

		QP Code: 52101	
		St. Philomena's College (Autonomous), Mysore	
		II Semester –Course MA ENGLISH	
		Title: 19th Century English Literature	
SL.NO	UNIT	QUESTIONS	MARKS
1	2	And so he was quiet, & that very night. As Tom was a-sleeping he had such a sight.	5
2	2	And by came an Angel who had a bright key, And he opened the coffins & set them all free;	5
3	2	Then down a green plain, leaping, laughing they run, And wash in a river and shine in the Sun.	5
4	2	When she I loved looked every day, Fresh as a rose in June, I to her cottage bent my way, Beneath an evening moon.	5
5	2	In one of those sweet dreams I slept, Kind Nature's gentlest boon! And, all the while, my eyes I kept On the descending moon.	5
6	2	A violet by a mossy stone Half-hidden from the Eye! -Fair, as a star when only one Is shining in the sky.	5
7	2	This Child I to myself will take, She shall be mine, and I will make A Lady of my own.	5
8	2	In earth and heaven, in glade and bower, Shall feel an overseeing power To kindle or restrain.	5
9	2	She seemed a thing that could not feel The touch of earthly years. No motion has she now, no force; She neither hears nor sees;	5
10	2	The winged seeds, where they lie cold and low, Each like a corpse within its grave, until Thine azure sister of the Spring shall blow.	5
11	2	Wild Spirit, which art moving everywhere; Destroyer and preserver; hear, oh hear!	5
12	2	Of vapours, from whose solid atmosphere Black rain, and fire, and hail will burst: oh hear!	5

13	2	The impulse of thy strength, only less free Than thou, O uncontrollable!	5
14	2	Oh, lift me as a wave, a leaf, a cloud! I fall upon the thorns of life! I bleed!	5
15	2	Make me thy lyre, even as the forest is: What if my leaves are falling like its own!	5
16	2	Be thou, Spirit fierce, My spirit! Be thou me, impetuous one!	5
17	2	Drive my dead thoughts over the universe Like wither'd leaves to quicken a new birth!	5
18	2	Be through my lips to unawaken'd earth The trumpet of a prophecy! O Wind, If Winter comes, can Spring be far behind?	5
19	2	What leaf-fring'd legend haunts about thy shape Of deities or mortals, or of both, In Tempe or the dales of Arcady?	5
20	2	What mad pursuit? What struggle to escape? What pipes and timbrels? What wild ecstasy?	5
21	2	Heard melodies are sweet, but those unheard Are sweeter; therefore, ye soft pipes, play on;	5
22	2	Fair youth, beneath the trees, thou canst not leave Thy song, nor ever can those trees be bare;	5
23	2	Who are these coming to the sacrifice? To what green altar, O mysterious priest, Lead'st thou that heifer lowing at the skies, And all her silken flanks with garlands drest?	5
24	2	Thou, silent form, dost tease us out of thought As doth eternity: Cold Pastoral!	5
25	2	When old age shall this generation waste, Thou shalt remain, in midst of other woe	5
26	2	That piece a wonder, now; Fra Pandolf's hands How such a glance came there; so, not the first	5
27	1	How did the French Revolution influence the literature of the age?	15
28	1	What are the positive and negative influences of the French revolution on the English mind?	15
29	1	Trace the element of Romanticism in early Victorian poetry.	15
30	1	How did the French revolution influence English poetry?	15
31	1	Discuss the impact of the French revolution on European literature.	15
32	1	Discuss how the French revolution defined the contours of Romantic	15

		poetry.	
33	1	“The French nobility did little but concern themselves with leisure, finery, decadence, affairs and intrigues.” To what extent is this statement true in the context of late 18th century France?	15
34	1	Identify and discuss tensions between the Three Estates that may have contributed to the revolutionary sentiment in 18 th century France.	15
35	1	To what extent was feudalism a cause of the French revolution? Describe how feudal bonds and dues impacted on the ordinary people of France during the 18 th century.	15
36	1	Discuss how the strains and stresses of Imperialism might have weakened the government in 18 th century France, paving the way for revolutionary sentiment.	15
37	1	Consider the political, economic and social position of women in 18 th century France. Did the women of France share the motivation or potential for revolution?	15
38	1	How has the storming of the Bastille become the best-known event of the French Revolution? What were the outcomes of this event, in both real and symbolic terms?	15
39	1	The French Revolution went in directions that many of its liberal advocates did not envision. Trace the major accomplishments of this period.	15
40	1	Explain the effects of the French revolution on English literature.	15
41	1	In adherent to an outdated and essentially baseless feudal system, the aristocracy and monarchy of France provided the true impetus for the French revolution. Discuss.	15
42	1	How do the French revolution influence literature?	15
43	1	The French revolution had a great and far-reaching impact that probably transformed the world more than any other revolution- Illustrate.	15
44	1	The Romantics are nature poets, justify this assertion in terms of the celebration of beauty and power of the natural world.	15
45	1	Bring out the characteristic features of poetry during the Romantic movement.	15
46	1	Discuss the main characteristics of Romanticism in literature.	15
47	1	The two aspects of Romanticism “Renaissance of Wonder” and “Return to Nature” are best represented in the poetry of the period. Substantiate.	15
48	1	Victor Hugo defines Romanticism as “Liberalism in Literature”. Justify this statement with reference to 19 th century Romantic thought.	15
49	1	Examine the salient features of Romanticism.	15
50	1	Comment on the significant attributes of the Romantic Movement in English literature.	15
51	1	How is the Romantic Movement a focus on national and scientific thought? Explain with reference to the Romantic poets.	15
52	1	What are the salient features of the Romantic Movement in English literature?	15

53	1	Discuss the Romantic revival in literature with reference to leading Romantic Victorian poets.	15
54	1	Discuss the notable features of the poetry of the Romantic period with reference to the poets prescribed for study.	15
55	1	Comment on the significant attributes of the Romantic Movement in English Literature?	15
56	1	Compare and contrast the Romantic and the Victorian poets.	15
57	2	Describe the characteristics of 'Songs of Innocence' with reference to William Blake's 'The Chimney Sweeper'.	15
58	2	The theme of 'The Chimney Sweeper' is the cruelty of life and society from the perspective of a child-Elucidate.	15
59	2	Comment on Blake's portrayal of children and childhood in 'The Chimney Sweeper'	15
60	2	William Blake's 'The Chimney Sweeper' describes the rampant bondage labour and exploitation of children at a tender age – Justify.	15
61	2	William Blake's 'The Chimney Sweeper' sarcastically attacks the social evils prevalent in the society- Discuss.	15
62	2	What, according to William Blake is 'Innocence'? Illustrate with reference to the poem, 'The Chimney Sweeper'.	15
63	2	Bring out the substance of Wordsworth's " Lucy poems".	15
64	2	Describe the main features of Wordsworth's " Lucy poems".	15
65	2	"Lucy" was the inspiration for the poet's creativity- Discuss.	15
66	2	Describe the relationship between the child and Nature In Wordsworth's "Three Years She Grew in Sun and Shower".	15
67	2	How does Shelley succeed in making the West wind a medium to express his feeling of freedom?	15
68	2	Comment on Shelley's revolutionary impulse as reflected in "Ode to the West Wind"	15
69	2	Discuss " Ode to the West Wind " as a poem of regeneration.	15
70	2	'If Winter comes, can Spring be far behind'? Explain with reference to the speaker pleading the Westwind to help him spread his ideas to help inspire others.	15
71	2	Discuss the form, themes, motifs and symbols in Shelley's poem, " Ode to the West Wind".	15
72	2	Bring out the significance of perfection and imperfection in the poem Ode on a Grecian Urn".	15
73	2	Comment on Keats' 'Beauty ' and 'Truth' as reflected in his poem, 'Ode on a Grecian Urn'.	15
74	2	'Keats' Ode combines sensuous imagery with serious reflection of life and art- Discuss.	15
75	2	Critically comment on Browning's portrayal of the Duke in the poem "My Last Duchess".	15
76	2	Discuss the character of the Duke as revealed in the poem "My Last	15

