

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.

Daniel Defoe: *Robinson Crusoe* .:

Henry Fielding: *Joseph Andrews*:

Joseph Addison and Steele "The Aims of *The Spectator*", "Female Orators", "Sir Roger at the Assizes" "Milton –I", " "Milton –II"::

"The Spectator's Club", "Duelling": "The Vanity of Human Wishes", "London"

(ii) Richard Steele

Unit-IV: Samuel

Johnson

BOOKS RECOMMENDED

1. Lannering, J. *Studies in the Prose Style of Joseph Addison*
2. Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding.*
3. Ellis, F.H., ed. *Twentieth Century Interpretations of Robinson Crusoe.*
4. Ford, Boris, ed. *From Dryden to Johnson. The New Pelican Guide to English Literature, Vol. 4.*
- 5 Rogers, Pat. *Samuel Johnson.*
- 6 Hudson, Nicholas. *Samuel Johnson and Eighteenth Century.*
- 7 Bloom, Edward. *Addison and Steele: The Critical Heritage.*
- 8 Battestin, Martin C and Ruth Battestin. *Henry Fielding: A Life.*
- 9 Rawson, Claude. *Henry Fielding and the Augustan Ideal Under Stress*

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

In-depth Analysis of Major Works:

Engage in a detailed study of significant literary works from the latter half of the 17th and 18th centuries, including Daniel Defoe's "Robinson Crusoe," Henry Fielding's "Joseph Andrews," Joseph Addison's essays from "The Spectator," Richard Steele's contributions to "The Spectator," and Samuel Johnson's poems "The Vanity of Human Wishes" and "London."

Explore the thematic, stylistic, and narrative intricacies of each text, considering their historical, cultural, and intellectual contexts.

Authorial Styles and Techniques:

Examine the distinctive styles and narrative techniques employed by Daniel Defoe, Henry Fielding, Joseph Addison, Richard Steele, and Samuel Johnson in their respective works.

Analyze the ways in which these authors innovate within established literary forms, contributing to the development of novelistic, essayistic, and poetic traditions.

Critical Appreciation and Interpretation:

Develop critical appreciation for the literary achievements of Defoe, Fielding, Addison, Steele, and Johnson, evaluating their contributions to the literary canon of the Restoration and Augustan periods. Interpret and evaluate the texts through close reading, identifying recurring themes, motifs, and rhetorical strategies employed by the authors.

Cultural and Intellectual Contexts:

Situate the selected works within their broader cultural, intellectual, and socio-political contexts, considering the influence of Enlightenment thought, social reform movements, and shifting attitudes towards morality, gender, and society.

Explore the ways in which literature reflects and responds to the cultural and intellectual currents of its time, fostering a deeper understanding of the period's ideological debates and social dynamics.

Literary and Philosophical Engagement:

Engage critically with the philosophical and ethical dimensions of the texts, examining their treatment of themes such as individualism, virtue, vice, social order, and human nature.

Reflect on the enduring relevance of the literature of this period to contemporary discussions on morality, identity, and society.

Research and Analytical Skills:

Develop research skills through the exploration of secondary sources, critical essays, and scholarly interpretations of the selected texts.

Enhance analytical skills by synthesizing diverse perspectives and constructing well-supported arguments in written and oral presentations.

Communication and Writing Proficiency:

Refine communication skills through the articulation of complex ideas, arguments, and interpretations in written essays and class discussions.

Demonstrate proficiency in academic writing, including the ability to formulate clear, coherent, and persuasive arguments supported by textual evidence and critical analysis.

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

Advanced Literary Analysis:

Demonstrate advanced skills in literary analysis by critically evaluating the themes, characters, and narrative techniques employed in the selected works of Daniel Defoe, Henry Fielding, Joseph Addison, Richard Steele, and Samuel Johnson.

Apply theoretical frameworks and critical perspectives to deepen understanding and appreciation of the texts, engaging with debates in literary theory and criticism.

Historical and Cultural Insight:

Gain insight into the social, political, and cultural dynamics of the Restoration and Augustan periods through the study of literature, exploring how historical events and intellectual movements shaped literary production.

Analyze the ways in which the selected texts reflect and respond to the cultural anxieties, social values, and intellectual currents of their time.

Critical Thinking and Interpretive Proficiency:

Develop advanced critical thinking skills by interrogating the texts from multiple perspectives, considering their ideological implications, and questioning underlying assumptions.

Demonstrate interpretive proficiency by generating original insights and interpretations that go beyond surface-level analysis, engaging with the texts in a nuanced and sophisticated manner.

Ethical and Philosophical Reflection:

Reflect critically on ethical dilemmas and philosophical inquiries raised by the literature of

the period, considering questions of morality, virtue, human agency, and social justice. Explore how the selected works contribute to broader philosophical discussions and ethical debates, fostering a deeper understanding of the complexities of human experience.

Interdisciplinary Engagement:

Foster interdisciplinary connections by exploring the intersections between literature and other disciplines such as history, philosophy, sociology, and cultural studies.

Recognize the ways in which literature both reflects and influences broader intellectual and cultural movements, enriching interdisciplinary perspectives on the period.

Research Proficiency and Scholarly Engagement:

Develop advanced research skills by conducting independent inquiries into topics related to Restoration and Augustan literature, demonstrating familiarity with primary sources and engaging critically with secondary scholarship.

Contribute to scholarly discourse through the production of original research papers, conference presentations, or critical essays that advance understanding of the literature of the period.

Cultural Appreciation and Diversity:

Appreciate the diversity of voices and perspectives represented in Restoration and Augustan literature, recognizing the contributions of marginalized or underrepresented authors and characters.

Critically examine issues of gender, class, race, and identity in the literature of the period, fostering a deeper understanding of the complexities of cultural representation and power dynamics.

Lesson Plan (Even Sem, 2023-24)

Paper VII

Course: MA English Literature in English (1660-1798) Part II

Date	Topics
Week 1	Introduction to English Literature (1660-1798)
Week 2	Daniel Defoe: Robinson Crusoe
Week 3	Robinson Crusoe Text
Week 4	Robinson Crusoe: Critical aspects
Week 5	Joseph Andrews: Text
Week 6	Continued
Week 7	Critical aspects of Fielding Novels
Week 8	Joseph Addison
Week 9	Continued
Week 10	Richards Steele
Week 11	Critical aspects of essays
Week 12	Samuel Johnson's The Vanity of Human Wishes
Week 13	Reading of the text: London
Week 14	important discussion points: Johnson
Week 15	Revision