Morigaon College
(Autonomous)
Morigaon: Assam

SYLLABUS

English

(MA 1st Semester)

MA in English
DEPARTMENT OF ENGLISH
MORIGAON COLLEGE (AUTONOMOUS)
SEMESTER-1
Paper Title: English Literature and Historical context: Chaucer and His times to the Elizabethans
Course Code: ENG-PG-MCA-1014
Credits: 4
(80 marks External Examination +20 marks Internal Assessment)

Course Description

This course traces the development of English literature from Chaucer to the Elizabethan age, situating texts within their historical, cultural, and intellectual contexts. It examines the influence of major social transformations — the Black Death, decline of feudalism, rise of merchant classes, Renaissance humanism, Reformation, and the emergence of nationhood and empire — on literary production. Students will study Chaucer and his contemporaries, the beginnings of drama and prose, and the flourishing of Elizabethan poetry and theatre, engaging critically with representative texts by Chaucer, Marlowe, Shakespeare, Jonson, Webster, Sidney, and Spenser.

Course Objectives

- To provide a comprehensive understanding of the socio-historical background from Chaucer's world to the Elizabethan Renaissance.
- To analyze the impact of historical events and cultural shifts on literary production.
- To study the evolution of English drama, poetry, and prose in relation to nationhood, empire, and religious reform.
- To critically engage with canonical texts, examining their thematic concerns, stylistic innovations, and historical significance.
- To develop advanced interpretive skills that connect literary works to broader cultural and intellectual movements.

Course Outcomes (COs)

By the end of the course, students will be able to:

- **CO1:** Demonstrate knowledge of English literary history from Chaucer to the Elizabethans.
- **CO2:** Critically evaluate Chaucer's *Nun's Priest's Tale* in relation to social and cultural contexts.
- **CO3:** Analyze Elizabethan drama (Marlowe, Shakespeare, Jonson, Webster) in the context of Renaissance humanism, nationhood, and the stage.
- **CO4:** Interpret Elizabethan poetry and prose with attention to form and cultural significance.
- **CO5:** Produce scholarly arguments integrating textual analysis with historical, religious, and intellectual contexts.

Historical Contexts and Texts:

- The Church in Medieval Europe: Faith, Power and Society

- Black Death and Demographic Change
- Decline of Feudalism and Rise of the Merchant Classes
- The Peasants' Revolt: From Oppression to Uprising
- Three Voices of the Medieval England: Chaucer, Gower, Langland
    - *The Nun's Priest's Tale*: Geoffrey Chaucer
- Drama and Its Beginnings
- Caxton and the Dawn of Printing Culture
- Renaissance Humanism and the Making of Modern Thought
    - *Oration on the Dignity of Man*: Giovanni Pico della Mirandola
- Exploration, Travel and the beginnings in prose
- Nationhood and Empire
- Faith and Upheaval: The Age of Reformation
- The Elizabethan Stage: Marlowe and the University Wits, Shakespeare, Jonson, and Webster
    - *The Jew of Malta*/ *Edward II*: Christopher Marlowe
    - *Othello*/*King Lear*: William Shakespeare
    - *Volpone*/*Everyman in His Humour*: Ben Jonson
    - *The Duchess of Malfi*/*The White Devil*: John Webster
- The Elizabethan Sonnet tradition
    - *An Apology for Poetry*: Sir Philip Sidney
    - Sonnet 65; Sonnet 119; Sonnet 130: William Shakespeare
    - "Most Glorious Lord of Life" (Amoretti LXVIII); "The Sovereign Beauty" (Amoretti III); "Penelope for her Ulysses' Sake" (Amoretti XXIII): Edmund Spenser

Recommended Readings:

Daiches, David. *A Critical History of English Literature. Volume II: Shakespeare to the Present Day*. Allied Publishers, 2010.

Choudhury, Bibhash. *English Social and Cultural History: An Introductory Guide and Glossary*. PHI Learning, 2019. Baugh, Albert C., and Thomas Cable. *A History of the English Language*. 6th ed., Routledge, 2013.

Sanders, Andrew. *The Short Oxford History of English Literature*. 4th ed., Oxford UP, 2017. Chaucer, Geoffrey. *The Canterbury Tales*. Translated by David Wright, Oxford World's Classics, Oxford UP, 2008.

Pico Della Mirandola, Giovanni. *Oration on the Dignity of Man*. Edited by Francesco Borghesi, Michael Papio, and Massimo Riva, translated by Elizabeth Livermore, Cambridge UP, 2012.

Marlowe, Christopher. *Edward II*. Edited by Charles R. Forker, Manchester UP, 1994.

Marlowe, Christopher. *The Jew of Malta*. Edited by N.W. Bawcutt, Revels Plays, Manchester UP, 1995.

Shakespeare, William. *Othello*. Edited by Michael Neill, Oxford World's Classics, Oxford UP, 2006. Shakespeare, William. *King Lear*. Edited by R.A. Foakes, Arden Shakespeare, Bloomsbury, 2017.

Shakespeare, William. *Sonnets*. Edited by Katherine Duncan-Jones, Arden Shakespeare, Bloomsbury, 2010.

Jonson, Ben. *Volpone*. Edited by Brian Parker, Oxford World's Classics, Oxford UP, 1999.

Jonson, Ben. *Every Man in His Humour*. Edited by Anthony Parr, Revels Plays, Manchester UP, 1990.

Webster, John. *The Duchess of Malfi*. Edited by Michael Neill, Norton Critical Edition, W.W. Norton, 2015.

Webster, John. *The White Devil*. Edited by John Russell Brown, Revels Plays, Manchester UP, 1996.

Sidney, Philip. *An Apology for Poetry*. Edited by Geoffrey Shepherd, revised by R.W. Maslen, Manchester UP, 2002.

Spenser, Edmund. *Amoretti and Epithalamion*. Edited by Maurice Evans, Penguin Classics, 1989.

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MA in English
DEPARTMENT OF ENGLISH
MORIGAON COLLEGE (AUTONOMOUS)
SEMESTER-1
Paper Title: English Literature and Historical Context: The Jacobeans to The Neo-Classicists
Course Code: ENG-PG-MCA-1024
Credits: 4
(80 marks External Examination +20 marks Internal Assessment)
M.A. IN ENGLISH

Course Description:

This course explores the relationship between English literature and the historical, political, religious, and intellectual contexts that shaped Britain from the early seventeenth century to the late eighteenth century. Beginning with the Jacobean period and the emergence of Metaphysical poetry, the course examines major literary movements and cultural developments including the Baconian essay tradition, Cavalier poetry, the Puritan epic, the rise of scientific rationalism, Restoration theatre, and the growth of literary criticism. The course further investigates the Age of Enlightenment through the study of satire, periodical essays, Neoclassical aesthetics, and the emergence of the English novel. Through poetry, drama, prose, criticism, and fiction, students will develop an understanding of how literary texts both reflected and shaped changing ideas of reason, morality, religion, society, and human nature during a period of profound cultural transformation.

Course Objectives:

The course aims to:

- To introduce students to major literary movements and intellectual developments from the Jacobean period to the Age of Enlightenment.
- To examine the relationship between literary texts and their historical, political, religious, and cultural contexts.
- To familiarize students with significant literary forms, genres, and stylistic innovations of the seventeenth and eighteenth centuries.
- To explore the influence of scientific rationalism, political change, religious debate, and social transformation on literary production.
- To develop skills in critical reading, textual analysis, and academic writing through the study of literary and critical texts.

Course Outcomes:

After completing the course, students will be able to:

CO1. Demonstrate a comprehensive understanding of major literary movements from the Jacobean age to the Neo-Classical period.

CO2. Explain the relationship between literary texts and their historical, political, religious, and intellectual contexts.

CO3. Analyze poetry, prose, drama, criticism, and fiction using appropriate literary and historical approaches.

CO4. Identify and evaluate significant literary features such as metaphysical conceits, epic conventions, Restoration wit, satire, and Neoclassical aesthetics.

CO5. Assess the impact of political, religious, and philosophical developments on literary forms and themes.

CO6. Critically examine the emergence of literary criticism, journalism, and the English novel during the eighteenth century.

Contexts and Texts:

- **Jacobean England: The Baconian Essay and the Rise of Scientific Rationalism**

Francis Bacon: *Of Truth*; *Of Studies*

- **Metaphysical Poetry: Wit, Conceit and Intellectual Inquiry**

John Donne: *The Sun Rising; Sweetest Love, I Do Not Goe*

- **Andrew Marvell: *To His Coy Mistress***
- **Puritanism and the Epic Imagination**

John Milton: *Paradise Lost (Book I)*

- **Restoration Theatre and Literary Criticism**

John Dryden: *An Essay of Dramatic Poesy*

William Congreve: *The Way of the World*

- **Enlightenment Ideas, Neoclassicism and the Periodical Essay Movement**
- **Joseph Addison and Richard Steele: Selections from 'The Spectator'- *The Spectator's Account of Himself; Sir Roger at Church***
- **Augustan Satire and Mock-Epic Poetry**

Alexander Pope: *The Rape of the Lock*

- **Travel Narrative and Social Critique**

Jonathan Swift: *Gulliver's Travels (Book I)*

- **The Rise of the English Novel and Picaresque Narratives**

Henry Fielding: *Tom Jones*

- **Samuel Johnson and the Age of Sensibility**
- **Samuel Johnson: *London***

Recommended Readings:

Abrams, M. H., and Geoffrey Galt Harpham.A Glossary of Literary Terms.11th ed., Cengage Learning, 2015.

Baugh, Albert C., and Thomas Cable.A History of the English Language.6th ed., Routledge, 2013.

Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory.4th ed., Manchester University Press, 2017.

Choudhury, Bibhash. English Social and Cultural History: An Introductory Guide and Glossary. 2nd ed., PHI Learning, 2019.

Daiches, David. A Critical History of English Literature.Vol.I, Allied Publishers, 2010.

Ford, Boris, editor. The New Pelican Guide to English Literature, Vol. 4: From Dryden to Johnson. Penguin Books, 1982.

Legouis, Emile, and Louis Cazamian.A History of English Literature.J. M. Dent & Sons, 1971.

Sanders, Andrew. The Short Oxford History of English Literature.3rd ed., Oxford University Press, 2004.

Selden, Raman, Peter Widdowson, and Peter Brooker.A Reader's Guide to Contemporary Literary Theory.5th ed., Routledge, 2005.

Spiller, Michael R. G. The Development of the Essay.Macmillan, 1992.

Tyson, Lois. Critical Theory Today: A User-Friendly Guide. 4th ed., Routledge, 2023.

Willey, Basil. The Seventeenth Century Background: Studies in the Thought of the Age in Relation to Poetry and Religion. Chatto & Windus, 1934.

Text-Specific Readings:

Cummings, Brian, editor. The Cambridge Companion to Bacon. Cambridge University Press, 1996.

Guibbory, Achsah, editor. The Cambridge Companion to John Donne. Cambridge University Press, 2006.

Cousins, A. D., and Peter Howarth, editors. The Cambridge Companion to Andrew Marvell. Cambridge University Press, 2011.

Lewalski, Barbara K. The Life of John Milton: A Critical Biography. Blackwell, 2003.

Hammond, Paul, editor. The Cambridge Companion to Dryden. Cambridge University Press, 2004.

Hinnant, Charles H. Jonathan Swift's Gulliver's Travels: A Routledge Study Guide. Routledge, 2010.

Rawson, Claude, editor. The Cambridge Companion to Henry Fielding. Cambridge University Press, 2007.

Greene, Donald. Samuel Johnson. Oxford University Press, 1977.

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MA in English
Department of English
Morigaon College (Autonomous)
Semester I
Paper Title: Introduction to Linguistics
Course Code: ENG-PG-MCA-1034
Credit: 4 (Total Hours: 60; Lecture: 48 hours; Tutorial: 12 hours)
(80 marks External Examination + 20 marks Internal Assessment)

Course Description

This course introduces students to the scientific study of language and the fundamental concepts of modern linguistics. It provides an overview of the major branches of linguistics, including phonetics, phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, and applied linguistics. The course familiarises students with key linguistic approaches and analytical methods for studying language structure, meaning, and use. It also examines the relationship between language, society, and culture, with particular attention to language variation and the role of English in the Indian context. The course lays the foundation for advanced study and research in language and linguistics.

Course Objectives

This course aims to:

- Introduce major concepts, methods, and branches of modern linguistics.
- Develop analytical skills for studying language scientifically.
- Familiarise students with core theoretical frameworks in linguistics.
- Explore the relationship between language, society, mind, and culture.
- Prepare students for advanced linguistic and interdisciplinary research.

Course Outcomes

Students will be able to:

1. Critically understand major linguistic theories and approaches.
2. Analyse language at phonological, morphological, syntactic, and semantic levels.
3. Apply linguistic frameworks to real language data.
4. Engage with sociolinguistic and psycholinguistic issues.
5. Develop research-oriented perspectives in language studies.

Unit I: Foundations of Linguistics (0.5 Credit: 7 Hours)

- Charles Hockett's Design Features of Language
- Linguistics: Definition, meaning and scope
- Structuralism (Saussurean linguistics)
    - Key concepts of Ferdinand de Saussure
    - Langue vs Parole
    - Signifier vs Signified
- Synchronic vs Diachronic
- Introduction to Generative Linguistics
    - Universal Grammar
    - Competence vs Performance

Unit II: Phonetics and Phonology (1 Credit 15 Hours)

- Organ of Speech
- Articulatory, Acoustic and Auditory Phonetics
- Phoneme and Allophone
- Minimal Pairs
- Distinctive features
- Phonological rules and representations
- Supra-segmental features

Unit III: Morphology and Syntax (1 Credit 15 Hours)

Morphology:

- Morpheme and its characteristics
- Types of morphemes:
    - Free and Bound Morphemes
    - Lexical and Grammatical Morphemes
    - Derivational and Inflectional Morphemes
- Roots and Affixes
- Lexeme and Word
- Morphological Processes

Syntax:

- Phrase Structure Grammar and Constituency
- Contributions of Noam Chomsky to Modern Syntax
- Argument Structure and Theta Roles
- Projection Principle
- Extended Projection Principle (EPP)
- Move-α (Basic Introduction)

Unit IV: Semantics and Pragmatics (0.5 Credit 8 Hours)

Semantics:

- Meaning: sense vs reference
- Lexical relations (synonymy, antonymy, polysemy)
- Semantic roles

Pragmatics:

- Context and meaning
- Speech Act Theory – J. L. Austin, John Searle

Unit V: Sociolinguistics and Applied Linguistics (1 Credit 15 Hours)

Sociolinguistics:

- Language and society
- Dialect, idiolect, sociolect
- Code-switching and code-mixing
- Language and identity
- Language variation and change

Applied Linguistics:

- Language teaching approaches

- Error analysis
- English in India (World Englishes perspective)

Teaching Methodology (PG Level)

- Lectures + Conceptual discussion
- Seminar presentations by students
- Data-driven linguistic analysis
- Short research assignments

Assessment Pattern

Internal (20 Marks)

- Seminar Presentation
- Term Paper / Assignment
- Class Participation
- Internal Evaluation

End Semester (80 Marks)

Suggested Readings

Modern Linguistics: An Introduction Verma and Krishnaswami, Oxford University Press.
Course in General Linguistics – Ferdinand de Saussure, 1916.
Language – Leonard Bloomfield, Henry Holt and Company, 1933.
Lectures on Government and Binding – Noam Chomsky, Dordrecht: Foris Publications, 1981.
Linguistics: An Introduction – Andrew Radford et al. Cambridge University Press, 1999.
Study of Language – George Yule, Cambridge University Press, eighth edition (2022)
Introduction to Government and Binding Theory - Liliane Haegeman, Blackwell Publishing, 1991.

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MA in English
Department of English
Morigaon College (Autonomous)
Semester I
Paper Title: Literary Criticism and Theory I
Course Code: ENG-PG-MCA-1044
Credit: 4
(80 marks External Examination + 20 marks Internal Assessment)

Course Objectives:

- To acquaint learners with the art/craft of criticism of literary texts as have been practiced from the classical period to the early twentieth century.
- To provide the learners a broad survey of the history and development of literary criticism and theory in Western Culture from Plato and Aristotle to the early twentieth century.
- The learners would be familiarized with ideas as disparate as mimesis, representation, tragedy, republic, nature, the sublime, perception, the text, reception and so forth.
- The learners would be encouraged to read/analyze critically different texts from the lens provided by these concepts of criticism and theories.

Learning Outcome(s):

- The learners at the culmination of the course would be able to understand the fundamental concepts of criticism.
- The learners would be able to evaluate literary texts by deploying the theories and concepts of criticism as formulated by philosophers and critics since antiquity.
- The learners at the end of the course would be able to comprehend the subtle distinctions between criticism and theory.

Unit: 1 (2 Credits)

Plato: The Republic (Book 10)

Aristotle: On Representation (Section I-IX, Poetics)

Longinus: On the Sublime

Dryden: An Essay of Dramatic Poesy

Dr. Samuel Johnson: Preface to Shakespeare

Unit: 2 (2 Credits)

S. T. Coleridge: Biographia Literaria (Chapter XIII & XIV)

P.B. Shelley: The Defence of Poetry

Matthew Arnold: Function of Criticism at the Present Time

T.S. Eliot: The Metaphysical Poets

F.R. Leavis: Literary Criticism and Philosophy

Wimsatt and Beardsley: The Intentional Fallacy

Recommended Readings:

Abrams, M.H., and Geoffrey Galt Harpham. A Glossary of Literary Terms. 10th ed.USA: Wadsworth, Cengage Learning, 2012.

Adams, Hazard. Critical Theory Since Plato. 2nd ed. California: Harcourt Brace Jovanovich College Publishers, 1992.

Barton, Edwin J., and Glenda A. Hudson. A Contemporary Guide to Literary Terms with Strategies for Writing Essays about Literature. Boston, USA: Houghton Mifflin, 2004.

Brooks, Cleanth, and Paul Rand. The Well Wrought Urn: Studies in the Structure of Poetry. California: Harcourt Brace, 1947.

D.J. Enright, and E.DeChickera. English Critical Texts. London: OUP, 1962.

Daiches, David. Critical Approaches to Literature. 2nd ed.London: Orient Longman Pvt. Ltd, 2005.

Guerin, Wilfred L. A Handbook of Critical Approaches to Literature. 4th ed. London: Oxford University Press, 1999.

Hudson, W.H. An Introduction to the Study of Literature. New Delhi: Atlantic Publishers and Distributors Pvt. Ltd, 2006.

Leitch, Vincent B., ed. The Norton Anthology of Theory and Criticism. London: W. W. Norton and Company, 2001.

M. A. R Habib. A History of Literary Criticism and Theory: From Plato to the Present. Malden, MA: Blackwell Publishing, 2008.

Preminger, Alex. Princeton Encyclopedia of Poetry & Poetics. New Jersey: Princeton University Press, 1972.

S. Ramaswami and V. S. Sethuraman. The English Critical Tradition: Volume1 & 2. New Delhi: Macmillan, 2014.

Waugh, Patricia. Literary Theory and Criticism. London: OUP, 2006. Wellek, Rene, and Austin Warren. Theory of Literature. London: Penguin, 1980.

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MA in English
Department of English
Morigaon College (Autonomous)
Semester I
Paper Title: Women's Writings
Course Code: ENG-PG-MCA-1054
Credit: 4
(80 marks External Examination + 20 marks Internal Assessment)

Course Description

This course offers a wide array of women's writings spanning centuries and cutting across cultures and genres. It is aimed at acquainting students with the 'pen-craft' of writers from diverse geopolitical and social backgrounds in contributing to and experimenting with these literary genres. Through fiction, poetry, autobiography, prose, theoretical and polemical writings, the course foregrounds an understanding of the diversity of women's lived experience. It also focuses on issues of gender, sexuality, class, race, colonialism, labour, and representation.

