

Course Description 2018
Department of English
University of Kalyani

Semester I (JULY-DECEMBER 2018)

CORE COURSE 101: RENAISSANCE TO RESTORATION: PLAYS (1485-1659)					
Unit I Shakespearean Plays (two plays from two sub-genres)			Unit II Non-Shakespearean Plays (two full-length plays by two authors from two sub-genres)		
Sub-unit I	One Shakespearean play	IR	Sub-unit I	One non-Shakespearean play	IR
Sub-unit II	One Shakespearean play	SM	Sub-unit II	One non-Shakespearean play	IR
CORE COURSE 102: RENAISSANCE TO RESTORATION: POETRY & PROSE(1485-1659)					
Unit I Poetry (at least two authors)			Unit II Prose (at least two authors)		
Sub-unit I	One long poem or three mid-length poems or ten short poems	KB	Sub-unit I	Six essays or a book-length text	SMK
Sub-unit II	One long poem or three mid-length poems or ten short poems	KB	Sub-unit II	Six essays or a book-length text	SMK
CORE COURSE 103: RESTORATION TO THE AGE OF SENSIBILITY (1660-1788): POETRY & DRAMA					
Unit I Poetry (at least two authors)			Unit II Drama (two full-length plays by two authors from two sub-genres)		
Sub-unit I	One long poem or three mid-length poems or ten short poems	AB	Sub-unit I	One full-length play	SMK
Sub-unit II	One long poem or three mid-length poems or ten short poems	AB	Sub-unit II	One full-length play	SM
CORE COURSE 104: RESTORATION TO THE AGE OF SENSIBILITY (1660-1788): FICTION & NON-FICTIONAL PROSE					
Unit I Fiction (at least two authors)			Unit II Non-fictional prose (at least two authors)		
Sub-unit I	One Novel	DS	Sub-unit I	One book-length text or three essays	DS
Sub-unit II	One Novel	DS	Sub-unit II	One book-length text or three essays	DS

M.A. 1st Semester 2018
Course Description in Detail for Semester – I

CORE COURSE 101: RENAISSANCE TO RESTORATION: PLAYS (1485-1659)					
Unit I Shakespearean Plays (two plays from two sub-genres)			Unit II Non-Shakespearean Plays (two full-length plays by two authors from two sub-genres)		
Sub-unit I	One Shakespearean play	IR	Sub-unit I	One non-Shakespearean play	IR
Sub-unit II	One Shakespearean play	SM	Sub-unit II	One non-Shakespearean play	IR

CORE COURSE 101: RENAISSANCE TO RESTORATION: PLAYS (1485-1659)

Unit I. Sub-unit I. Shakespearean Play ---- Ishita Roy

Course Content: *Othello* by William Shakespeare

Unit I. Sub-unit II. Shakespearean Play---- Sharmila Majumdar

Course Content: *Measure for Measure* by William Shakespeare (Arden 2nd series, edited by J. W. Lever)

Course Description: The text will be taught in relation to the following topics:

- a) Title, b) Genre, c) Plot and d) Character of the play will be discussed. Critical opinion, both pre and post 1960, will be mentioned suitably.

The historical, socio-political, culture-literary and the theatrical context of the two plays named will be discussed.

Unit II. Sub-unit I. Non-Shakespearean Play --- Ishita Roy

Course Content: *The Duchess of Malfi* by John Webster

Unit II. Sub-unit II. Non-Shakespearean Play --- Ishita Roy

Course Content: *Volpone* by Ben Jonson

Course Description: Through a close textual study of two plays, Ben Jonson’s *Volpone* and John Webster’s *The Duchess of Malfi* covered over two sub –units, this course attempts to explore and understand what may be called as the Jacobean ‘dramatic’: its structural characteristics, techniques and method, and further, deliberate on some of the central themes of Jacobean dramatic output; to name one, the dramatic tension arising from a denial of dogmatic theology and foreseeing a vision of almost infinite despair.

CORE COURSE 102: RENAISSANCE TO RESTORATION: POETRY & PROSE(1485-1659)					
Unit I Poetry (at least two authors)			Unit II Prose (at least two authors)		
Sub-unit I	One long poem or three mid-length poems or ten short poems	KB	Sub-unit I	Six essays or a book-length text	SMk
Sub-unit II	One long poem or three mid-length poems or ten short poems	KB	Sub-unit II	Six essays or a book-length text	SMk

**CORE COURSE 102: RENAISSANCE TO RESTORATION: POETRY & PROSE
(1485-1659)**

Unit I. Sub-unit I. Renaissance to Restoration: Poetry --- Kuntal Bag

Course Content: *Venus and Adonis* (1593) by William Shakespeare

Unit I. Sub-unit II. Renaissance to Restoration: Poetry--- Kuntal Bag

Course Content:

1. Sir Thomas Wyatt: "Was I never yet of your love grieved"
2. Henry Howard, Earl of Surrey: "Alas, so all things now do hold their peace!"
3. Sir Philip Sidney: "Who will in fairest book of nature know"
4. Edmund Spenser: "FAIR bosom! fraught with virtue's richest treasure", "WAS it a dream, or did I see it plain"
5. William Shakespeare:
Sonnet 20: "A woman's face with Nature's own hand painted"
Sonnet 29: "When in disgrace with Fortune and men's eyes"
Sonnet 55: "Not marble nor the gilded monuments"
Sonnet 144: "Two loves I have"
Sonnet 147: "My love is as a fever"

Course Description:

- Elizabethan sonnet: Tradition and influences
- Experiment with the sonnet form: structural organization, 'strategies of unfolding'
- The speaker in the sonnets
- Themes: time and love

Unit II. Sub-unit I. Renaissance to Restoration: Prose --- Sudipto Mukhopadhyay

Sub-unit I:

Course Content: Thomas More, *Utopia* (Book II)

Course Description:

The form and content of the text would be placed in relation to the historical contexts and references.

Unit II. Sub-unit II. Renaissance to Restoration: Prose --- Sudipto Mukhopadhyay

Course Content: Six essays

1. "The First Examination", Anne Askew, 1546
2. Queen Elizabeth's first speech, Hatfield, 20 November 1558
& "The Golden Farewell Speech", 30th November 1601
3. Excerpts from *The Diary of Henry Machyn*, Henry Machyn, 1550-1563
4. Excerpts from *The Discoverie of Witchcraft*, Reginald Scot, 1584
5. Excerpts from *Survey of London*, John Stow, 1598

6. "Of Reason and Science", *Leviathan*, Thomas Hobbes, 1651

Course Description:

This unit would probe into the material and performative culture of early modern space of London. It would look into the writing practices that evolved through sub-cultural associations of the state and its subjects, into the legal practices, crimes, punishments, spectacles of real and unreal urban world along with the subversions present within the ideological domains. We would have a cultural materialistic study of the essays and try to build a dialogue between them. The texts and associated readings would be given prior to the commencement of the classes.

CORE COURSE 103: RESTORATION TO THE AGE OF SENSIBILITY (1660-1788): POETRY & DRAMA					
Unit I Poetry			Unit II Drama: from at least two genres		
Sub-unit I	One long poem or three mid-length poems or ten short poems	AB	Sub-unit I	One full length play (tragedy)	SMk
Sub-unit II	One long poem or three mid-length poems or ten short poems	AB	Sub-unit II	One full length play (comedy)	SM

CORE COURSE 103: RESTORATION TO THE AGE OF SENSIBILITY (1660-1788): POETRY & DRAMA

Unit I. Sub-unit I. Restoration to the Age of Sensibility: Poetry --- Anirban Bhattacharya

Course Content: *Paradise Lost*, Book IV (1667) by John Milton

Course Description:

- *Paradise Lost* and the Classical Epic
- Milton, Satan and Subversion
- Republicanism and the world of Miltonic Politics
- Religion and Ideology: A Political Reading of *Paradise Lost*
- "The god that failed": Reason, Faith and Revolution

Suggested Reading

- Empson, William, *Milton's God*, London: Chatto & Windus, 1965.
- Fish, Stanley, *Surprised by Sin: The Reader in Paradise Lost*, London, New York: Macmillan, 1967.
- Blessington, Francis. C. *Paradise Lost and the Classical Epic*, Boston: Routledge and Kegan Paul, 1979.
- *Milton and Republicanism*, Ed. David Armitage, Armand Himy and Quentin Skinner, Cambridge: Cambridge University Press, 1995.
- Jordan, Mathew, *Milton and Modernity: Politics, Masculinity and Paradise Lost*, Palgrave, New York, 2001.

