Version No:
Approval Date: Sem 3

CHINMAYA

Detailed Textual Study: *The Rape of the Lock; Gulliver's Travels*

Programme(s) in which it is offered: B.A.B.Ed. English

Course Category: Core	Schedule of Offering: Odd
Course Credit Structure: 4	Course Code: ENG2114
Total Number of Hours: 45	Contact Hours Per Week: 4
Lecture: 4	Tutorial: 0
Practical: 0	Medium of Instruction: English
Date of Revision: 18-3-2021	Skill Focus: Life Skills
Short Name of the Course: DTSR	Course Stream *(Only for Minor Courses)*: n/a
Grading Method: Regular	Repeatable: Credit/Audit/Repeatable
Course Level: Beginner	

Course Description

This course is a 'Detailed Textual Study' course, one of the Core courses under the B.A.B.Ed. English Literature programme. It is thus intended to guide students through a close reading and analysis of specific landmark texts from English literature. The specific course detailed here aims to acquaint students closely with two important texts of English literature: *The Rape of the Lock*, a mock-epic poem by Alexander Pope, and *Gulliver's Travels*, the famous prose satire by Jonathan Swift.

Course Introduction

Alexander Pope's influence on English literature and language is probably second only to Shakespeare. After all, this is a writer who, according to Samuel Johnson, "tuned the English tongue" through his translation of the *Iliad*. Certainly, he was a literary figure who towered above most others of his own era, and the embodiment of the Neo-Classical Age of English Literature. *The Rape of the Lock*, a mock-heroic narrative poem, is probably his best-known work of poetry, and aptly showcases his wit, humour, and biting satire.

Jonathan Swift, a contemporary of Pope's, is best known through his prose satire popularly called *Gulliver's Travels*, though his body of literary work includes many other books that

support the idea that he is the foremost English prose satirist. As per Swift himself, Gulliver's Travels was written "to vex the world rather than divert it", and although it has somewhat strangely found renewed popularity in recent decades as a children's story, it remains one of the great satirical masterpieces of English literature, popular with all audiences.

Together, Pope and Swift represent the best of wit and satire in English Literature. In their hands, the pen was indeed mightier than the sword, almost literally: they knew how to wield their pens to cut, thrust and exploit weaknesses. Yet, we must not forget that, through their writing, they created rather than destroyed: they were creators who built amazing worlds and narratives, and delighted their readers by speaking directly to their intellects.

Course Objective

1. Enable students to understand the theme, narrative and literary value of *The Rape of the Lock*, and analyse and discuss these in detail.
2. Enable students to understand the general plot and themes of *Gulliver's Travels*, as well as analyse and discuss these in detail.
3. Equip students with the discursive tools to discuss *The Rape of the Lock* and *Gulliver's Travels* in the context of the life, times, and other works of Alexander Pope and Jonathan Swift, and to study them as important works in the genre of satire.
4. Enable students to appreciate both these texts against the backdrop of the entire body of English literature in general, and the Neo-Classical Age in particular.

Course Outcome

At the end of this course, learners will be able to:

1. Describe the narrative progression and themes of the poem *The Rape of the Lock*.
2. Describe the narrative progression and themes of the prose satire *Gulliver's Travels*.
3. Recognise and critically analyse characters and key lines from both these texts.
4. Critically appreciate and analyse the literary style and use of language in both these texts.
5. Explain the relative position of both these texts in the context of their Age, and also in the context of other works written by Alexander Pope and Jonathan Swift.
6. Explain the relevance and importance of these texts in the genre of satire.

PO-CO Mapping

PO-CO Mapping Matrix

CO/PO Mapping	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	✓	✓							
CO2	✓	✓	✓	✓	✓				
CO3	✓		✓	✓	✓				
CO4			✓	✓	✓				
CO5			✓				✓		
CO6			✓	✓			✓		

Prerequisites and other constraints

Since this course will be taught in English, students taking this course must be comfortable with reading, writing, listening, and speaking in English, that is, they must be able to read and understand papers and critical essays written in English, and be able to discuss and debate the ideas proposed therein. Students must be willing to actively engage in discussing their reading and their own analyses in class. There are no other prerequisites.

Pedagogy

The teaching in this course will be through a combination of lectures and classroom discussions. The instructor will introduce concepts and reading material, drawing attention to various facets of writing style and language in the selected texts, and highlighting the unique features of the texts that make them so successful and celebrated. Students will be expected to read sections of the texts and make presentations in class, followed by individual or group analysis.

Suggested Reading:

Primary Texts:

1. Swift, J. (2005). *Gulliver's Travels (Oxford World's Classics)*. Oxford University Press
2. Pope, A. (2003). *The Rape of the Lock*. Routledge

Recommended Reading:

1. Nichol, D. W. (Ed.). (2016). *Anniversary Essays on Alexander Pope's 'The Rape of the Lock'*. University of Toronto Press.
2. Bloom, H. (Ed.). (2009). *Jonathan Swift's Gulliver's Travels (Bloom's Modern Critical Interpretations)*. Infobase Publishing.

3. Smith, F. N. (Ed.). (1990). *The Genres of Gulliver's Travels*. University of Delaware Press.
4. Rousseau, G. S. (Ed.). (1969). *20th-century Interpretations of 'The Rape of the Lock'*. Prentice-Hall.