		Duchess”.	
77	2	Attempt a critical appreciation of the poem ‘Prospice’.	15
78	2	“Ode on a Grecian Urn” is a poem about permanence of art- Elucidate.	15
79	2	How does Tennyson present the spirit of the Victorian age through his poem, “Ulysses”?	15
80	2	Discuss Tennyson as a representative Victorian poet with reference to ‘Ulysses’.	15
81	2	“Ulysses” deals with the desire to transcend the limits of everyday life- Discuss.	15
82	2	Describe the conflict faced by the speaker in “ Ulysses”. Does Tennyson see Ulysses as heroic or self- justifying?	15
83	2	Tennyson’s poem “Ulysses” reflects the Victorian preoccupation with progress , advancement and perseverance- Justify.	15
84	2	Compare and contrast the themes of ‘Ulysses’ and the ‘The Lotos – Eaters’.	15
85	2	Tennyson’s “The Lotos – Eaters” is a poem in praise of ‘indolence and idleness’- Elucidate.	15
86	2	Discuss Tennyson as a representative Victorian poet with reference to ‘The Lotos –Eaters’.	15
87	3	Discuss the importance of social class as presented by Austen in” Pride and Prejudice”.	15
88	3	“It is a truth universally acknowledged, that a single man”. This first line in addition to setting the narrative in motion also alerts us to the tone of the novel- Comment.	15
89	3	Justify the title “Pride and Prejudice”.	15
90	3	How are Elizabeth’s wit, intelligence and independence presented in the novel? In what ways, during the course of the novel is she the victim of her own attributes?	15
91	3	For the most part, Jane Austen seems to be offering a fairly pointed critique of marrying for social considerations – Comment.	15
92	3	“Pride and Prejudice” is a novel largely about love and relationships, but without any descriptions of passion- Discuss	15
93	3	Sketch the character of Elizabeth Bennet.	15
94	3	Portray the character of Mr. Darcy.	15
95	3	Sketch the character of Mr. Bingley.	15
96	3	Bring out the social class values and the moral values in Austen’s “Pride and Prejudice”	15
97	3	Character development in “Pride and Prejudice “is integral to the novel and most prominently depicted by Darcy and Elizabeth.	15
98	3	Explore Austen’s portrayal of women in the novel “Pride and Prejudice”.	15
99	3	Discuss the aptness of the title “Pride and Prejudice”.	15
100	3	Critically comment on the title of the novel, “Pride and Prejudice”	15

101	3	Society and Social class are the major themes in "Pride and Prejudice".	15
102	3	Hardy's 'The Mayor of Casterbridge' is a tragedy of character- Justify.	15
103	3	Henchard's heroic tragic flaw is related to Hardy's theme of how a person's inner character traits interact with blind Fate- Comment.	15
104	3	Bring out the significance of the subtitle 'The Life and Death of a Man of Character', in the novel.	15
105	3	Explore the main themes in Hardy's 'The Mayor of Casterbridge'.	15
106	3	Hardy's novel portrays the bleak and unyielding view of the world and man's place in it- Discuss.	15
107	3	How would you sketch the character of Lucetta Templeman. How is she a foil to the other characters in the novel?	15
108	3	Hardy describes "Mr Henchard as a man of strong impulses".Discuss.	15
109	3	Discuss the importance of character and a good reputation in "The Mayor of Casterbridge" and explain how these values are representative of the age.	15
110	3	'The Mayor of Casterbridge' is about one central character and the various vicissitudes that befall him in his life- Comment.	15
112	3	Illustrate the notion of 'Survival of the fittest' in relation to 'The Mayor of Casterbridge'.	15
113	3	Sketch the character of Michael Henchard.	15
114	3	'The Mayor of Casterbridge' tells the story of one man's fall and another's rise. Is this a believable interchange? Discuss.	15
115	3	Critically comment on Hardy's treatment of the female characters in 'The Mayor of Casterbridge'.	15
116	3	Analyse the sale of Susan and Elizabeth-Jane and measure its centrality to the plot.	15
117	3	Consider how Hardy's novel is a critique on propriety.	15
118	4	Do you feel that the concept of increasing "Sweetness and Light" is an adequate description of 'Culture'?-Comment.	15
119	4	Explain Mathew Arnold's views on Hellenism and Hebraism.	15
120	4	How according to Arnold is the pursuit of perfection, the pursuit of Sweetness and Light? Discuss.	15
121	4	To Arnold, Culture is a process, "Not a having and a resting, but a growing and a becoming"- Discuss.	15
122	4	Describe how Arnold defends 'Culture' as a 'Study of Perfection'.	15
123	4	Evaluate Arnold's understanding of 'Culture'.	15
124	4	Examine the Arnoldean term Hellenism and Hebraism.	15
125	4	Describe Arnold's definitions of 'Culture'.	15
126	4	What benefit does Culture provide according to Arnold? Has Arnold followed the prescription of Culture to "see the best in everyone" in his own criticism.	15
127	4	What are the distinguishing features of Hellenism and Hebraism.	15

