

Ex/CL/UG/3.2/19/2017

**BACHELOR OF ARTS EXAMINATION, 2017**

**(2nd Year, 3rd Semester)**

**COMPARATIVE LITERATURE**

**Course - CL/UG/3.2**

**(Literatures of the Renaissance in Europe)**

Full Marks : 30

Time : Two Hours

*All questions carry equal marks.*

Answer all questions either in English or in Bangla,  
but all *three* in the same language.

1. (a) Rabelais and Montaigne's views on the aims, methods and outcome of formal education posit them as ideal exponents of Renaissance Humanism. Do you agree? Answer with close reference to the texts.

*Or;*

- (b) Elizabethan sonneteers have been instrumental in problematizing courtly love, thereby transforming it into a more physical and tangible expression of human emotions. Comment critically with reference to the sonnets you have studied.

[*Turn over*]

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2. (a) Both Rabelais and Milton are versatile chroniclers of their times in their attempt to establish a Golden Age of peace and harmony by redefining education and knowledge. Do you agree? Discuss with close textual references to the texts you have studied as part of the course.

*Or;*

- (b) From the perspective of humanism, to what extent can Shakespeare's *Macbeth* be read as a response to Machiavelli's most controversial models for effective rule? Answer citing relevant references from both the texts.
3. (a) Renaissance humanism featured in Spanish literature in the anonymous picaresque novel *Lazarillo de Tormes* and the novel purposefully creates the new man waking up to his potential and learning to take responsibility for his actions. Discuss with reference to the text.

*Or;*

- (b) With his mind fixed on the future, the individual emerging during the Renaissance would soon turn inward to find the necessary resources to write from the perspective of individual human actions. Comment critically with close reference to at least three authors studied in this course.