

DEPARTMENT OF ENGLISH
CENTRAL UNIVERSITY OF JAMMU

Semester: British Fiction (18th TO 20TH CENTURY)

Course: PGECL1C007T

Course Objective:

To impart a detailed Knowledge on the genre of novel. This course deals with the rise of the British novel from the 18th to the 20th century. The students will be introduced to the major stages in the development of the novel as a distinct genre; epistolary, picaresque, gothic, historical, sensibility, social, regional, and stream of consciousness novels will be analyzed to understand the social reality inherent in a novelistic view. Fundamental conceptual issues, related forms and narratives will be studied to see how they function in the novel as opposed to other genres (Romance, Realism, Epic plot, Character, Omniscient narration/Point of view/authorial Intent, Bildungsroman, Satire, Parody, Fictionality/Historiography, Novella, Short story, Chap books, Burlesque, Belles lettres, Dialogism/Monologism, Heteroglossia/Monoglossia, Carnavalesque etc.)

Teacher In-charge:

Dr Neena Gupta Vij

LECTURE PLAN

UNIT I

	DAY/WEEK	Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
July Week I and II	I 14	Unit I <ul style="list-style-type: none"> • Novel as a genre/ what is a novel? • Definition and features • Development of the novel form 	1 Hour	Ian Watt, <i>The Rise of the Novel</i>
	II/ 15	Unit I <ul style="list-style-type: none"> • The precursors of the novel • From Renaissance literature to the Eighteenth century 	1 Hour	Walter Allen, <i>The English Novel.</i>

	III/	<ul style="list-style-type: none"> The Eighteenth Century Background of the novel 	1 Hour	Andrew Sanders, <i>A History of English Literature</i>
	IV/	IV <ul style="list-style-type: none"> The Mediaeval Romance Development of prose, character writing, exemplary tale, travelogues and the periodical journal Realism versus Romance 	1 Hour	
	V	<ul style="list-style-type: none"> The First Novelists/ Novels Defoe/ Richardson/Fielding/Sterne/Sm olett 	1 Hour	<i>The Cambridge Companion to Eighteenth Century English Literature</i>

	DAY/WEEK	Topic to be Taught	No. Of Hours/Days per Topic	Suggested Reading
III/IV Week	I/20	<i>Joseph Andrews</i> : An Introduction <ul style="list-style-type: none"> Context Henry Fielding 	1 Hour	Henry Fielding. <i>Joseph Andrews</i>
	II/21	<ul style="list-style-type: none"> Preface to <i>Joseph Andrews</i>: Defining the book as a Comic Epic Poem in Prose The Ridiculous and the Burlesque Attacking Hypocrisy and Affectation 	2 ½ Hours	
	III/22	Form and Structure: <ul style="list-style-type: none"> Picareque Parody In Four Books 	1 Hour	Katerina Clark and Michael Holquist. <i>Mikhail Bakhtin</i> .
	IV/23	Book I: Introduction to Characters	1 Hour	

	V/24	The typical traits of the characters The Journey Motif: The Road/ London/ Village	1 Hour	E.M Forster. <i>Aspects of the Novel</i> . London: E Arnold, 1927.
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	DAY/WEEK	Title of the Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
August I/II Week	I/3	Setting the themes: <ul style="list-style-type: none"> • virtue/ reputation • Morality/hypocrisy 	1 Hour	
	II/4	A Social Comedy: <ul style="list-style-type: none"> • Cross section of social characters • A humorous representation of English Society 	1 Hour	.
	III/5	Book II	1 Hour	
	IV/6	The Adventures of Joseph Andrews/ Abraham Adams/ Fanny Goodwill	1 Hour	
	V/7	Book IV	1 Hour	

Screening the Movie: Joseph Andrews V Week Discussion/ Questions	DAY/WEEK	Title of the Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
August III/IV	I/10	Moving towards a Denouement: Introduction of the Wilsons	1 Hour	
	II/11	Discussion:Plot	1 Hour	
	III/12	Discussion: Epic Elements Comic Elements	1 Hour	
	IV/13	Conclusion: Contribution of the Author	1 Hour	Ian Watt. <i>The Rise of the Novel: Studies in Defoe, Richardson, and Fielding.</i>
	V/14	Screening the	2 1/2 Hours	

