

STELLA MARIS COLLEGE (AUTONOMOUS) CHENNAI 600 086
(For candidates admitted from the academic year 2011-12 & thereafter)

SUBJECT CODE: 11EL/PC/SH44
M. A. DEGREE EXAMINATION, APRIL 2015
BRANCH VII – ENGLISH
FOURTH SEMESTER

COURSE : CORE

PAPER : SHAKESPEARE

TIME : 3 HOURS

MAX. MARKS: 100

I Choose one passage and answer the question that follows:

(25 marks)

a. HAMLET:

To die, to sleep—
No more—and by a sleep to say we end
The heartache and the thousand natural shocks
That flesh is heir to—'tis a consummation
Devoutly to be wished! To die, to sleep.
To sleep, perchance to dream—ay, there's the rub,
For in that sleep of death what dreams may come
When we have shuffled off this mortal coil,
Must give us pause. There's the respect
That makes calamity of so long life.
For who would bear the whips and scorns of time,
The oppressor's wrong, the proud man's contumely,
The pangs of despis'd love, the law's delay,
The insolence of office, and the spurns
That patient merit of the unworthy takes,
When he himself might his quietus make
With a bare bodkin? who would these fardels bear,
To grunt and sweat under a weary life,
But that the dread of something after death,—
The undiscover'd country, from whose bourn
No traveller returns,—puzzles the will,
And makes us rather bear those ills we have
Than fly to others that we know not of?

What instigates Hamlet to contemplate death? Considering Hamlet's views on death substantiate 'death' as a key element in the play *Hamlet*.

OR

b. PROSPERO

Abhorrèd slave,
Which any print of goodness wilt not take,
Being capable of all ill! I pitied thee,
Took pains to make thee speak, taught thee each hour

One thing or other. When thou didst not, savage,
 Know thine own meaning, but wouldst gabble like
 A thing most brutish, I endowed thy purposes
 With words that made them known. But thy vile race,
 Though thou didst learn, had that in 't which good natures
 Could not abide to be with. Therefore wast thou
 Deservedly confined into this rock,
 Who hadst deserved more than a prison.

CALIBAN

You taught me language, and my profit on 't
 Is I know how to curse. The red plague rid you
 For learning me your language!

PROSPERO

Hag-seed, hence!
 Fetch us in fuel. And be quick, thou 'rt best,
 To answer other business. Shrug'st thou, malice?
 If thou neglect'st or dost unwillingly
 What I command, I'll rack thee with old cramps,
 Fill all thy bones with aches, make thee roar
 That beasts shall tremble at thy din.

CALIBAN

No, pray thee.
(aside) I must obey. His art is of such power,
 It would control my dam's god, Setebos,
 And make a vassal of him.

PROSPERO

So, slave, hence!

Why would Prospero keep Caliban as his servant even when he despises him?
 Considering 'language' as a powerful tool of oppression, discuss aspects of colonialism as seen
 in the play.

II Answer the following in about 1000 words: (25 marks)

- a. Discuss Shakespeare's treatment of 'madness' in the play *Hamlet*. Examine whether Hamlet's 'feigned madness' is inevitable to the construction of the plot.

Or

- b. Comment on the major theme of the play *The Tempest*. Also examine the significance and appropriateness of the symbols and images used in the play.

III Answer any TWO of the following in about 1000 words each: (2x25=50 marks)

- a. The emphasis in romantic comedy is upon youth, courtship, love and marriage. Analyse in detail.
- b. Examine Shakespeare's portrayal of history in his plays and discuss how they befit the Elizabethan audience.
- c. Attempt a detailed study of the problems examined by Shakespeare in his "problem plays" that were pertinent to the Jacobeans.
- d. What traits and issues does Shakespeare reinforce in his exploration of Roman heroes? Examine in detail.
