

STUDY SKILLS

Hours: 2hrs. /week

Credits: 2

Learning Outcomes:

After the completion of STUDY SKILLS the students would be able to

1. Define the concept of study skills
2. Examine the components of study skills, its assessment and develop healthy study habits
3. Explain the concept of memory and its stages and the concept of forgetting
4. Illustrate the concept of attention and the factors affecting attention.
5. List the anxiety management techniques and make use of behavior modification technique.

Syllabus

UNIT 1: Definition of study skills. Characteristics of study skills.

UNIT 2: Components of study skills. Assessment of study skills. Developing healthy study habits.

UNIT 3: Memory- short term memory- long term memory- techniques of improving memory-forgetting-causes of forgetting.

UNIT 4: Attention- span of attention- division of attention – enhancement attention – environment and social factors affecting attention.

UNIT 5: Test Anxiety – management of test anxiety- techniques of improving concentration using behaviour modification techniques.

REFERENCES:

1. Jeffrey S. Nevid (2007). Psychology concepts and applications . 2nd edition . New York : Houghton Mifflin Company .
2. Robert A. Baron .(2001). Introduction of Psychology. Pearson Education.
3. Garry Martin and Joseph Pear .(1996). Behaviour Modification. What it is and how to do it . 5th edition . New Jersey . Prentice Hall.
4. Bellack , A.S and Hersen , M.(Eds)(1979). Research and practice in social skills training . New York. Plenum Press.

UNIVERSITY OF MADRAS
UG-NON MAJOR ELECTIVE PAPER
OFFERES IN DEPARTMENT OF PSYCHOLOGY

Web Resources:

<https://www.mooc-list.com/course/improving-your-study-techniques-futurelearn>

<https://www.mooc-list.com/course/academic-integrity-values-skills-action-futurelearn>

<https://www.udemy.com/topic/study-skills/>

<https://www.udemy.com/course/study-revision-skills-memory-skills-that-work/>

<https://www.udemy.com/course/study-skills-study-less-better-grades-more-play-time/>

UNIVERSITY OF MADRAS
B.A.ENGLISH
WITH EFFECT FROM 2020-2021

Title of the Course	Core Course ENG- DSC02:SHAKESPEARE		
Category of the Course	Year & Semester First Year & First Semester	Credits 4	Subject Code
Hours:	90		
Objectives:	<ul style="list-style-type: none"> To expose the students to the vitality and robustness of drama in the Elizabethan Age as exemplified in Shakespeare To appreciate Shakespearean language and its influence in the making of modern English 		
Course Introduction (to be considered for internal assessment only)	<ul style="list-style-type: none"> Outline the life and works of Shakespeare His contribution to English Literature and Language The relevance of Shakespeare in the 21st century 		
Course Components	UNIT 1: History 1.1 Henry IV Part 1 - [For Annotations: Act I-Scene 1; Act II Scene 4; Act III-Scenes 1&3; Act IV - Scene1; Act V Scene 4 1.2 Shakespeare's Histories - Historical Sources-Common Features- Language- Reflection of the English social class		
	UNIT 2: Comedy 2.1 Twelfth Night - [For Annotations: Act I - Scenes 1 & 2; Act II - Scenes 1 & 4; Act III -Scene 2; Act IV - Scene 2 Act V - Scene 5 2.2 Shakespearean Comedies - Sources- Common features- Comedy through language- Themes-Complex plots-Mistaken Identities- Fools and Clowns- Use of songs- Dramatic devices		
	UNIT 3: Tragedy 3.1 Macbeth - [For Annotations: Act I - Scenes 1, 3 & 5; Act 2 - Scenes 1& 2; Act III - Scenes 2 & 4; Act IV - Scene 1;Act V - Scenes 1& 8] 3.2 Shakespearean Tragedies - Sources-Elements of Shakespearean Tragedies – Themes – Language-Dramatic aspects-Tragedy and Modern Dramatists		
	UNIT 4: Tragicomedy 4.1 The Tempest - [For Annotations: Act I - Scene 2; Act 2 - Scene 2; Act III - Scene 1; Act IV - Scene 1; Act V - Scene 1] 4.2 Shakespearean Tragicomedy - genre of play-dramatic elements- characters- Functions-Influence on the Romantics and on 19 th & 20 th century dramatists		
	UNIT 5: Shakespeare's Theatre 5.1 Playhouses and the Globe Theatre - Staging of the Play-Audience-Actors, Costumes- Influences		

ENG- DSC02

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B.A.ENGLISH
WITH EFFECT FROM 2020-2021

Learning Outcomes:	<p>After doing this course the students will be able to</p> <ul style="list-style-type: none"> ➤ recollect features of Elizabethan theatre along with Shakespeare's life and works ➤ identify the generic diversity in Shakespearean plays and describe significant features of Shakespearean oeuvre ➤ analyse prominent themes in Shakespearean plays appreciate Shakespearean language, literary elements and conventions ➤ synthesise acquired knowledge to critique plays and enact
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Prescribed Texts:

- i) Henry IV, Part II The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014
- ii) Twelfth Night The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014
- iii) Macbeth The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014
- iv) The Tempest The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014

FURTHER READING [to be considered for internal assessment only]

- Complete Works of Shakespeare
- Tales from Shakespeare by Charles Lamb and Mary Lamb

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

- Birch, Dinah. ed. "William Shakespeare" The Oxford Companion to English Literature. OUP
- Dobson, Michael. & Stanley Wells eds. "Shakespeare, William" in The Oxford Companion to Shakespeare.
- Kurian Anna, *Shakespeare*, Orient Blackswan, 2016
- Leggatt, Alexander. The Cambridge Companion to Shakespearean Comedy, 2002.
- Michael Neill, David Schalkwyk. The Oxford Handbook of Shakespearean Tragedy, 2016.
- Clapp, Larry. A Complete Critical Analysis of Shakespearean Plays: With A Reference To Elizabethan Theatre (Reprint) Hardcover – 1993 by (Author)
- <https://www.britannica.com>
- www.encyclopedia.com
- <https://www.britannica.com/art/chronicle-play>
- <https://www.thoughtco.com/shakespeare-histories-plays-2985246>
- <https://www.thoughtco.com/how-to-identify-a-shakespeare-comedy-2985155>
- <https://www.britannica.com/art/tragedy-literature/Shakespeares-tragic-art>
- <https://www.thoughtco.com/introducing-shakespeare-tragedies-2985293>
- <https://www.britannica.com/art/tragedy-literature/Tragedy-and-modern-drama>
- <https://www.britannica.com/art/tragicomedy>
- <https://www.britannica.com/topic/Globe-Theatre/images-videos>
- The power of imagination: Lessons from Shakespeare
https://www.ted.com/talks/john_bolton_the_power_of_imagination_lessons_from_shakespeare#t-21959



