**Detailed Textual Study: *The Rime of the Ancient Mariner; Ulysses; Wide Sargasso Sea***

**Programme(s) in which it is offered: B.A.B.Ed. English**

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| **Course Category**: Core | **Schedule of Offering**: Even |
| **Course Credit Structure:** 3 | **Course Code:** ENG3212 |
| **Total Number of Hours:** 45 | **Contact Hours Per Week:** 3 |
| **Lecture:** 3 | **Tutorial:** 0 |
| **Practical:** 0 | **Medium of Instruction:** English |
| **Date of Revision:** 21-5-2021 | **Skill Focus:** Life Skills |
| **Short Name of the Course:** DTSU | **Course Stream *(Only for Minor Courses)*:** n/a |
| **Grading Method:** Regular | **Repeatable:** Credit/Audit/Repeatable |
| **Course Level:** Beginner |  |

**Course Description**

This course is a ‘Detailed Textual Study’ course, one of the Core courses under the B.A.B.Ed. English Literature programme. It is thus intended to guide students through a close reading and analysis of specific landmark texts from English literature. The specific course detailed here aims to acquaint students closely with three important texts from different periods of English literature:Coleridge’s *Rime of the Ancient Mariner,* Tennyson’s *Ulysses, and* Jean Rhys’ *Wide Sargasso Sea*.

**Course Introduction**

The three authors and works chosen for this detailed textual study course are all representative of their respective ages: Samuel Taylor Coleridge epitomises the blend of experiential and skilful poetry that was a feature of the Romantic Age, Tennyson was Poet Laureate and the foremost literary figure of the Victorian Age, while Rhys’ *Wide Sargasso Sea* is not only an important postcolonial and feminist novel, but also a text straddling two eras, as it makes an intertextual connection with Charlotte Brontë’s *Jane Eyre*. Taken together, these selected texts capture the literary spirit of the 19th and 20th centuries.

**Course Objectives**

This course aims to:

1. Enable students to understand and critically appreciate the themes, narratives and literary value of *The Rime of the Ancient Mariner* and *Ulysses*, and analyse and discuss these in detail.
2. Enable students to understand and critically appreciate the general plot and themes of *Wide sargasso Sea*, as well as analyse and discuss these in detail.
3. Equip students with the discursive tools to discuss these texts in the context of the life, times, and other works of Samuel Taylor Coleridge, Alfred Tennyson, and Jean Rhys.
4. Enable students to appreciate these texts against the backdrop of the entire body of English literature in general, and their respective literary eras in particular.

**Course Outcomes**

At the end of this course, learners will be able to:

1. Describe the narrative progression and themes of the poem *The Rime of the Ancient Mariner*.
2. Describe the narrative progression and themes of the poem *Ulysses*.
3. Describe the narrative progression and themes of the novel *Gulliver’s Travels.*
4. Recognise and critically analyse characters and key lines from these texts.
5. Critically appreciate and analyse the literary style and use of language in these texts.
6. Explain the relative position of these texts in the context of their respective literary eras, and also in the context of other works written by the respective authors.

**PO-CO Mapping**

**PO-CO Mapping Matrix**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
| CO1 |  |  |  |  |  |  |
| CO2 |  |  |  |  |  |  |
| CO3 |  |  |  |  |  |  |
| CO4 |  |  |  |  |  |  |
| CO5 |  |  |  |  |  |  |
| CO6 |  |  |  |  |  |  |

**Prerequisites and other constraints**

Since this course will be taught in English, students taking this course must be comfortable with reading, writing, listening, and speaking in English, that is, they must be able to read and understand papers and critical essays written in English, and be able to discuss and debate the ideas proposed therein. Students must be willing to actively engage in discussing their reading and their own analyses in class. There are no other prerequisites.

**Pedagogy**

The teaching in this course will be through a combination of lectures and classroom discussions. The instructor will introduce concepts and reading material, drawing attention to various facets of writing style and language in the selected texts, and highlighting the unique features of the texts that make them so successful and celebrated. Students will be expected to read sections of the texts and make presentations in class, followed by individual or group analysis.

**Suggested Reading:**

Primary Texts:

1. Coleridge, S. T. (1970). *The Rime of the Ancient Mariner*. Dover.
2. Tennyson, A. T. B. (2013). *Complete Works of Alfred, Lord Tennyson*. Delphi.
3. Rhys, J. (1992). *Wide Sargasso Sea*. WW Norton & Company.