Evaluation Pattern

Analytical and critical ability, as well as the ability to express opinions clearly and concisely, are extremely important for this course, and hence group discussions and class presentations constitute a crucial evaluation component here. Individual progress will be measured through quizzes, assignments, a term paper, and a mid-term examination.

Evaluation Matrix

	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
Continuous Internal Assessment (CIA) Components*	Quizzes (5x)	10 % 0f CIA Marks	3	Fortnightly	1, 2, 3, 5
	Mid-Semester Examination	20% of CIA Marks	6	Week 8	1, 4, 5
	Group discussion	10% of CIA Marks	3	Week 14	3
	Class Presentations (2x)	20% of CIA Marks	6	Week 3; week 11	1, 2
	Assignments (2x)	20% of CIA Marks	6	Week 6; Week 10	4, 6
	Term Paper	20% of CIA Marks	6	Week 13	1, 2, 3
	CIA Marks	**100 % (To be converted to 30% of course total)**	**30**	---	---
	ESE Marks	**70%**	**70**		

* The assignments involved in CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 30% for Undergraduate courses, 20% for Postgraduate courses and 10% for PhD courses will be reverted for resubmission. The final submission is

subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

Module Sessions

Module 1: *The Rape of the Lock* **(15 Hours)**

- The life and times of Alexander Pope
- Features of Pope's poetry
- Understanding allusion and literary style in The Rape of the Lock
- The background to the poem
- The mock-heroic genre
- Clarissa's speech
- Popular and critical appeal of the poem

Reading:

1. Janssen, D. F. (2019). Rape of the lock: note on nineteenth-century hair fetishists. *History of Psychiatry*, 0957154X19864490.
2. Wani, A. R., & Gupta, A. (2019). Reflection of Modern Women in Pope's 'The Rape of the Lock'. *IJELLH (International Journal of English Language, Literature in Humanities)*, 7(4), 11-11.
3. Sakamoto, T. (2017). 'By Force to ravish or by Fraud betray': The Epic Motif in Pope's 'The Rape of the Lock'. *The Scriblerian and the Kit-Cats*, 50(1), pp.19-20.
4. Wasserman, E. R. (1966). The Limits of Allusion in 'The Rape of the Lock'. *The Journal of English and Germanic Philology*, 65(3), 425-444.
5. Crehan, S. (1997). The 'Rape of the Lock' and the Economy of Trivial Things. *Eighteenth-Century Studies*, 31(1), 45-68.

Activities:

a) Discussion 1: Satire – Then and now

Module 2: *Gulliver's Travels*: Part 1 **(10 Hours)**

- The life and times of Jonathan Swift
- Swift's satire
- Reading 'A Voyage to Lilliput' and 'A Voyage to Brobdingnag'
- The character of Lemuel Gulliver

Reading:

1. Houston, C. (2007). Utopia, Dystopia, or Anti-utopia? Gulliver's Travels and the Utopian Mode of Discourse. *UTOPIAN STUDIES-ST LOUIS-*, 18(3), 425.

2. Patey, D. L. (1991). Swift's satire on "science" and the structure of Gulliver's Travels. *ELH*, 58(4), 809-839.

Activities:

a) Exercise 1: Comparing Gulliver's experiences with other stories of shipwrecks and subsequent adventures

b) Discussion 2: The 'propriety' of Gulliver's actions in Lilliput

Module 3: *Gulliver's Travels*: Part 2 **(8 Hours)**

- Reading 'A Voyage to Laputa'
- Analysing events and themes in the visits to Balnibarbi, Luggnagg, Glubbdubdrib and Japan
- Satire on government and religion

Reading:

1. Orwell, G. (1968). Politics vs. Literature: an examination of Gulliver's Travels (1950). In *Swift* (pp. 192-209). Palgrave, London.
2. Col, N. (2019). True-to-Life History? What the Dead Say in Gulliver's Travels, or: Sensational Disclosures (Gulliver Tells All). In *Reading Swift* (pp. 251-267). Wilhelm Fink Verlag.

Activities:

a) Exercise 2: Re-telling 'A Voyage to Laputa' as a children's story

Module 4: *Gulliver's Travels*: Part 3 **(8 Hours)**

- Reading 'A Voyage to the Houyhnhnms'
- The structure of utopian narratives
- Gulliver's return to England and troubles of adjustment
- Misanthropy in Swift's writing

Reading:

1. Wagner, P. (2019). The Little People in Art: A Note on a Lacuna in the Reception of Gulliver's Travels (Part I). In *Reading Swift* (pp. 599-639). Wilhelm Fink Verlag.
2. Pincus, S. (2018). Gulliver's Travels, Party Politics, and Empire. In *New Perspectives on the History of Political Economy* (pp. 131-169). Palgrave Macmillan, Cham.

Activities:

a) Discussion 3: Women as portrayed in *Gulliver's Travels*

Module 5: Conclusion (4 Hours)

- *The Rape of the Lock* and *Gulliver's Travels* in modern times
- Reviewing the main themes and literary style of *The Rape of the Lock*
- Reviewing the main themes and literary style of *Gulliver's Travels*

Reading:

1. Wagner, P. (1992). Swift's Great Palimpsest: Intertextuality and Travel Literature in 'Gulliver's Travels'. *Dispositio*, 17(42/43), 107-132.

Activities:

Discussion 4: On adaptations of *Gulliver's Travels*