VIRTUAL TOUR: Google Earth

- i. <https://earth.google.com/web/@51.50808974,-0.09712407,19.29451181a,25.00298886d,35y,-0h,60t,0r/data=KAI>
- ii. https://earth.google.com/web/@52.19664585,-1.7129966,44.1944912a,14249.33519552d,35y,0h,0t,0r/data=CIYaVBJOCiUweDQ4NzBjNTIzZjgxODgwMzc6MHhhZjMxODg2ZGNmNDE5OTc3Gb_Uz5uKGEpAIcMnnUgwVfu_KhNTdHJhdGZvcmlBvbi1Bdm9uGAIAQ
- iii. Shakespeare; The Globe Theatre London tour
<https://www.youtube.com/watch?v=m3VGa6Fp3zI&feature=youtu.be>

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B.A.ENGLISH
WITH EFFECT FROM 2020-2021

RECOMMENDED MOOC

- NPTEL Video Course: English Language and Literature **Lecture 3 - Shakespeare's Life and Times**
<https://www.digimat.in/nptel/courses/video/109106120/L03.html>
- NPTEL Video Course: English Language and Literature. **Lecture 14: The Age of Shakespeare**
<http://www.digimat.in/nptel/courses/video/109103020/L14.html>

TEDx TALKS:

TED TALKSlivepage.apple.com <https://www.youtube.com/watch?v=khVubNlgS0o>

UNIVERSITY OF MADRAS
B.A. DEGREE COURSE IN ENGLISH
SYLLABUS WITH EFFECT FROM 2020-2021

Title of the Course	Core Course BEN-DSC01: BRITISH LITERATURE- PAPER I		
Category of the Course	Year & Semester First Year & First Semester	Credits 4	Subject Code
Hours	90		
Objectives:	<ul style="list-style-type: none"> To introduce the students to the rich legacy of Literature from Britain that remains the fundamental body of literature written in English. To introduce prominent English writers and their styles from the sixteenth to the eighteenth century 		
Course Introduction (for internal assessment only)	<ul style="list-style-type: none"> Renaissance and its impact on England Reformation- causes and effects Restoration England Commonwealth England Coffee houses and their Social Relevance 		
Course Components	UNIT 1: Poetry (Detailed) 1.1 "My galley charged" Sir Thomas Wyatt 1.2 "Alas, so all things now" Henry Howard 1.3 "Tell me, thou skilful shepherd's swain" Michael Drayton 1.4 "Not marble, nor the gilded monuments": William Shakespeare (Sonnet 55) 1.5 "A Valediction: Forbidding Mourning" John Donne 1.6 "How soon hath time" John Milton 1.7 "The Pulley" George Herbert 1.8 "The Retreat" Henry Vaughan		
	UNIT 2: Poetry (Non-Detailed) 2.1 "Prothalamion" Edmund Spenser ("CALM was the day...end my song" (Stanzas 1&2)) 2.2 "Astrophel and Stella" Philip Sidney (Sonnet XXXI: With how sad steps, O Moone, ...) 2.3 "Paradise Lost" (Book I - lines 1 - 83) John Milton 2.4 "The Garden" Andrew Marvell		
	UNIT 3: Prose (Detailed) 3.1 "On Revenge" Francis Bacon 3.2 "Of Studies" Francis Bacon		
	UNIT 4: Prose (Non-Detailed) 4.1 Book of Job: Prologue (chapters 1–2) and Epilogue (chapter 42:7–17)		
	The Bible [King James Version]		
	UNIT 5: Drama (Detailed) 5.1 Doctor Faustus Christopher Marlowe		
Learning Outcomes:	By the end of the course, students will be able to <ul style="list-style-type: none"> ➤ understand the impact of social and historical events of 16th, 17th, and 18th centuries on English writers and their works ➤ analyse the themes and styles in English poetry, prose and drama written in the Elizabethan and Jacobean Age ➤ assess different works of the same author(s) as well as compare and contrast works of different authors of the same literary period 		

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SYLLABUS WITH EFFECT FROM 2020-2021

Prescribed Texts:

- i) An Anthology of Elizabethan Poetry edited by Sukanta Chaudhuri, Oxford UP, Fourth impression–2002.[1.1to 1.4]
- ii) Six Ages of English Poetry edited by H. M. Williams, Blackie & Sons, Tenth impression–1976.[1.5]
- iii) The Winged Word edited by David Green, Macmillan, 2016 edition.[1.6 to 1.8]
- iv) An Anthology of Elizabethan Poetry edited by Sukanta Chaudhuri, Oxford UP, Fourth impression–2002.[2.2]
- v) Paradise Lost Books 1 & 2 Edited by Vrinda Nabar. Orient BlackSwan Annotated Study Texts, 2011 edition [2.3]
- vi) Epic and Mock-Epic Anamika Chakraborty OUP.
- vii) The Norton Anthology of English Literature (Tenth Edition) (Vol. Package 1: Volumes A, B, C)
Tenth Edition

FURTHER READING (to be considered for internal assessment only)

- “The Flaming Heart” – Richard Crashaw
- “Another Grace for a Child” – Robert Herrick
- “Epithalamion” – Edmund Spenser
- “Faerie Queene” – Edmund Spenser
- “The Passionate Shepherd to His Love” – Christopher Marlowe
- “Definition of Love” – Andrew Marvell
- “The Garden” – Andrew Marvell
- “On Shakespeare” – John Milton
- “Lycidas” – John Milton
- “Easter Wings” – George Herbert
- “Volpone” - Ben Jonson

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

- English Poetry from the Elizabethans to the Restoration by Pramod K. Nayar. 2012.
- Triumphal Forms: Structural Patterns in Elizabethan Poetry by Alastair Fowler.
Cambridge University Press, 2010.
- Elizabethan Women and the Poetry of Courtship by Ilona Bell. Cambridge University Press, 2010.
- The Birth of the Elizabethan Age: England in the 1560s (History of Early Modern England) by Norman L. Jones. Blackwell Publishers, 1995.
- British Literary Periods. <https://www.thoughtco.com/british-literary-periods-739034>
- Poems for all the semesters with a detailed introduction to the author.
<https://www.poetryfoundation.org/>
- Renaissance Love Poetry. <https://www.thoughtco.com/renaissance-love-poems-1788871>
- Elizabethan Age. https://www.ducksters.com/history/renaissance/elizabethan_era.php
- Milton. <https://www.poetryfoundation.org/poets/john-milton>
- “Reading English : Why and How.” Dr. Sandie Byrne. <https://www.youtube.com/watch?v=6xbBa-sy-Tc>.
- Canterbury Tales. <https://www.youtube.com/watch?v=h0ZrBr9DOwA>.
- John Bunyan. <https://www.youtube.com/watch?v=2ByKbrzm5gI>.
- Edmund Spenser. <https://www.youtube.com/watch?v=rpbzer-OuQo>.

RECOMMENDED MOOC

- NPTEL Video Course: English Language and Literature. **Lecture 1 - The Renaissance An Introduction - Part-1 and 2** <https://www.digimat.in/nptel/courses/video/109106120/L01.html>
- NPTEL Video Course: English Language and Literature. **Lecture 13: The Age of Chaucer**
<http://www.digimat.in/nptel/courses/video/109103020/L13.html>

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SYLLABUS WITH EFFECT FROM 2020-2021

- NPTEL Video Course: English Language and Literature. **Lecture 15: Milton and his Times**
<http://www.digimat.in/nptel/courses/video/109103020/L15.html>

TED TALKS

- Anne Lamott·TED2017.
https://www.ted.com/talks/anne_lamott_12_truths_i_learned_from_life_and_writing.
- Joshua Prager·TEDActive 2015.
https://www.ted.com/talks/joshua_prager_wisdom_from_great_writers_on_every_year_of_life

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B.A. DEGREE COURSE IN ENGLISH
SYLLABUS WITH EFFECT FROM 2020-2021

Title of the Course	ALLIED: BEN- DSA01 -BACKGROUND TO ENGLISH LITERATURE-I		
Category of the Course	Year & Semester First Year & First Semester	Credits 5	Subject Code BEN-DSA01
Hours:	90		
Objectives:	<ul style="list-style-type: none"> To introduce basic concepts about English history, literary forms and literary periods with linguistic, historical and Legendary background To enable students, understand the contexts and background from Medieval British literature up until the Elizabethan and Jacobean Age 		
Course Introduction (to be considered for internal assessment only)	<ul style="list-style-type: none"> Why study the social, political and literary history of England, their legends and the ways in which they have had an impact on the writers and their works? What are literary forms? What is Prosody? What is the importance of the evolution of English Language? What is the significance of this course as an allied to understand the core courses? How should this course be integrated with the study of literary texts? 		
Course Components BEN-DSA01	<p>Unit 1: I. Literary Forms</p> <p>1.1 Poetry – Metrical Romance, Ballad [Folk, Literary, Mock], Lyric, Sonnet [Petrarchan, Spenserian, Shakespearean]</p> <p>1.2 Drama [Mystery and Morality Plays, Tragedy [Classical, Senecan, Romantic, Heroic, Neo-Classical,], Masque and Anti-Masque</p> <p>1.3 Prose- Fable, Parable, Essay [Aphoristic, Personal, Periodical, Critical]</p> <p>1.4 Fiction [Short-story, Novel], Non- Fiction [Biography, Auto-Biography]</p> <p>1.5 Periods of English Literature – (pages 279-285)</p> <p>II. Literary Elements</p> <p>1.6 Poetry – Rhyme, Metre, Stanza, Verse [Blank Verse, Heroic /Couplet, Quatrain etc] Refrain</p> <p>1.7 Drama- Plot- Prologue, Acts, Scenes, Epilogue, subplot, Unity of Time, Place, Action. Action – Conflict, Reversal of Fortune, Crisis, Rising Action, Climax, Denouement - Character – Hero [tragic flaw], Heroine, Villain, Stock Character, Foil Dialogue - Aside/ Soliloquy, Monologue, Choric Function - Stage/Setting – Proscenium Arch, Box set, Scenery, Props, <i>dues ex machina</i></p> <p>1.8 Prose – Fiction: Plot, Narration, Characterization [flat/ round characters], Setting [Text - <i>A Glossary of Literary Terms</i> by M.H. Abrams & Geoffrey Galt Harpham. Eleventh Edition. Cengage,2019 (Indian Reprint)]</p>		
	<p>Unit 2: Impact of the History of English Language on Literature from 11th to 17th Century</p> <p>2.1 The Descent of the English Language</p> <p>2.2 The Old English (Anglo-Saxon) Period</p> <p>2.3 The Middle English Period</p> <p>[Text. <i>History of English Language</i> by F.T. Wood. Trinity Press. Revised edition, 2016]</p>		

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B.A. DEGREE COURSE IN ENGLISH
SYLLABUS WITH EFFECT FROM 2020-2021

	<p>Unit 3: Impact of Socio- Political History on Literature from 11th to 17th Century</p> <p>3.1 ANGLO-SAXON ENGLAND – (pages 138 -139)</p> <p>3.2 MEDIEVAL ENGLAND</p> <p style="padding-left: 20px;">The Norman Conquest [1066] –(pages 80-84).</p> <p style="padding-left: 20px;">A Struggle for Power –Magna Carta [1215] – (pages 126-128).</p> <p style="padding-left: 20px;">Henry VI and the Wars of Roses [1421- 71] – (pages 199-212)</p> <p>3.3 TUDOR DYNASTY Henry VIII and the Break with Rome. –(pages 231- 253).</p> <p style="padding-left: 20px;">Queen Mary–(pages 261-264)</p> <p>3.4 ELIZABETH I AND THE SUCCESSION – (pages 265-274)</p> <p style="padding-left: 20px;">The Conquest of the Armada– (pages 275- 286).</p> <p style="padding-left: 20px;">The English Renaissance – pages 287-291. Elizabethan England – (pages 292- 310)</p> <p>3.5 CIVILWAR AND CROMWELL [1642 – 58]</p> <p style="padding-left: 20px;">Charles I and Parliament – pages 311-317. Civil War – (pages 326-340)</p> <p>[Text Book: <i>A History of England</i>. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012]</p>
	<p>Unit 4: Literary History</p> <p>4.1 Anglo-Saxon Literature – Romanized Britons, Arthurian romance, alliterative verse, development of English Christianity – (pages 3- 6). Development of Middle English Prose and Verse”- The Norman conquest, Anglo-French language, French cultural domination of Europe, French as the courtly language, west Saxon dialect – (pages 31- 35).</p> <p>4.2 Middle English Literature - Courtly French romance, the fable as a famous medieval literary form –(pages 68 – 70). Chaucer –(pages 89 – 91); Gower – (pages 121 – 123)</p> <p>4.3 The Early Tudor Scene – new geographical discoveries and their impact on literature, beginning of the idea of national state – (pages – 147 – 148). Spenser and his Time – (pages 165 – 166 first paragraph). Drama from the Miracle Plays to Marlowe - English poetic drama, dramatic elaborations of the liturgy, transition from liturgical drama to miracle play – (pages 208 – 210); “University Wits” – Elizabethan popular drama –(page 226); “Christopher Marlowe” – ‘Tamburlaine, the Great’ – (page 235). Shakespeare – professional man of the theatre - (page 246) Drama from Jonson to the Closing of Theatres – Shakespeare and Ben Jonson – (pages 309 – 311 first paragraph); Analysis of English Poetic drama – (page 344-last paragraph).</p> <p>4.4 Poetry after Spenser: The Jonsonian and the Metaphysical Traditions– (page 360); Donne’s influence –(page 368). John Milton – seventeenth century political background, effects of Civil war, Milton’s formative years –(pages 390 – 392).</p> <p>4.5 Prose in the 16th and 17th Centuries - pamphleteering, colloquial prose formalised – (pages 458-459); Bible translations – (pages 461-472); Holinshed’s ‘Chronicles’ – (page 474); Walter Raleigh’s ‘History of the World’ – (page 475); Francis Bacon – (pages 485 – 488); Thomas Hobbes – (pages 495-496)</p> <p>[Text - <i>A Critical History of English Literature- Volume I – From the Beginning to Milton</i> by David Daiches. Revised. Indian Edition 2010. Supernova Publishers.]</p>

