

Govt PG College Ambala Cantt.
Course File (Session 2023-24)
Name of Assistant Professor: Barjinder Singh
COURSE-II: LITERATURE IN ENGLISH: 1660-1798 (Part-I)

Max. Marks : 80

Time : 3 Hours

Note: (To be printed in the question paper)

1. Besides Question No. 1, which is compulsory, a candidate shall choose one question from each of the four units, attempting five questions in all.
2. Each of the 5 questions carries 16 marks.

Note for Paper-Setters:

1. The paper-setter will set 9 questions in all.
2. Question No. 1 shall consist of four short answer type questions evenly spread over the whole syllabus. Each of the answers should be of about 100-150 words. There will be no internal choice in this question.
3. Two questions will be set from each unit.

Unit-I John Dryden : *Absalom and Achitophel*. Alexander

Unit-II Pope : *The Rape of the Lock*.

Unit-III William Congreve : *The Way of the World*.

Unit-IV Richard Sheridan : *The School for Scandal*.

BOOKS RECOMMENDED:

1. Bonamee, Dobree. *Restoration Comedy*.
2. John, Lofties, ed. *Restoration Drama: Modern Essays in Criticism*.
3. Ian, Jack. *Augustan Satire*.
4. Hugh, Walker. *Satire and Satirists*.
5. Ford, Boris, ed. *From Dryden to Johnson, The New Pelican Guide to English Literature, Vol.4*
6. Brower, Reuben Arthur. *Alexander Pope: The Poetry of Illusion*.
7. Hammond, Paul. *John Dryden: A Literary Life*.
8. Winn, James Anderson. *John Dryden and His World*.
9. Morris, Brian, ed. *William Congreve*.
10. Novak, Maximilian. *William Congreve*.
11. Ayling, Stanley. *A Portrait of Sheridan*.
12. Worth, Katharine. *Sheridan and Goldsmith*

Course Objectives for Literature in English: 1660-1798 (Part-I)

Understanding Historical Context:

Gain knowledge about the socio-political, cultural, and literary landscape of the Restoration and Augustan periods (1660-1798).

Analyze how historical events and movements influenced literary production during this time.

Literary Analysis:

Develop skills to critically analyze major works of literature from the period, including texts by John Dryden, Alexander Pope, William Congreve, and Richard Sheridan.

Explore various literary forms such as satire, comedy, and drama, and understand their characteristics and significance in the context of the period.

Close Reading and Interpretation:

Enhance abilities to conduct close readings of literary texts, focusing on themes, characters, language, style, and techniques employed by the authors.

Interpret and evaluate the aesthetic and thematic elements of the selected works, discerning underlying meanings and intentions.

Literary Theory and Criticism:

Familiarize with critical approaches and theoretical frameworks relevant to the study of Restoration and Augustan literature.

Apply theoretical concepts to analyze and interpret literary texts, engaging with perspectives such as satire theory, comedy theory, and historical criticism.

Cultural and Intellectual Engagement:

Examine the portrayal of gender, class, power dynamics, and morality in the literature of the period, and reflect on their relevance to contemporary society.

Explore the intellectual debates, philosophical ideas, and literary movements that shaped the literary discourse of the Restoration and Augustan periods.

Research and Writing Skills:

Develop research skills to locate, evaluate, and utilize secondary sources such as critical essays, scholarly articles, and historical documents.

Enhance writing skills through the production of well-organized, coherent, and analytical essays that demonstrate a deep understanding of the literary texts and their contexts.

Critical Thinking and Interpretive Skills:

Cultivate critical thinking skills by engaging in discussions and debates on key themes, issues, and controversies within Restoration and Augustan literature.

Foster interpretive skills to articulate original and insightful perspectives on the texts, supported by evidence and reasoned argumentation.

Cultural Appreciation and Diversity:

Appreciate the diversity of voices and perspectives represented in Restoration and Augustan literature, including considerations of race, ethnicity, religion, and nationality.

Reflect on the enduring significance and legacy of the literary works studied in relation to broader cultural and literary traditions.

Course Outcomes for Literature in English: 1660-1798 (Part-I)

Historical Awareness and Contextual Understanding:

Demonstrate a comprehensive understanding of the historical, social, and cultural contexts that shaped the literature of the Restoration and Augustan periods.

Analyze the ways in which historical events, intellectual movements, and cultural shifts influenced the literary production of the time.

Literary Appreciation and Interpretation:

Develop a nuanced appreciation for the literary works of John Dryden, Alexander Pope, William Congreve, and Richard Sheridan, recognizing their aesthetic and thematic complexities.

Interpret and evaluate the selected texts through multiple critical lenses, demonstrating sensitivity to the nuances of language, form, and style.

Critical Thinking and Analytical Skills:

Cultivate critical thinking skills by engaging with diverse perspectives and interpretations of Restoration and Augustan literature.

Apply analytical skills to deconstruct and evaluate literary texts, recognizing underlying themes, motifs, and narrative strategies.

Research Proficiency and Scholarly Engagement:

Acquire proficiency in conducting independent research on topics related to Restoration and

Augustan literature, utilizing primary and secondary sources effectively.
Engage critically with scholarly debates and interpretations within the field, demonstrating the ability to synthesize and evaluate diverse perspectives.

Effective Communication and Writing Skills:

Communicate ideas effectively through clear, coherent, and well-structured written and oral presentations.

Develop advanced writing skills, including the ability to craft persuasive arguments, articulate nuanced interpretations, and adhere to academic conventions.

Cultural and Ethical Awareness:

Reflect on the cultural, ethical, and moral dimensions of literary texts from the Restoration and Augustan periods, including representations of power, gender, and morality.

Consider the ethical responsibilities of literary interpretation and criticism, recognizing the impact of cultural biases and perspectives on textual analysis.

Lifelong Learning and Intellectual Curiosity:

Foster a lifelong appreciation for literature and the humanities, recognizing its enduring relevance to contemporary life and society.

Cultivate intellectual curiosity and a desire for continued exploration and engagement with literary texts, critical theories, and cultural discourses beyond the classroom.

Lesson Plan (Odd Sem, 2023-24)

Paper II

Class: MA English Literature in English (1660-1798) Part I

Date	Topics
Week 1	Introduction to English Literature (1660-1798)
Week 2	Introduction to John Dryden
Week 3	Absalom and Achitophel
Week 4	Continued.
Week 5	Alexander Pope
Week 6	The Rape of the Lock: Text
Week 7	Critical aspects of Pope
Week 8	The Rape of the Lock as a mock epic poem
Week 9	The Way of the world
Week 10	Reading of the text
Week 11	Revision and important discussion points
Week 12	The School for Scandal
Week 13	Reading of the text: The School for Scandal
Week 14	important discussion points: The School for Scandal
Week 15	Revision