Unit I. Sub-unit II. Restoration to the Age of Sensibility: Poetry --- Anirban Bhattacharya

Course Content: “An Essay on Criticism” (Part I) by Alexander Pope, “The Deserted Village” by Oliver Goldsmith and, “The Bard” by Thomas Gray

Course Description:

The poems would be read in terms of their form and content. We would see how these poems *emerge* out of various correlations of time and space.

Unit II. Sub-unit I. Restoration to the Age of Sensibility: Drama --- Sudipto Mukhopadhyay

Course Content: *All for Love* (1677) – John Dryden

Course Description: a) Heroic Tragedy, b) Comparison with *Antony and Cleopatra*, c) Major themes – love vs. honour, political vs. personal loyalty, Rome vs. Egypt, d) important characters and other issues as these come up in the course of teaching.

Unit II. Sub-unit II. Restoration to the Age of Sensibility: Drama --- Sharmila Majumdar

Course Content: *Way of the World* (1700) – William Congreve

Course Description: a) Puritanism and English theatre, b) Restoration Comedy and other types of comedy, c) Emergence of middle class, issues of class and gender, d) Characteristic wit and other issues as these come up in the course of teaching.

CORE COURSE 104: RESTORATION TO THE AGE OF SENSIBILITY (1660-1788): FICTION & NON-FICTIONAL PROSE					
Unit I Fiction (at least two authors)			Unit II Non-fictional prose (at least two authors)		
Sub-unit I	One Novel	DS	Sub-unit I	One book-length text or three essays	DS
Sub-unit II	One Novel	DS	Sub-unit II	One book-length text or three essays	DS

CORE COURSE 104: RESTORATION TO THE AGE OF SENSIBILITY (1660-1788): FICTION & NON-FICTIONAL PROSE

Unit I. Sub-unit I. Restoration to the Age of Sensibility: Fiction -- Dhrubajyoti Sarkar

Course Content: *Oroonoko*. Aphra Behn (1688)

Course Description Focus issues: (a) Race (b) Gender (c) Slavery (d) Truth and fiction (e) Royalty and political allegory (f) Genre

Unit I. Sub-unit II. Restoration to the Age of Sensibility: Fiction -- **Dhrubajyoti Sarkar**

Course Content: *Moll Flanders*. Daniel Defoe. (1722)

Course Description: Focus issues: (a) Characterization (b) Class (c) Gender (d) Greed (e) Repentance (f) Irony and other rhetorical strategies (g) Genre

Unit II. Restoration to the Age of Sensibility: Non-fictional prose

This survey course of non-fictional prose of the long eighteenth century aims to offer both a representative selection of various types of non-fictional prose and some of the major ideas in circulation in the period. It proposes to be representative in two different ways. First, it proposes to introduce various kinds of formal development that occurred during the long eighteenth century. Second, the course also proposes to introduce some of the major ideas in circulation in the period. Thus it can also be in part considered a course in intellectual history.

Unit II. Sub-unit I. Restoration to the Age of Sensibility: Non-fictional prose ----
Dhrubajyoti Sarkar

Course Content: Three essays

- a. Spectator Essays # 2, 10, 62. Richard Steele and Joseph Addison. (1711)
- b. *Rambler* Essays; “On Fiction” (# 4) and “Biography” (# 60). by Samuel Johnson (1750)
- c. “Digression on Madness”. Section IX. *A Tale of a Tub*. Jonathan Swift.

Unit II. Sub-unit II. Restoration to the Age of Sensibility: Non-fictional prose --
Dhrubajyoti Sarkar

Course Content: Three essays

- a. Chs. VII-IX, *The Analysis of Beauty*. William Hogarth. (1753)
- b. “Of The Standard of Taste”. David Hume. (1757)
- c. Part V. *On the Sublime and Beautiful*. Edmund Burke. (1757)

Course-specific reading list, assignments and assessment schedule and day-by-day plan and schedule for the course will be available during the teaching semester at

<https://classroom.google.com/site> Interested students may access the course website at <https://sites.google.com/klyuniv.ac.in/courses-taught> and may contact the instructor for class code to access Google Classroom.