Recommended Reading:

1. Mays, J. C. C. (2016). *Coleridge's Ancient Mariner*. Palgrave Macmillan US.
2. Purton, V., & Page, N. (2010). *The Palgrave Literary Dictionary of Tennyson*. Palgrave.
3. Bloom, H. (Ed.). (2010). *Alfred, Lord Tennyson*. Infobase Publishing.
4. Ciolkowski, L. E. (1997). Navigating the Wide Sargasso Sea: Colonial History, English Fiction, and British Empire. *Twentieth Century Literature*, 43(3), 339-359.
5. Thorpe, M. (1977). " The Other Side": Wide Sargasso Sea and Jane Eyre. *Ariel: A Review of International English Literature*, 8(3).

**Evaluation Pattern**

Analytical and critical ability, as well as the ability to express opinions clearly and concisely, are extremely important for this course, and hence group discussions and class presentations constitute a crucial evaluation component here. Individual progress will be measured through quizzes, assignments, a term paper, and a mid-term examination.

**Evaluation Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Continuous Internal**  **Assessment (CIA) Components\*** | **Component Type** | Weightage Percentage | Total  Marks | Tentative Dates | Course Outcome Mapping |
| Quizzes (5x) | 17% 0f CIA Marks | 5 | Fortnightly | 1, 2, 3, 5 |
| Mid-Semester Examination | 50% of CIA Marks | 15 | Week 8 | 1, 4, 5 |
| Class Presentations (2x) | 8% of CIA Marks | 2.5 | Week 3; week 11 | 1, 2 |
| Assignments (2x) | 25% of CIA Marks | 7.5 | Week 6; Week 10 | 4, 6 |
| **CIA Marks** | **100 % (To be converted to 30% weightage of CIA Marks)** | **30** | --- | --- |
|  | **ESE Marks** | **70% weightage of ESE Marks** | **70** |  |  |

\* The assignments involved in CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 30% for Undergraduate courses, 20% for Postgraduate courses and 10% for PhD courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

**Module Sessions**

**Module 1: *The Rime of the Ancient Mariner*  (15 Hours)**

* The life and times of Coleridge
* Features of Coleridge’s poetry
* Understanding metaphor and literary style in *The Rime of the Ancient Mariner*
* The background to the poem
* Popular and critical appeal of the poem

**Reading:**

1. Mays, J. C. C. (2016). *Coleridge's Ancient Mariner*. Palgrave Macmillan US.
2. Bloom, H., & Marson, J. (Eds.). (2009). *Samuel Taylor Coleridge*. Infobase Publishing.

**Activities:**

1. Discussion 1: The theme of nature in *The Rime of the Ancient Mariner*

**Module 2: *Ulysses* (10 Hours)**

* The life and times of Alfred Tennyson
* An overview of Tennyson’s poetry
* Tennyson’s poems on Hallam
* Classical references in the poem

**Reading:**

1. Rowlinson, M. (1992). The Ideological Moment of Tennyson's “Ulysses”. *Victorian Poetry*, 30(3/4), 265-276.
2. Nohrnberg, J. (2009). Eight reflections of Tennyson's “Ulysses”. *Victorian Poetry*, 47(1), 101-150.

**Activities:**

1. Discussion 2: Dramatic monologue in *Ulysses*

**Module 3: *Wide Sargasso Sea* (18 Hours)**

* The life and times of Jean Rhys
* An overview of the novel and Rhys’ writing style
* Inspiration from *Jane Eyre*
* Feminist concerns in the novel

**Reading:**

1. Mardorossian, C. M. (1999). Double [De] colonization and the Feminist Criticism of" Wide Sargasso Sea". *College Literature*, 26(2), 79-95.
2. Jiang, Q. (2018, June). A Comparative Study of Bertha Mason in “Jane Eyre” and “Wide Sargasso Sea” from a Feminist Perspective. *In 2018 3rd International Conference on Humanities Science, Management and Education Technology (HSMET 2018)* (pp. 420-423). Atlantis Press.
3. Mericle, M. (2012). *The Madwomen in Our Attics: Jane Eyre and Wide Sargasso Sea’s Treatment of Feminism*. 2012 NCUR.
4. Gilchrist, J. (2012). Women, slavery, and the problem of freedom in Wide Sargasso Sea. *Twentieth Century Literature*, 58(3), 462-494.
5. Winterhalter, T. (1994). Narrative Technique and the Rage for Order in" Wide Sargasso Sea". *Narrative*, 2(3), 214-229..

**Activities:**

1. Discussion 3: Re-telling old stories for new purposes

**Module 4: Conclusion (2 Hours)**

* Reviewing the main themes and literary style of *The Rime of the Ancient Mariner*
* Reviewing the main themes and literary style of *Ulysses*
* Reviewing the main themes and literary style of *Wide Sargasso Sea*

**Activities:**

Task 1: On common themes in the three works