RESTORATION TO THE AGE OF SENSIBILITY (1660-1788):
FICTION & NON-FICTIONAL PROSE

This course description tries to set out as clearly as possible the following aspects of the course:
(a) expectations
(b) learning outcome
(c) skill outcome
(d) deadlines
(e) evaluation
(f) methodology
(g) communication

(a) **Expected behaviour**: This is a core course taught as part of the curriculum of the postgraduate students. Accordingly, a certain level of maturity of behaviour is expected from them both inside and outside of the classroom. The following three rank as the most important ones.

(i) The principle of non-interference or non-disruption ranks as the highest of all the expected behaviours in this course. This means that no one should create any kind of nuisance or disturbance leading to impediment of academic progress and general development of another student or dissemination of learning by the teacher.

(ii) Within the academic arena, two of the most important expectations are the student's preparedness for each class and her academic honesty and integrity. Since the business of each class is posted on Course Plan and Progress Google doc well ahead of the scheduled class and it is also often broadcast on Remind.com, it is expected that each day's required preparation will be completed by the students before the commencement of the class.

(iii) Among the logistic expectations, the one regarding **silently** entering [or leaving] the classroom remains of top priority. DO NOT STOP at the threshold of the classroom and ask permission to enter the classroom.

(iv) Finally, the classes are not meant to be recorded and transmitted in any recorded and retrieved form. The role of the teacher in this course is not to deliver a set of information or content. Rather the classroom is expected to become a space or a prototype where the students (along with their teacher) learn and practise the act of humanistic deliberation and engagement.

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(b) **Learning outcome**:

This survey course of fiction and non-fictional prose of the long eighteenth century aims to offer a representative selection of fiction and non-fictional prose practised during the period. The course proposes to be representative in two different ways. First, it proposes to introduce some of the major formal developments of prose that occurred during the long eighteenth century. Second, the course also proposes to introduce some of the major ideas in circulation in the period and the thinkers who introduced them. Therefore, the course can be partly considered a survey in both the literary as well as intellectual history of England during the long eighteenth century.

After studying the following texts in the four subunits, students will gain an overview of certain aspects of the development of English prose in the Eighteenth century. The choice of texts are in no

way representative but are supposed to be supplemented by reading of various other texts as complementary coverage; unfortunately, which cannot be done within the limited scope of the syllabus of the course.

a.   **Unit I Fiction (at least two authors)**
    i.   Sub-unit-1: *Oroonoko*. Aphra Behn. (1688)
Issues in focus:
(a)Race (b)Gender(c)Slavery (d)Truth and fiction (e)Royalty and political allegory (f) Genre

    ii. Sub-unit-2: *The Life and Adventures of Robinson Crusoe*. Daniel Defoe. (1719)
Issues in focus:
   (a) Self-discovery
   (b) Protestant ethics
   (c) Nature, mastery and property
   (d) Repentance
   (e) Genre
   b.   **Unit II Non-fictional prose (at least two authors)**
       i.   Sub-unit-1: One book
   a.   Joseph Addison. *The Pleasures of Imagination.*(1711)

       ii.   Sub-unit-2: Three essays
   a.   *"Of The Standard of Taste"*. David Hume. (1757)
       [Suggested annotated resources "Of the Standard of Taste" by David Hume ,but any other standard edition can also be used.]
   b.   Part V. *On the Sublime and Beautiful*. Edmund Burke. (1757) [Annotated text of Adam Phillips edited 1990 OUP edition is preferable]
   c.   Discourse I. from *Seven Discourses on Art*. Joshua Reynolds. (1769) [Link to Google Book of 1778 edition]

Course-specific reading list, assignments and assessment schedule and day-by-day plan and schedule for the course will be available during the teaching semester at the course website.

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(c) **Skill outcomes**:
   I.   Will be able to read (both the content and the form/format) eighteenth-century prose independently.
   II.   Will be able to place these and other eighteenth-century texts within the intellectual and literary history of the period.
   III. Will be able to identify the specific features of the eighteenth-century prose writing from the texts in the syllabus and later identify them in similar other writings from this period. By extension, they should be able to distinguish eighteenth-century prose style from different kinds of prose from other periods.

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(d) **Evaluation**:

Check the University of Kalyani academic calendar, ([Link](#))

- First Internal assessment will be held on
    - **Date and time**: **4 January, Thursday, from 11:30 to 12:30 and 13:00 to 14:00** * groups will be notified approximately a fortnight ahead of the test
    - **Syllabus**: The test will be on Unit II: Sub-unit I
    - **Format:** Students will be required to explain and comment on the excerpts from the texts in this sub-unit
    - **Marks: 20:** Four excerpts to be explained and commented; each carrying 5 marks (1+3+1=5)

- Second Internal assessment will be held on
    - **Date and time**: **22 February, Thursday, from 11:30 to 12:30 and 13:00 to 14:00** * groups will be notified approximately a fortnight ahead of the test
    - **Syllabus**: The test will be on Unit II: Sub-unit II
    - **Format:** Students will be required to explain and comment on the excerpts from the texts in this sub-unit
    - **Marks: 20:** Four excerpts to be explained and commented; each carrying 5 marks (1+3+1=5)

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(f) **Methodology:** This course will be structured as an incremental learning module constituted of 4 X 4-week learning credits (i.e. approximately 15 weeks). This will become clearer in the course progress plan.

(i) Regularity is the most important factor in successful completion of a course in semester mode. More so because we follow the above method of repeatedly returning to a text, rather than reading it in an exhaustive manner at one go.

(ii) Rather than focussing on the topics important for the end-sem exam, immerse yourself in the text; reference materials and class discussions are only supplementary to your own reading and understanding.

(iii) Your writing will be tested in both the mid-sem and end-sem examinations of this course. So get into the habit of regular writing in *your own words.* If you simply reproduce someone else's writing and opinion, however good and scholarly that writing is, that does not reflect your learning. Hence use this course as an opportunity to get into this skillful habit that will be immensely beneficial to you also in the long run. If you are interested or curious to create a habit of regular writing contact me for further advice.

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(g) **Communication**: Course-specific reading list, day-by-day plan and schedule for the course will be available during the teaching semester at [Course Website](#)

Feel free to ask any question on the topic we are discussing or have already discussed. Further, you can drop by after the class during the office hours for any further clarification. Otherwise, you can always email me at dhrubas@klyuniv.ac.in with any academic query or advice. I usually respond within 24 hours.

Official channel of communication for this course is Remind.com. Use the following link https://www.remind.com/join/2022cor104 to join the specific channel for the course. Please ensure you have access to the App/web version of it. If you foresee any problem regarding accessing Remind.com, contact the teacher at the beginning of the course for an alternative mode.

I look forward to spending the next four months with you in this course in the most fruitful manner for all of us.

Best of luck!

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