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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **English Language and Literature (Anglo-American Literature and Culture)** | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | Renaissance 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 | | | | Milena Kalicanin, 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)** | | | | | | |
| Chronologically and thematically the course is a sequell to and build s on the knowledge and skills acquired in the previous term, its overall goal being to develop them further, applying the already defined approach to literature in studying the European humanism and the literature of the English Renaissance. The specific objectives include the students' acquaintance with chief versions of of the european humanist though, as a protomodern utopian models, and their poetic and dramatic transpozitions in the works of representative English authors of the XVI and XVII centuries. In addition to the crucial historical and literary facts about this period the students are expected to acquire or further develop critical awareness, that is, to demonstrate their competence in detecting and explaining ideological differences in in aesthetic, moral, religious/philosophical and political conceptions and choices that characterize particular authors or poetic /dramatic movements and styles. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| The course consists of three major segments. In the first, major Humanist thinkers are introduced (Marsilio Ficino, Leon Ebreo, Castiglione, Bruno; Erasmus, Colet, Luther, Calvin; Machiavelly, More, F. Bacon; B. De Las Casas, Montaign) representing major spheres (philosophy, theology, politics, science) wherein a permanent opposition was established between two antagonistic version of humanism, recognizable in the contemporary context: the inclusionary, holistic, truly democratic, life-oriented and hierarchical, authoritarian, 'power-crazy' conceptions of man and his society. The second part is concerned with the English poetry of XVI i XVII centuries. The issues addressed include the new poetic kinds, movements and themes, their intellectual background , and their significance in terms of social and sexual politics. ( Petrarchan Neo-Platonism, and its English, anti-puritan and puritan versions in Sidney and Spenser, anti - Platonism from Wyatt to Cavallier Poets' hedonism, to Donne's erotic and religious mysticism; Psychological and archetypal conflicts of Shakespeare's sonnets); warring with time in their poetry with the variety of solutions. In the third part, dedicated to the chief Renaissance genre, a selection of Marlowe's and Shakespeares plays are examined ( *Dr Faustus* and *Dido, the Queen of Carthage*, a chronicle play, comedy, tragedy and a romance by Shakespeare) to demonstrate the formal aspects of drama, and more importantly, the way these authors performed the task that most poets failed to tackle, namely the critique of nascent capitalism and colonialism, as new forms of exploitation added to the traditional mysogynist politics intrinsic to patriarchy, by making visible the otherwise concealed human consequences, contemporary and still to come, of this civilizational orientation. Finally the message of the last great voice of the Renaissance, Milton's, as represented by Areopagetica, On His Blindness and Paradise Lost, is interprented in terms of what was the most revolutionary, Blakean, potential in humanist individualism in conflict with puritan self-denial and intolerance. | | | | | | |
| **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** | **30** | | **Written examination** | | | **70** |
| **Practical teaching** |  | | **Oral examination** | | |  |
| **Teaching colloquia** |  | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |