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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | English Language and Literature | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | Medieval English Literature | | |
| Level of study | | | | **☐**Bachelor ☐ Master’s ☐ Doctoral | | |
| Type of course | | | | **☐** Obligatory☐ Elective | | |
| Semester | | | | **☐** Autumn ☐Spring | | |
| Year of study | | | | FIRST | | |
| Number of ECTS allocated | | | | 8 | | |
| Name of lecturer/lecturers | | | | Danijela Petkovic  Sanja Ignjatovic | | |
| Teaching mode | | | | **☐**Lectures **☐**Group tutorials **☐** Individual tutorials  ☐Laboratory work ☐ Project work ☐ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| The purpose of the course is first to introduce the students to literary studies in general, acqainting them with the the basic concepts and issues concerning the origin and function of literature, as well as formal specificities of literary text; and then to present, for close analysis, a number of major works best representing the Anglo-Saxon and the so-called Middle English periods. Studying these texts in class, the students are expected to master elementary terminology, principles and procedures of literary theory and criticism, acquire knowledge about the key works and major features of the literay-historical periods in question, and develop a 'historical sense' crucial to the understanding of contemporary problems and issues. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| The course comprises three major parts . Topics addressed in the introductory sectiona include the relationship of fiction and reality, literature and ideology, the origin of literature in myth, the quest myth and its variants as a criterion distinguishing the four major mythological phases in European history, archetypes of genres, as well as chief narrative strategies and poetic devices (ways and purpose of defamiliarization). The starting point are selected modern poems, plays, stories and essays (Golding, Rushdie, A. Rich, Blake, Stevens, Dostoevsky. Albee, L. Hughes, S. Heaney, A. MacLeod and others), which are examined as formal structures but also in the context of of literary and mythic traditions whose origins are recorded in Classical Greek myths about monster-slayers, (re-worked in Heaney's ' Hercules and Anteus') and literature (tragedy in particular) and in a specific, but comparable manner, in the Anglo-Saxon heroic poetry (the epic Beowulf and the elegies) and Christian poetry. The latter, discussed with reference to rival versions of Christian teaching (Gnostic gospels, Pelagius /Augustine controversy) but also proleptically in terms of Nietzsche's, Jung's and Russell's critique of Christian ethics, provides a connection to the three representative works of the XIV century (*Piers Plowman, Sir Gawain and the Green Knight* and *Canterbury Tales*), in which the official Christian tradition is first subjected to radical critical re-interpretation in English literature. | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| ☐Serbian (complete course) **☐ English** (complete course) ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  ☐Serbian with English mentoring ☐Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | **Final exam** | | | **points** |
| **Activity during lectures** | **10** | | **Written examination** | | | **70** |
| **Practical teaching** |  | | **Oral examination** | | |  |
| **Teaching colloquia** | **20** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |