

CURRICULUM PLANNER

B. A. Honours English under LOCF

Paper 12: British Literature: Early XXth Century

Name of the Teacher	Dr. Bhagwant Kour
Paper No	12
Paper Title	British Literature: Early XXth Century
Marks	Attendance: 5 Assignment:10 Test: 10 Exam: 75
Contact hours	5+1 per Week (5 classes+1tutorial)

LEARNING OUTCOMES OF Undergraduate Curriculum Framework (UGCF) PROGRAMME

KEYWORDS: WIDE VARIETY, GLOBAL CONTEXT, CULTURAL DIVERSITY, CRITICAL READING, GENRES

- The programme aims to introduce a wide variety of literatures from all over the world – translated or original works in English Language – that cut across multiple epochs. It would provide a global context to Indian culture and promote our sense of place within modern world as a lifelong learner.
- Primarily, the program aims to offer learners opportunities to critically read and creatively respond to a spectrum across different genres – novels, plays, poetry, biographies, travel writing, graphic novels, literary criticism - and learn what goes into the making of these genres.
- Learners are exposed to wider socio-cultural and political issues in relation to contemporary state of their own society through the world literature written in English.
- The rigor of the course takes into cognizance such components of study as literary analyses, cultural diversity in literature, and written and oral communication skills through a multidisciplinary curriculum of literature, composition, language and linguistics, and communication studies.

LEARNING OUTCOMES OF HONOURS IN ENGLISH

KEYWORDS:

This Honours Programme:

- Offers students a basic understanding of the humanist mode of thought and understanding beginning from Classical Europe and its displacement in our postmodern world.
- Contextualizes our times within all the classical and popular texts of World Literature, in English and translated in English from their originals like Greek, Latin, Hindi, or Sanskrit, within literary studies.
- Traces the impact and influence of humanist thought on literature from the period of the Renaissance to 20th Century literature within academic setting.
- Aims to understand historically constructed wide-ranging perspectives on the aesthetic, philosophical, and social concerns of literature.
- Introduces students to some of the basic genres of the epic, tragedy, comedy, lyric, ode, dialogue, satire, novel, prose, short story, and films through main curriculum and suggested readings.

Course Statement

This paper provides a broad view of 20th century British literature, both in terms of time and genre. The transition from 19th century literary and artistic methods and forms to the growth of modernism in England cannot be understood without referring to similar developments on the continent. The course is also designed to include critical and radical perspectives on questions of war, the nature of art, and the relationship between individuals and the State in the 20th century. Finally the course also addresses questions relating to peculiarly modern forms of subjectivity and selfhood without which our existence within the modern world cannot be understood or analysed.

Course objectives

This course aims to:

- develop an understanding among students of the various forms of critique of modernity that evolved in England (and Europe) in the course of the 20th century;
- help students comprehend the path-breaking and avant-garde forms of literary expression and their departures from earlier forms of representations;
- facilitate an understanding of the impact of the two world wars on literary expression and the various political/ideological positions of the European intelligentsia vis-à-vis the phenomenon; and
- create an awareness of new disciplines/areas of inquiry that decisively influenced European art and literature in the 20th century

Course Content

- **Unit 1** Joseph Conrad, *Heart of Darkness*.
- **Unit 2** Virginia Woolf, *Mrs. Dalloway*
- **Unit 3** Samuel Beckett, *Waiting for Godot*
- **Unit 4** a) W. B. Yeats,
 - (i) 'Sailing to Byzantium;
 - (ii) 'The Second Coming'
 - (iii) 'Leda and the Swan'
 - (iv) 'No Second Troy'

Course Content (cont'd)

T. S. Eliot

- (i) 'The Love Song of J. Alfred Prufrock';
- (ii) 'The Hollow Men'; both in T. S. Eliot.

Wilfred Owen

'Strange Meeting',

Unit 5 Readings

Sigmund Freud, 'The Structure of the Unconscious, the Id, the Ego and the Superego', in Background Prose Readings

Albert Camus, (i) 'Absurdity and Suicide'; (ii) 'The Myth of Sisyphus'.

Virginia Woolf, "On Being Ill"

D.H. Lawrence, 'Morality and the Novel'.

Raymond Williams, 'Metropolitan Perceptions and the Emergence of Modernism'.

Facilitating the Achievement of Course Learning Outcomes

	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups, initiating discussion topics, participation in discussions
2.	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Lesson Plan

Week 1 – Introduction to Paper 11: Twentieth Century British Literature.

modernism & modernist literature: introduction & background

a. Modernism in thought, character and practice.

b. Modernist movement and its set of cultural tendencies and array of associated cultural movements.

c. Formal/Stylistic characteristics.

d. Thematic characteristics.

Lesson Plan

Week 2 and 3 – Unit 1 – Novel: Conrad, *Heart of Darkness*

Introduction to the course, followed by a comprehensive reading of *Heart of Darkness*, lectures to explain and analyse the novel.

Discussing the ideas, themes and politics of the novel, followed by discussion on important questions.

- Week 4&5 – Unit 2 – Novel: Woolf, Mrs Dalloway
- Introduction to Virginia Woolf, comprehensive reading of Mrs. Dalloway, lectures to explain the various aspects of the novel.
- Comprehensive reading of Mrs. Dalloway, lectures to explain the novel and the issues raised in it.
- Conclusion of Mrs. Dalloway
- Discussion of the main ideas and themes of the novel followed by discussion on doubts and an assignment.

- Week 6,7 – Unit 3: Drama:Beckett, *Waiting for Godot*
- Introduction to the theatre of the absurd, followed by reading of *Waiting for Godot*.
- Discussion of important themes and ideas followed by a discussion on important questions from examination point of view.

- Week 8,9,10 – Unit 4: Poetry
- Introduction to the three poets, reading of Yeats's, Eliot's and Owen's poetry in the class followed by lectures to explain and analyse the poems.

Week 11,12,13 – Unit 5 -- Prose Readings:

- Introduction to the writers of the background readings, followed by reading of the background texts in class, lectures to explain and analyse the texts.

Week 14 – Concluding lectures

- Assessment of understanding of the syllabus.

Revision of main points of all texts, followed by discussion of important questions and solving of sample papers.

Thank you