		Movie: Joseph Andrews		
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	DAY/WEEK	Title of the Topic to be Taught	No. of Hours/ Days per Topic	Suggested Reading
September Week III/IV	I	Discussion/ Questions	1 Hour	
	II	Reading <i>Jane Eyre</i> I: Gateshead The Victorian orphan The gothic elements		
	III	Reading <i>Jane Eyre</i> II: Lowood School mystical/religious elements		
	IV	Reading <i>Jane Eyre</i> III: Thornefield Gothic elements Colonialism of the Caribbean Angel in the House/ demon/other Bildungsroman		Susan Gubar and Sandra Gilbert. <i>Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination</i> . Yale University Press, 2000
	V	Moor House; Marsh House and Ferndean Victorian work ethos, missionary spirit/romanticism Narrative closure: "Reader I married him"- attaining identity and agency		

	DAY/WEEK	Title of the Topic to be Taught	No. of Hours/ Days per Topic	Suggested Reading
October Week	I	Film Show: <i>Jane Eyre</i>		
	II	Charles Dickens:		Thomas L. Jeffers.

I/II		introduction <i>Hard Times</i> : introduction		<i>Apprenticeships: The Bildungsroman from Goethe to Santayana</i> . New York: Palgrave, 2005.
	III	Reading <i>Hard Times</i> I: A fatherless child Victorian childhood Boarding school in Victorian times A male Bildungroman		Charles Dickens. <i>David Copperfield</i> . Jerome H. Buckley, ed. W.W. Norton & Company, 1990.
	IV	Reading <i>Hard Times</i> II: Dickens' unforgettable characters: Clara Copperfield Clara Pegotty Mr. Creakle Betsey Trotwood Edward Murdstone Jane Murdstone Uriah Heep Wilkins Micawber Emily James Steerforth Dora Spenlow Mr. Wickfield Agnes Wickfield		
	V	Themes and Symbols: Marriage Beauty and morality Education Charity Class and wealth Sea/flowers		

	DAY/WEEK	Title of the Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
October Week III/IV	I	A film on Charles Dickens		<ul style="list-style-type: none"> Barry Westburg: <i>The Confessional Fictions of Charles Dickens</i>. DeKalb: Northern Illinois

				University Press, 1977.
II	Unit IV • <i>Lord of the Flies</i>			
III	School and education as motif in children's fiction			
IV	• Reading <i>Lord of the Flies</i> . I • Plot structure of novel			<i>Bloomsbury Guide to Lord of the Flies</i>
V	<i>Lord of the Flies</i> -Movie Session			

DAY/WEEK	Topic to be Taught	No. Of Hours/Days per Topic	Suggested Reading
I/20	• Reading <i>Lord of the Flies</i> II •		
II/21	• Reading <i>Lord of the Flies</i> III		
III/22	• Reading <i>Lord of the Flies</i> IV		
IV/23	• Reading /Discussion		
V/24	• Conclusion		

DAY/WEEK	Title of the Topic to be Taught	No. of Hours/Days per Topic	Suggestive Reading
November Week I/II	Unit V <i>Mrs Dalloway</i> :	1 Hour	Virginia Woolf A <i>Room of One's Own</i>

		Introduction: The modernist novel and Virginia Woolf		Virginia Woolf, <i>The Common Reader</i>
	II	Reading <i>Mrs Dalloway</i> I: stream of consciousness direct/indirect speech mode of narration indirect interior monologue omniscient description soliloquy	1 Hour	Virginia Woolf, <i>Mrs Dalloway</i> . Oxford University Press, 2009
	III	The psychological novel Reading <i>Mrs Dalloway</i> II: Sir William James, Dorothy Richardson the modernist techniques;	1 Hour	David Dowling, <i>Mrs Dalloway: Mapping Streams of Consciousness</i> . Twayne Publishers, 1991.
	IV	Reading <i>Mrs Dalloway</i> III: Septimus Smith, the war motif; the context of world war I; The party motif The merging of the past, present and future	1 Hour	
	V	Concluding Lecture: Relationships in <i>Mrs Dalloway</i> Class Structure, before and after the war Clarissa and Septimus Smith	1 Hour	

November Week III	DAY/WEEK	Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
	I	<i>Mrs. Dalloway</i> - <i>Screening I</i>	1 Hour	
	II	<i>Mrs. Dalloway</i> - <i>Screening II</i>	1 Hour	

	III	Discussion	1 Hour	
	IV	Presentations	1 Hour	
	V	Presentations	1 Hour	