Course Objectives

The course aims to:

- Introduce students to major traditions, themes, and developments in women's writings from across the globe.
- Examine the socio-political and historical conditions that shape women's literary production across cultures, time, and space.
- Develop students' ability to critically analyse literary texts through feminist, gender-based, postcolonial, and intersectional approaches.
- Explore the representation of women's identity, body, labour, motherhood, sexuality, resistance, and marginalization in literature.
- Enable students to appreciate autobiographical, fictional, poetic, and theoretical modes of articulating women's voices and subjectivities.
- Familiarise students with key feminist theoretical concepts and strengthen critical thinking, interpretative skills, academic writing, and research aptitude in the field of feminist literary studies.

Course Outcomes

After completing the course, students will be able to:

CO1. Appreciate, analyse, and compare women's lived experiences and literary expressions across different cultural, racial, colonial, and class contexts.

CO2. Evaluate the contribution of women writers to literary and social discourse.

CO3. Analyse how literary texts represent gender relations, patriarchy, power structures, identity, and resistance.

CO4. Develop sensitivity towards issues of gender justice, equality, and representation through literary engagement.

CO5. Produce well-structured critical arguments and research-based academic writing on women's literature and feminist theory.

CO6. Apply feminist critical approaches to the study of literature beyond the prescribed texts.

Texts

- Mary Wollstonecraft: "On National Education" (*A Vindication of the Rights of Women*; 1792)
- George Eliot: *The Mill on the Floss* (1860)
- Rokeya Sakhawat Hossain: *Sultana's Dream* (1905)
- Virginia Woolf: *A Room of One's Own* (1929)
- Simone de Beauvoir: "The Point of View of Historical Materialism", "Patriarchal Times and Classical Antiquity" (*The Second Sex*; 1949)
- Sylvia Plath: "Daddy"; "Lady Lazarus" (*Ariel*: 1965)
- Jean Rhys: *Wide Sargasso Sea* (1966)
- Kate Millet: "Theory of Sexual Politics" (*Sexual Politics*; 1970)
- Maya Angelou: "Still I Rise"; "Caged Bird" (*And Still I Rise*: 1978; *Shaker, Why Don't You Sing?*: 1983)
- Toni Morrison: *Beloved* (1987)
- Ama Ata Aidoo: "She-Who-Would-Be-King" *(The Girl Who Can and other Stories*1997)
- Kamla Bhasin: *Understanding Gender* (2000)
- Baby Haldar: *A Life Less Ordinary* (2002)
- Meena Kandasamy: "Aggression"; "Their Daughters" (*Touch*: 2006)
- Jahnavi Barua: Selections from *Next Door* (2008)

Recommended Readings

Aidoo, Ama Ata. *The Girl Who Can and Other Stories*. Legon: Sub-Saharan Publishers, 1997.

Angelou, Maya. *And Still I Rise*. New York: Random House, 1978.

---. *Shaker, Why Don't You Sing?*New York: Random House, 1983.

Beauvoir, Simone de (1949). *The Second Sex*. Trans. H.M. Parshley. London: Jonathan Cape, 1953.

Barua, Jahnavi. *Next Door*. New Delhi: Penguin Books, 2008.

Bhasin, Kamla. *Understanding Gender*. New Delhi: Kali, 2000.

Eliot, George. *The Mill on the Floss*. London: William Blackwood and Sons: 1860.

Halder, Baby (2002). *A Life Less Ordinary*. Trans. Urvashi Butalia. New Delhi: Zubaan Books, 2013.

Hossain, Rokeya Sakhawat. “Sultana’s Dream” (1905). *Sultana’s Dream and Padmarag*. Ed. Barnita Bagchi. London: Penguin Classics, 2022.

Kandasamy, Meena. *Touch*. Mumbai: Peacock Books, 2006.

Millet, Kate. *Sexual Politics*. Illinois: University of Illinois Press, 1970.

Morrison, Toni. *Beloved* (1987). London: Vintage Classics, 2007.

Plath, Sylvia. *Ariel*. London: Faber and Faber, 1965.

Rhyss, Jean. *Wide Sargasso Sea*. London: Penguin Books, 1966.

Wollstonecraft, Mary: *A Vindication of the Rights of Women* (1792). New York: Penguin Books, 1979.

Woolf, Virginia. *A Room of One’s Own*. London: The Hogarth Press, 1929.

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