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B.A. DEGREE COURSE IN ENGLISH
SYLLABUS WITH EFFECT FROM 2020-2021

	<p>Unit 5: Impact of European and British Legend on Literature</p> <p>5.1 Valhalla – the Valkyrior – page 179. Thor’s Visit to Jotunheim – page 183. The death of Baldur – the Elves – Runic Letters – Skalds – Iceland – page 186.</p> <p>5.2 The Druids – Iona - page 193: 3 King Arthur and the Knights of the Round Table – page 198</p> <p>5. 3 Arthur – page 212, Sir Gawain –page 222, Launcelot of the Lake – page 229, Tristram and Iseult – page 241, Perceval – page 256</p> <p>5.4 Beowulf- page 329</p> <p>5.5 Robin Hood and his Merry Men – page 334</p> <p>[Text - <i>Bulfinch’s Mythology: The Classic Introduction to Myth and Legend</i>. Complete and Unabridged by Thomas Bulfinch. Penguin, 2014]</p>
Learning Outcomes:	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> • Identify and define basic terms and concepts which are needed for advanced courses in British literatures • Describe the distinct periods of British literature • Write brief notes on seminal literary forms and devices • Write brief essays on seminal writers and their period from Medieval Europe up to the Britain of the Elizabethan and Jacobean Age • Write brief essays on the historical background of the same period

Prescribed Texts

- *A Glossary of Literary Terms* by M.H. Abrams & Geoffrey Galt Harpham. Eleventh Edition. Cengage, 2019 (Indian Reprint)
- *History of English Language* by F.T. Wood. Trinity Press. Revised edition, 2016. Unit 1: 1-67
- *A History of England*. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012
- *A Critical History of English Literature- Volume I – From the Beginning to Milton* by David Daiches. Revised. Indian Edition 2010. Supernova Publishers
- *Bulfinch’s Mythology*
- *The Penguin History of Europe* by J.M. Roberts, 1996 Unit 3: pages: 120- 138
European Renaissance, Reformation and Counter- Reformation– pages 222 – 230
Modernity and modern history[End of Medieval Period] – pages 233-238
Enlightenment – pages 267-271
- *A History of England*. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012.
- *History of English Language: British Council Archive*
<https://www.youtube.com/watch?v= fJiHmR85cU>

UNIVERSITY OF MADRAS
B.A. DEGREE COURSE IN ENGLISH
SYLLABUS WITH EFFECT FROM 2020-2021

BOOKS AND WEB SOURCES FOR FURTHER REFERENCE

(to be considered for internal assessment only)

- Carter, Ronald and John McRae, The Routledge History of Literature in English: Britain and Ireland. Routledge, 2001.
- Childs, Peter and Roger Fowler ed. The Routledge Dictionary of Literary Terms. Routledge. 2006
- Rees, R. J., English Literature: An Introduction for Foreign Readers, Macmillan.
- Periods of English Literature | Online Education | Paradigm Change
<https://www.youtube.com/watch?v=gzZ0wHgogjc>

RECOMMENDED MOOC

- History of English Language and Literature: Dr.Prof.Merin Simi Raj. Co-ordinated by IITM (NPTEL)

https://nptel.ac.in/content/syllabus_pdf/109106124.pdf

<https://www.youtube.com/watch?v=UghgTDWSyQM>

TEDX TALKS

- Claire Bown: Where did English come from?
https://www.ted.com/talks/claire_bown_where_did_english_come_from/transcript?language=en
- How the Normans changed the history of Europe - Mark Robinson
<https://ed.ted.com/lessons/how-the-normans-changed-the-history-of-europe-mark-robinson>

SOCIAL SKILLS TRAINING

Hours: 2hrs. /week

Credits: 2

Learning Outcomes:

After the completion of SOCIAL SKILLS TRAINING the students would be able to

1. Define the concept of social skills & various types of social skills
2. Describe the assessment of social skills; identify the components and uses of social skills training
3. Make use of basic and advance social skills
4. Explain the different techniques of improving social skills

Syllabus

UNIT 1: Define social skills? Characteristics of social skills, Different types of social skills.

UNIT 2: Assessment of social skills. Components and uses of social skills training

UNIT 3: Basic skills – Having a conversation, asking permission, getting the teacher's attention.

UNIT 4: Advance skills – making a good choice, focusing on yourself, solving problems, POP/SODAS methods. (POP-Problems Option Plan. SODAS- Situation Option Disadvantage Advantage Solution).

UNIT 5: Techniques of improving social skills- Assertive Training, Interpersonal Skills, Group Discussion, Sociometry.

REFERENCES

Allan S. Bellack & Michel Hersen, (1979). Research and Practice in social skills training
springer,

V. D. Swaminathan & K.V. Kaliappan, Psychology for effective living- Behaviour
modification, guidance counseling and yoga ,1st edition, The Madras Psychology Society
,Chennai, 1997.

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OFFERES IN DEPARTMENT OF PSYCHOLOGY

Web Resources:

<https://www.coursera.org/learn/influencing-people>

<https://www.coursera.org/learn/positive-psychology-resilience>

<https://www.coursera.org/learn/teamwork-skills-effective-communication>

<https://www.coursera.org/learn/leadership-influence>

<https://www.udemy.com/topic/assertiveness/>

<https://www.udemy.com/course/self-confidence-reap-the-benefits-of-self-confidence/>

Interpersonal Relationship Skills Training

Hours: 2hrs. /week

Credits: 2

Course Learning Outcome

After completion of the Interpersonal relationship training course, students will be able to:

1. Define interpersonal skills and list the qualities for interpersonal effectiveness.
2. Classify the various types of interpersonal skills.
3. Identify the ways to form impression and to attribute the reasons for behavior.
4. Analyze the application of Interpersonal skills.
5. Make use of various interpersonal skills through experiential learning

Unit 1: Interpersonal skills : meaning; qualities for interpersonal effectiveness: warmth, genuineness, empathic understanding, unconditional positive regard.

Unit 2: Types of interpersonal skills: counselling skills, assertiveness, group facilitation.

Unit 3: Explaining behavior in the light of Attribution theory , Impression Management.