128	4	According to Arnold, what causes history to move forward? How does Arnold use this view to create a taxonomy of Culture?	15
129	4	Explain the importance of <u>Culture and Anarchy</u> .	15
130	4	Compare and contrast Hellenism and Hebraism.	15
131	4	What is Culture according to Arnold in his book <u>Culture and Anarchy</u> .	15
132	4	Illustrate the key arguments of Wollstonecraft in her treatise.	15
133	4	Discuss Wollstonecraft's views on education.	15
134	4	Wollstonecraft criticized the arbitrary, traditional foundation of male power over women and called for greater fairness based on reason and a theory of gender equality- Illustrate.	15
135	4	How does Wollstonecraft subvert traditional gender norms in <u>A Vindication of the Rights of Women</u> .	15
136	4	Discuss the pre-eminence of reason and rationality in Wollstonecraft's <u>A Vindication of the Rights of Women</u> .	15
137	4	Attempt a literary analysis of Wollstonecraft's treatise <u>A Vindication of the Rights of Women</u> .	15
138	4	Explore Wollstonecraft's criticism of women in <u>A Vindication of the Rights of Women</u> . How does she propose to improve the condition of women?	15
139	4	Discuss the theme of Mary Wollstonecraft's essay <u>A Vindication of the Rights of Women</u> .	15
140	4	<u>A Vindication of the Rights of Women</u> is Wollstonecraft's fundamental work where she outlines feminism and her views on the rights of women-Discuss.	15
141	4	Explore the core of Wollstonecraft's argument for equality between men and women. What power do men and women possess that makes them equal?	15
142	4	Explain the revolution Wollstonecraft calls for in <u>A Vindication of the Rights of Women</u> .	15
143	4	Establish the overall argument of Wollstonecraft's <u>A Vindication of the Rights of Women</u> .	15
144	4	Write an appreciation of Mary Wollstonecraft as a feminist.	15
145	4	What are some of the ways that Wollstonecraft thinks can improve women's place in the world? Explain with examples from the text?	15
146	4	Elaborate on the major tenets of Mary Wollstonecraft's <u>A Vindication of the Rights of Women</u> .	15
147	4	Discuss Mary Wollstonecraft's essay <u>A Vindication of the Rights of Women</u> as a feminist manifesto.	15

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II Semester Subject: ENGLISH

Title: 19th Century English Literature

Time: 3 Hours

Max Marks: 70

PART-A

I. Annotate TWO of the following

2x5=10

1. When she I loved looked every day,
Fresh as a rose in June,
I to her cottage bent my way,
beneath an evening moon.
2. And by came an Angel who had a bright key,
And he opened the coffins & set them all free;
3. Wild Spirit, which art moving everywhere;
Destroyer and preserver; hear, oh hear!
4. That piece a wonder, now; Fra Pandolf's hands
How such a glance came there; so, not the first

PART-B

II. Answer ONE of the following

1x15=15

1. How did the French Revolution influence the literature of the age?
2. What are the salient features of the Romantic Movement in English literature?
3. Compare and contrast the Romantic and the Victorian poets.

PART-C

III. Answer ONE of the following

1x15=15

1. Describe the characteristics of 'Songs of Innocence' with reference to William Blake's 'The Chimney Sweeper'.

2. "Lucy" was the inspiration for the poet's creativity- Discuss.

3. Critically comment on Browning's portrayal of the Duke in the poem "My Last Duchess".

PART-D

IV. Answer ONE of the following

1x15=15

1. How are Elizabeth's wit, intelligence and independence presented in the novel? In what ways, during the course of the novel is she the victim of her own attributes?
2. Hardy's 'The Mayor of Casterbridge' is a tragedy of character- Justify.
3. Critically comment on Hardy's treatment of the female characters in 'The Mayor of Casterbridge'.

PART-E

V. Answer ONE of the following

1x15=15

1. Do you feel that the concept of increasing "Sweetness and Light" is an adequate description of 'Culture'?-Comment.
2. According to Arnold, what causes history to move forward? How does Arnold use this view to create a taxonomy of Culture?
3. Wollstonecraft criticized the arbitrary, traditional foundation of male power over women and called for greater fairness based on reason and a theory of gender equality- Illustrate.