRS]

1. Other Humanitarian Movements
2. The War of American Independence
3. England and Ireland (SS)
4. The Age of Johnson (1745 - 1798): General Prose
5. The Age of Johnson: The Novel
6. The Age of Johnson: Verse

UNIT – III (1789 – 1832)

[16 HRS]

1. Effects of the French Revolution

Curriculum for B.A. ENGLISH

2. The Reform Bills (SS)
3. The Age of Wordsworth (1798 - 1832): The Older Poets
4. The Age of Wordsworth: The Younger Poets
5. The Age of Wordsworth: General Prose
6. The Age of Wordsworth: The Novel

UNIT – IV (1837 – 1887)

[16 HRS]

1. The Victorian Age
2. Development of Education in the Victorian England
3. The Age of Tennyson (1832 - 1887): Verse
4. The Age of Tennyson: General Prose
5. The Age of Tennyson: The Novel

Unit – V (1942 – 1955)

[11 HRS]

1. The World Wars and Social Security
2. Means of Transport and Communication (SS)
3. The Age of Hardy (1887 - 1928)
4. The Present Age (1930 - 1955)

TEXT BOOKS:

1. Hudson, William Henry. *An Outline History of English Literature*. Bangalore: Rupa Publications, 2015.
2. Xavier, A.J. *An Introduction to the Social History of England*. Chennai: Viswanathan S., Printers Publishers Pvt Ltd, 2009.

REFERENCE BOOKS:

1. Albert, Edward. *History of English Literature*. New Delhi: Oxford, 1997.
2. Ashok, Padmaja. *Social History of England*. Chennai: Orient Blackswan, 2011.
3. Blamires, Harry. *A Guide to Twentieth Century Literature in English*. London: Routledge, 1983.
4. Carter, Ronald and John McRae. *The Routledge History of Literature in English*. Abingdon: Routledge, 2001.
5. Daiches, David. *A Critical History of English Literature*. New Delhi: Supernova Publishers, 2010.
6. Long, William J. *English Literature: Its History and its Significance For the Life of the English speaking World*. Bangalore: Rupa Publications, 2015.
7. Trevelyan, George MacAulay. *English Social History: A Survey of Six Centuries from Chaucer to Queen Victoria*. United Kingdom: Barma's Books, 1946.

Curriculum for B.A. ENGLISH

EVALUATION PATTERN:

T1	T2	TAV	C1	C2 *	INT TOT(A)	EXT (B)	Total Marks (A+B)
15	15	15	5	5	25	75	100

*C2- Video Making: Content and Techniques Adopted (Individual Work)

(Any one component from the Units)

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS/ WEEK	CRED ITS
UAEN	19L4AC4 / 19W4AC4	SOCIAL HISTORY OF ENGLAND & HISTORY OF ENGLISH LITERATURE (1700- 1955)	ALLIED	5	5

COURSE DESCRIPTION

The course titled SOCIAL HISTORY OF ENGLAND & HISTORY OF ENGLISH LITERATURE (1700-1955) provides an extensive and comprehensive range of knowledge pertaining to the history of English Literature and the social history of England and their impact upon each other.

COURSE OBJECTIVES

- The course emphasizes the need to understand the social history that strengthens the learners' understanding of Literature.
- The course traces the chronological evolution of British Literature.

UNITS**UNIT -1 (1700 – 1745)****(15 HRS)**

1. The Agrarian Revolution
2. The Industrial Revolution
3. The Methodist Movement **(Self-Study)**
4. The Age of Pope (1700 -1745): Verse
5. The Age of Pope: Prose and the Drama

Unit – II (1775 – 1798)**(15 HRS)**

1. Other Humanitarian Movements
2. The War of American Independence
3. England and Ireland **(Self-Study)**

Curriculum for B.A. ENGLISH

4. The Age of Johnson (1745 - 1798): General Prose

5. The Age of Johnson: The Novel

6. The Age of Johnson: Verse

Unit – III (1789 – 1832)

(16 HRS)

1. Effects of the French Revolution

2. The Reform Bills **(Self-Study)**

3. The Age of Wordsworth (1798 - 1832): The Older Poets

4. The Age of Wordsworth: The Younger Poets

5. The Age of Wordsworth: General Prose

6. The Age of Wordsworth: The Novel

Unit – IV (1837 – 1887)

(15 HRS)

1. The Victorian Age

2. Development of Education in the Victorian England

3. The Age of Tennyson (1832 - 1887): Verse

4. The Age of Tennyson: General Prose

5. The Age of Tennyson: The Novel

Unit – V (1942 – 1955)

(11 HRS)

1. The World Wars and Social Security

2. Means of Transport and Communication **(Self-Study)**

3. The Age of Hardy (1887 - 1928)

4. The Present Age (1930 - 1955)

UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)

[3 HRS]

1. The Political scenario of England

2. The present Social condition

3. Climate Talk: The Political sustainability of Climate Policy

4. Preparation for NET and Other Competitive Exams

5%

REFERENCES:

TEXT BOOKS:

- 1)Hudson, William Henry. *An Outline History of English Literature*. Bangalore: Rupa Publications, 2015.
- 2)Xavier, A.J. *An Introduction to the Social History of England*. Chennai: Viswanathan S., Printers Publishers Pvt Ltd, 2009.

REFERENCE BOOKS:

- 3) Albert, Edward. *History of English Literature*. New Delhi: Oxford, 2013.
Ashok, Padmaja. *Social History of England*. Chennai: Orient Blackswan, 2011.
- 4) Blamires, Harry. *A Guide to Twentieth Century Literature in English*. London: Routledge, 1983.
- 5) Carter, Ronald and John McRae. *The Routledge History of Literature in English*. Abingdon: Routledge, 2001.
- 6) Daiches, David. *A Critical History of English Literature*. New Delhi: Supernova Publishers, 2010.
- 7) Long, William J. *English Literature: Its History and its Significance for the Life of the English Speaking World*. Bangalore: Rupa Publications, 2015.
- 8) Trevelyan, George Macaulay. *English Social History: A Survey of Six Centuries from Chaucer to Queen Victoria*. United Kingdom: Barma's Books, 1946.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

Curriculum for B.A. ENGLISH

NO.	COURSE OUTCOMES
CO 1	describe the culture of the English society and perspectives of the British writers of different ages
CO 2	classify and categorize the various movements and high points in literature and history
CO 3	identify the reasons for developments in the social and literary scenario
CO 4	comprehend the socio-political events that facilitate the good understanding of literature
CO 5	create a scrap book for a thorough preparation for NET/SET examination

Roselin Mary
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