Unit 4: Application of interpersonal skills to different work and family/social setting and its impact.

Unit 5: Activity based exercises: Interpersonal skills in action – Ice breaking, self analysis exercise, brainstorming exercise, listening activity, alternating chair activity, questioning activity, body language, expressing feeling activity, assertiveness skills activity, interviewing skills activity, preparing CV, confidence building activity.

Reference:

1. Philip Burnard. (1995). **Interpersonal skills training. A sourcebook of activities for trainers.** New Delhi : Viva Books Private Limited.
2. Brehm, Miller, Perlman and Campbell. **Intimate relationships.** 3rd edition

MOOC COURSES:

1. Effective Interpersonal skills – Udemy.com
2. A beginner's guide to interpersonal relationships - Udemy.com

UNIVERSITY OF MADRAS
UG-NON MAJOR ELECTIVE PAPER
OFFERED IN DEPARTMENT OF JOURNALISM

BJO-NME2A

INTRODUCTION TO SOCIOLOGY

Hours: 2hrs. /week

Credits: 2

Course Objectives

1. To understand the sociological concept and theories
2. To understand the importance of sociology
3. To create understanding of the human society
4. To develop the knowledge of Indian culture and Society
5. To inculcate the knowledge of current socio-cultural issues

Course Learning Outcomes

1. Students would be able to understand the sociological concept and theories.
2. Students would be able to understand the importance of sociology.
3. Students would be able to create understanding of the human society.
4. Students would be able to develop the knowledge of Indian culture and Society.
5. Students would be able to inculcate the knowledge of current socio-cultural issues.

Detailed Course

Unit-I

- 1.1 Concept, Definitions of Sociology
- 1.2 Importance of Sociology
- 1.3 Types of Sociology
- 1.4 Relation of Sociology with other Social Sciences
- 1.5 Importance of studying Sociology for media students

Unit-II

- 2.1 Group, community, institution, Organization, society, Humanity, Biosphere and their unity and inter-dependence
- 2.2 Meaning of family, Kinship, Community
- 2.3 Class, caste, Clan, Tribe, Marriage
- 2.4 Social reform
- 2.5 Social Movements

Unit-III

- 3.1 Concept of Socialization
- 3.2 Social stratification
- 3.3 Concept, definitions and process of social change
- 3.4 Agents of Social Change
- 3.5 Understanding of contemporary changes in India

Unit-IV

- 4.1 Characteristics of Indian culture, religion and society
- 4.2 India's main social Institutions
- 4.3 Population and its growth
- 4.4 Cultural imperialism, Consumerism
- 4.5 Emerging trends of Indian Culture

UNIVERSITY OF MADRAS
UG-NON MAJOR ELECTIVE PAPER
OFFERED IN DEPARTMENT OF JOURNALISM

Unit-V

- 5.1 Understanding current socio-Cultural issues
- 5.2 Politics and society
- 5.3 Economy and society
- 5.4 Social Movements
- 5.5 Inequality in Indian society

Practicals / Assignments

- Submit assignment of writing article on any five contemporary social issues.

Suggested Readings

1. Bauman, Zygmunt. Liquid Modernity. Wiley 2000.
2. Beck Ulrich, Risk Society: Towards A New Modernity, Sage Publications, 1992.
3. Breman Jan .Footloose Labour: Working in India's Informal Economy (Contemporary SouthAsia) Cambridge University Press, 1996.
4. Joseph, R. Gusfield. New Social Movements: From Ideology to Identity. Temple University Press. 2009
5. Pushpesh, Kumar. Quering Indian Sociology A Critical Engagement CAS WORKING PAPER SERIES Centre for the Study of Social Systems Jawaharlal Nehru University.
6. Shah Ghanshyam, Social Movements and the State, Sage, New Delhi, 2002.
7. Surinder, S. Jodhka (ed), Community and Identities, Sage, New Delhi, 2001.
8. T.K.Oommen, Nation, Civil Society and Social Movements, Sage, Delhi, 2004.

UNIVERSITY OF MADRAS
UG-NON MAJOR ELECTIVE PAPER
OFFERES IN DEPARTMENT OF JOURNALISM

UNIVERSITY OF MADRAS
B.A. DEGREE COURSE IN ENGLISH
SYLLABUS WITH EFFECT FROM 2020-2021

Title of the Course	ALLIED -BEN-DSA02-BACKGROUND TO ENGLISH LITERATURE-II		
Category of the Course	Year & Semester First Year & Second Semester	Credits 5	Subject Code BEN-DSA02
Hours:	90		
Objectives:	This paper aims at introducing basic concepts about English history, literary forms and literary periods with linguistic, historical and background to enable students understand the contexts and background of British literature of Augustan and Romantic and Victorian Age		
Course Introduction (to be considered for internal assessment only)	<ul style="list-style-type: none"> • The American war of Independence. • The French Revolution. • The Beginning of Democracy. • Printing Press. • The growth of Literary Forms, English Vocabulary • Darwin's theory of evolution. The Growth of Science. 		
Course Components BEN-DSA02	<p>Unit 1: I. Literary Forms 1.1 Poetry: Ode [Pindaric, Horatian, English], Elegy, Pastoral 1.2 Epic and Mock Epic, Dramatic Monologue 1.3 Drama: Comedy, Romantic Comedy, Comedy of Manners, Farce 1.4 Drama: Sentimental Comedy, Melodrama, Comedy of Humours, Tragi- Comedy 1.5 Prose: Novel — Gothic, Picaresque, Sentimental, Epistolary, Domestic, Historical</p> <p>II. Literary Devices 1.6 Poetry - Alliteration, Assonance, Metaphysical Conceit, [Epic] similes, Metaphor, Hyperbole. 1.7 Drama – Irony [Verbal, Dramatic, Situational, Cosmic], Pun, Metonymy, Malapropism, Anachronism 1.8 Fiction- Cliché, Paradox, Connotation, Epigram, Euphemism, Allusion [Text - <i>A Glossary of Literary Terms</i> by M.H. Abrams & Geoffrey Galt Harpham. Eleventh Edition. Cengage,2019 (Indian Reprint)]</p> <p>Unit 2: Impact of the History of Language on Literature 2.1 The Renaissance and After – pages 68-81 2.2 The Growth of Vocabulary – pages 82-113 2.3 Change of Meaning – pages 114-147 [Text. <i>History of English Language</i> by F.T. Wood. Trinity Press. Revised edition, 2016.]</p>		

UNIVERSITY OF MADRAS
B.A. DEGREE COURSE IN ENGLISH
SYLLABUS WITH EFFECT FROM 2020-2021

	<p>Unit 3: Impact of Socio-Political History on Literature</p> <p>3.1 Restoration England - Charles II – pages 351- 365. James II and William III& the Glorious Revolution [1685-88] – pages 366-376. Queen Anne [1702-7] – pages 377 – 389</p> <p>3.2 The Foundation of the British Empire – pages 411-418. The Industrial Revolution – pages 429-437. Britain and French Revolution – pages 438-445</p> <p>3.3 Reactionary and Enlightened – pages 454-462. The Reform of Parliament– pages 463- 470. The Whigs and Reform [17th – Mid 19th Century]– pages 471- 481. The Chartists and Robert Peel – pages 482-489</p> <p>3.4 Victorian England [1854-6] – pages 492-496. Imperialism: The Last Years of Victorian England – pages 515-523</p> <p>3.5 Britain and the First World War – pages 532-540. Irish Independence, General Strike and the Economic Crisis” – pp. 541-549</p> <p>[Text Book: <i>A History of England</i>. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012]</p> <p>Unit 4: Literary History I – 18th and early 19th c</p> <p>4.1The Restoration – pages 537 – 541; Restoration comedy - pages 541-549; Dryden – page 558; John Bunyan’s ‘Pilgrim’s Progress’ – pages 587 – 588. The Augustan Age: Defoe, Swift, Pope – pages 590 – 594; Joseph Addison and the Spectator – page 595; Daniel Defoe – pages 598 -599; Jonathan Swift - pages 602 – 603; Alexander Pope’s ‘Rape of the Lock’ – page 628;</p> <p>4.2 The Novel from Richardson to Jane Austen – pages 700 – 701; Richardson’s <i>Pamela</i> – page 703; Henry Fielding’s <i>Tom Jones</i> – page 720; Laurence Sterne’s <i>Tristram Shandy</i>– page 733; Gothic novel – page 741; Jane Austen’s <i>Pride and Prejudice</i> – pages 750 – 754</p> <p>4.3 Eighteenth Century Prose – pages 768 – 769; George Berkeley – page 772; David Hume – page 772; Dr. Johnson’s ‘Preface to Shakespeare’ – pages 782-783; ‘Life of Dr. Johnson’ by Boswell – page 795; Goldsmith – page 796; Edmund Burke’s ‘Reflections on the revolution in France’ – page 799; Thomas Paine – ‘The Rights of man’ – page 803; Gibbon’s ‘Decline and Fall of the Roman Empire’ – page 807.</p> <p>4.4 Scottish Literature&The Romantic Poets – page 809; Robert Burns – page 817; Walter Scott and his attitude to Scotland – page 836. Period of transition – pages 856-857; The Romantic Movement – page 860; William Blake’s ‘Songs of Innocence and Experience’ – page 863; Wordsworth’s ‘Lyrical Ballads’ – page 875; Coleridge’s ‘Ancient Mariner’ – page 893.Shelley’s ‘Prometheus Unbound’ – page 909; Keats’ ‘Endymion’ – page 917; Byron’s ‘Childe Harold’ – page 923</p> <p>4.5 Prose of early and Middle 19th century – autobiographical creative works of the Romantic writers – page 935; Charles Lamb’s ‘Essays of Elia’ and ‘Tales from Shakespeare’ – page 937; Hazlitt – page 939</p> <p>[Text - A Critical History of English Literature- Volume II– The Restoration to the Present Day by David Daiches. Revised. Indian Edition 2010. Supernova Publishers.]</p>
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UNIVERSITY OF MADRAS
B.A. DEGREE COURSE IN ENGLISH
SYLLABUS WITH EFFECT FROM 2020-2021

	<p>Unit 5: Literary History II -Victorian Age</p> <p>5.1 Victorian Prose – Macaulay’s ‘History of England’ – page 949; Thomas Carlyle’s ‘French Revolution’ – page 955; “Victorian Prose” - Ruskin’s ‘Modern Painters’ – page 968; Mathew Arnold’s; Arnold’s ‘Essays in Criticism’ – p. 977</p> <p>5.2 Victorian Poets: An introduction to the age – page 993; Tennyson’s ‘In Memoriam’ – page 1001; Robert Browning’s dramatic monologue – page 1003; Browning’s optimism – page 1007; Elizabeth Barrett Browning – page 1007; Mathew Arnold’s ‘Scholar Gypsy’ – page 1013; Pre-Raphaelite Brotherhood – page 1017</p> <p>5.3 Edward Fitzgerald’s ‘Omar Khayyam’ – page 1027; George Meredith’s ‘Poems and Lyrics’ – page 1028; Algernon Charles Swinburne’s choruses – page 1030; Thomas Hardy’s poetry – page 1037; Gerard Manley Hopkins’ ‘God’s Grandeur’ – page 1045</p> <p>5.4 Victorian Novels: An introduction – page 1049; Charles Dickens’ <i>Pickwick Papers</i> – page 1051; William Makepeace Thackeray’s <i>Vanity Fair</i> – page 1060; Charlotte Bronte’s <i>Jane Eyre</i> – page 1065; George Eliot’s <i>Mill on the Floss</i>- page 1069; Thomas Hardy’s <i>Mayor of Casterbridge</i>– page 1076;</p> <p>5.5 Victorian Drama: Oscar Wilde’s <i>Importance of being Earnest</i> – page 1104; Bernard Shaw’s well-made play – page 1105;</p> <p>[Text - <i>A Critical History of English Literature- Volume II– The Restoration to the Present Day</i> by David Daiches. Revised. Indian Edition 2010. Supernova Publishers.]</p>
Learning Outcomes:	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> • Identify and define basic terms and concepts which are needed for advanced courses in British literature • Describe the distinct periods of British literature • Write brief notes on literary forms • Write brief essays on seminal writers from Britain of Augustan and Romantic and Victorian Age • Write brief essays on the historical background of the same period.

Prescribed Texts

- *A Critical History of English Literature- Volume II – The Restoration to the Present Day* by David Daiches. Revised. Indian Edition 2010. Supernova Publishers.
- *The Penguin History of Europe* by J.M.Roberts, 1996.
- *A Glossary of Literary Terms* by M.H.Abrams.
- *A History of England*. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012
- *A Glossary of Literary Terms* by M.H.Abrams.
- *English Literature In Context* by Paul Poplawski. CUP
- <https://www.britannica.com/topic/Western-philosophy/Ancient-Greek-and-Roman-philosophy>

UNIVERSITY OF MADRAS
B.A. DEGREE COURSE IN ENGLISH
SYLLABUS WITH EFFECT FROM 2020-2021

BOOKS AND WEB SOURCES FOR FURTHER REFERENCE

(to be considered for internal assessment only)

- Carter, Ronald and John McRae, The Routledge History of Literature in English: Britain and Ireland. Routledge, 2001.
- Childs, Peter and Roger Fowler ed. The Routledge Dictionary of Literary Terms. Routledge. 2006
- Rees, R. J., English Literature: An Introduction for Foreign Readers, Macmillan.
- <https://sites.udel.edu/britlitwiki/>
- Periods of English Literature | Online Education | Paradigm Change
<https://www.youtube.com/watch?v=gzZ0wHgogjc>
- Victorian Novel and the Late Victorian Period: nptel
<https://www.youtube.com/watch?v=E8NDuqI4zaU>

RECOMMENDED MOOC

- History of English Language and Literature: Dr. Prof. Merin Simi Raj. Co-ordinated by IITM (NPTEL) https://nptel.ac.in/content/syllabus_pdf/109106124.pdf
<https://www.youtube.com/watch?v=UghgTDWSyQM>

UNIVERSITY OF MADRAS
B.A. DEGREE COURSE IN ENGLISH
SYLLABUS WITH EFFECT FROM 2020-2021

Title of the Course	Core Course BEN-DSC04: INDIAN WRITING IN ENGLISH		
Category of the Course	Year & Semester First Year & Second Semester	Credits 4	Subject Code
Hours:	90		
Objectives:	To give an understanding of the evolution of Indian Writing in English and appreciate its literature from the period of western colonization to the twenty first century.		
Course Introduction (to be considered for internal assessment only)	<ul style="list-style-type: none"> • Arrival of East India Company and the associated impact • History of Indian Writing in English • Introduction of English Studies in India (Macaulay's minutes) • Nativisation of English • The Postcolonial experience • Diaspora Writers 		
Course Components	UNIT 1: Poetry 1.1. "Our Casuarina Tree" Toru Dutt 1.2. "Coromandel Fishers" Sarojini Naidu 1.3. "Night of the Scorpion" Nissim Ezekiel 1.4. "Introduction" Kamala Dass 1.5. "The Bus" Arun Kolatkar 1.6. "The Frog and the Nightingale" Vikram Seth 1.7. "Her Garden" Meena Alexander 1.8. "Narcissus" Easterine Kire		
	UNIT 2: Prose 2.1 "The Secret of Work" - Swami Vivekananda 2.2 "India and Greece" & "The Old Indian Theatre" - Jawaharlal Nehru (Selection from The Discovery of India) 2.3. "Religion in a Changing World" - Dr. Radhakrishnan (Religion, Science and Culture) 2.4. Passages from The Autobiography of an Unknown Indian- Nirad C. Chaudhuri (Picador Book of Modern Indian Literature – Amit Chaudhuri)		
	UNIT 3: Drama 3.1 Dance Like a Man Mahesh Dattani		
	UNIT 4: Short Story 4.1 "Under the Banyan Tree" R.K Narayan 4.2 "The Night Train at Deoli" Ruskin Bond 4.3 "Unaccustomed Earth" Jhumpa Lahiri 4.4 "Laburnum for my Head" Temsula Ao		
	UNIT 5: Fiction 5.1 <i>Kanthapura</i> Raja Rao		

UNIVERSITY OF MADRAS
B.A. DEGREE COURSE IN ENGLISH
SYLLABUS WITH EFFECT FROM 2020-2021

Learning Outcomes:	By the end of the course, students will be able to <ul style="list-style-type: none"> ➤ understand the evolution of Indian Writing in English ➤ identify the influence of Classical Indian tradition and the impact of western colonisation on Indian English writers ➤ analyse Indian ethos found in the representative texts ➤ evaluate Indian English texts from the postcolonial perspective
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Prescribed Texts:

- i) Gokak V.K, *The Golden Treasury of Indo-Anglian Poetry*, Sahitya Akademi, 2006
- ii) Mehrotra, A.K. , *The Oxford India Anthology of Modern Indian Poets* , OUP,1993
- iii) Peeradina, Salem , *Contemporary Indian Poetry in English* ,Macmillan 1972
- iv) Nehru, Jawarhalal , *The Discovery of India*,1946
- v) Vivekananda, *Karma Yoga* , Advaita Ashrama Publication,2012
- vi) Radhakrishnan,*Religion, Science and Culture*, Orient Paperback
- vii) Chaudhuri, Amit, *Picador Book of Modern Indian Literature*. 2001
- viii) Davidar, David, *A Clutch of Indian Masterpieces*, Aleph Books, 2016
- ix) Ao Temsula, *Laburnum for my Head* ,Penguin India, 2009
- x) Lahiri, Jhumpa,*Unaccustomed Earth*, Random House India,2008
- xi) *Collected Plays* - Mahesh Dattani , Penguin, India.

FURTHER READING (to be considered for internal assessment only)

- Henry Derozio - “The Harp of India”
- Sri Aurobindo - “The Tiger and the Deer”
- Mamta Kalia - “Tribute to Papa”
- Jeet Tayil - “The Penitent”
- Anjum Hasan -“A Place like Water”
- Arundhati Subramaniam - “Another Way”
- Amartya Sen – “Diaspora and the World” from *The Argumentative Indian*
- Arundhati Roy - “Capitalism :A Ghost Story” from *Broken Republic*
- Novels by Mulkraj Anand, R.K.Narayan , Manoghar Malgonkar,Anitha Desai, Shashi Deshpande , Arvind Adiga,

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

- Iyengar, K. R. Srinivasa. Indian Writing in English . Revised edition, Sterling
- King, Bruce: Modern Indian Poetry in English . Oxford University Press, 2005.
- M. K., Naik. A History of Indian English Literature. New Delhi: Sahitya Akademi, 2009.
- Mehrotra, A. K. An Illustrated History of Indian Literature in English . New Delhi:Permanent Black, 2003.
- Dharwadkar Vinay and A.K.Ramanujam,The Oxford Anthology of Modern Indian Poetry
- A.K.Mehrotra,The Oxford India Anthology of Modern Indian Poets
- Thieme John, The Arnold Anthology of Postcolonial Literatures in English
- Singh Umeed,Sharma Pankaj ed. Reading a Novel:Kanthapura & An Exercise in Language Use, Macmillan, 2016.
- Chaudhuri Amit, Picador Book of Modern Indian Literature, Picador
- <https://cafedissensus.com/2017/06/15/easterine-kires-six-poems/>
- <http://poetry.sangamhouse.org/2013/03/a-place-like-water-by-anjum-hasan/>
- <https://www.youtube.com/watch?v=bHr4FIKIU6c>
- https://www.youtube.com/watch?v=CzCE2_LoAXg

UNIVERSITY OF MADRAS
B.A. DEGREE COURSE IN ENGLISH
SYLLABUS WITH EFFECT FROM 2020-2021

RECOMMENDED MOOC

- NPTEL: Indian Fiction in English <https://nptel.ac.in/courses/109106135/>

TEDX TALKS

- Indian Writing in English: Literary Texts – Introduction
<https://www.youtube.com/watch?v=yYAMk6akP5I>
- Significance of Salman Rushdie's *The Midnight's Children*
https://www.ted.com/talks/iseult_gillespie_why_should_you_read_midnight_s_children
- Significance of Arundhati Roy's *The God of Small Things*
https://www.ted.com/talks/laura_wright_why_should_you_read_the_god_of_small_things_by_arundhati_roy

UNIVERSITY OF MADRAS
B.A. DEGREE COURSE IN ENGLISH
SYLLABUS WITH EFFECT FROM 2020-2021

Title of the Course	Core Course BEN-DSC03: BRITISH LITERATURE- PAPER II		
Category of the Course	Year & Semester First Year & Second Semester	Credits 4	Subject Code
Hours:	90		
Objectives:	To introduce a few seminal texts of mainstream writers to students, to enable them to understand and interpret literary works of the Augustan and Romantic Ages.		
Course Introduction (to be considered for internal assessment only)	<ul style="list-style-type: none"> • Impact of the Industrial, Agrarian, French Revolution on the English Society • Humanitarian Movement in England, • The Reform Bills • The Spread of Education 		
Course Components	UNIT 1: Poetry (Detailed) 1.1 “Macflecknoe” John Dryden 1.2 “Tyger” William Blake 1.3 “For A’ That And A’ That” Robert Burns 1.4 “Three years she grew” William Wordsworth 1.5 “Kubla Khan” Samuel Taylor Coleridge 1.6 “From Childe Harolde’s Pilgrimage” Lord Byron 1.7 “Ozymandias” Percy Bysshe Shelley 1.8 “Ode to a Nightingale” John Keats		
	UNIT 2: Poetry (Non - Detailed) 2.1 “ The Rape of the Lock: Canto III” (lines 125 -178) Alexander Pope 2.2 “The Rime of the Ancient Mariner” S.T. Coleridge 2.3 “Essay on Man From Epistle II” Alexander Pope 2.4 “The Deserted Village” Oliver Goldsmith		
	UNIT 3: Prose 3.1 “Dream-Children: A Reverie” Charles Lamb 3.2 “Sir Roger at the Theatre” Joseph Addison		
	UNIT 4: Drama 4.1 The Rivals R. B. Sheridan		
	UNIT 5: Fiction 5.1 Pride and Prejudice Jane Austen		
Learning Outcomes:	At the end of this course students will be able to <ul style="list-style-type: none"> ➤ identify and define basic terms and concepts which are needed for advanced courses in British literature ➤ write brief essays on the important works of mainstream writers from Augustan and Romantic Age ➤ describe the distinct features of British literature of the same period ➤ analyze and interpret seminal poetry of the period with close reading 		

Prescribed Texts:

- i) The Winged Word edited by David Green, Macmillian, 2016 edition.
- ii) Six Ages of English Poetry edited by H. M. Williams, Blackie & Sons, Tenth impression–1976
- iii) The Norton Anthology of English Literature (Tenth Edition) (Vol. Package 1: Volumes A, B, C)

UNIVERSITY OF MADRAS
B.A. DEGREE COURSE IN ENGLISH
SYLLABUS WITH EFFECT FROM 2020-2021

Tenth Edition

FURTHER READING [Can be considered for Assignments & Presentations]

- John Dryden – “Absalom and Achitophel”
- Alexander Pope – “Epistle to Dr. Arbuthnot”
- Richard Brinsley Sheridan – Rivals
- James Boswell – “Life of Samuel Johnson”
- Dr. Samuel Johnson – “Preface to Shakespeare”
- John Keats – “Ode to Grecian Urn”
- William Wordsworth – “Tintern Abbey”
- William Wordsworth – “Lines Composed upon Westminster Bridge”
- Percy Bysshe Shelley - “Hymn to Intellectual Beauty”
- William Blake - The Chimney Sweeper: A little black thing among the snow
- “The Foundation of British Empire” pages 411- 419 - from A History of England. Eds.
- John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India.

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

- A Critical History of English Literature- Volume II – The Restoration to the Present Day by David Daiches. Revised edition. Indian edition 2010. Supernova publishers. (“Romantic Poetry”- pages 856-935; “Restoration, Augustan Age, rise of novel, 18th century prose”- pages 537-766)
- The Age of Reason by Thomas Paine. 2011.
- Romanticism (The New Critical Idiom) by Aidan Day. 1995.
- Romanticism: A Very Short Introduction by Michael Ferber. Oxford, 2010.
- Romanticism: An Oxford Guide by Nicholas Roe. 2005.
- Romanticism: A Literary and Cultural History (Routledge Concise Histories of Literature) by Carmen Casaliggi and Porscha Fermanis. 2016.
- The Romanticism Handbook (Literature and Culture Handbooks). Edited by Joel Faflak and Dr. Sue Chaplin. 2011.
- The Age of Dryden. <https://www.gutenberg.org/files/39817/39817-h/39817-h.htm>.
- Alexander Pope. <https://www.poetryfoundation.org/poets/alexander-pope>.
- Eighteenth Century. <https://www.britannica.com/art/English-literature/The-18th-century>.
- Age of Restoration. <https://www.bl.uk/restoration-18th-century-literature/articles/neoclassicism>.
- Romanticism. <https://www.britannica.com/art/Romanticism>.
- Romanticism. <https://www.theartstory.org/movement/romanticism/>.
- Romanticism. https://www.metmuseum.org/toah/hd/roma/hd_roma.htm.
- Romanticism. <http://academic.brooklyn.cuny.edu/English/melani/cs6/rom.html>.
- Romanticism. <https://wordsworth.org.uk/wordsworth/daffodils-and-other-poems/what-is-romanticism/>.
- Shelley. <https://www.poetryfoundation.org/poets/percy-bysshe-shelley>.
- Wordsworth. <https://www.poetryfoundation.org/poems/45559/three-years-she-grew>.
- “The Age of Reason and the Age of History.” Leiden University - Faculty of Humanities. <https://www.youtube.com/watch?v=Q1YEr8ZiZhY>.
- Enlightenment. The Age of Reason. https://www.youtube.com/watch?v=J0B28_gwi0M.

RECOMMENDED MOOC

- NPTEL Video Course: English Language and Literature. **Lecture 16: The Augustans**
<http://www.digimat.in/nptel/courses/video/109103020/L16.html>
- NPTEL Video Course: English Language and Literature. **Lecture 17: The Romantics**

UNIVERSITY OF MADRAS
B.A. DEGREE COURSE IN ENGLISH
SYLLABUS WITH EFFECT FROM 2020-2021

<http://www.digimat.in/nptel/courses/video/109103020/L17.html>

- Swayam: English Literature of the Romantic Period 1798-1832

https://swayam.gov.in/nd1_noc20_hs31/preview

TEDx Talks:

Steven Pinker and Rebecca Newberger Goldstein·TED2012. The long reach of reason.

https://www.ted.com/talks/steven_pinker_and_rebecca_newberger_goldstein_the_long_reach_of_reason?language=en