



## “MODERN ENGLISH LITERATURE” SYLLABUS

Basic data of the subject	
<b>Academic Unit:</b>	Faculty of Philology
<b>Course title:</b>	Modern English literature
<b>Program:</b>	English language and literature
<b>Level:</b>	Bachelor
<b>Course status:</b>	
<b>Study year:</b>	IV
<b>Number of hours per week:</b>	2
<b>Credit value – ECTS:</b>	6
<b>Time / location:</b>	Friday; 09:30 – 11:00
<b>Lecturer:</b>	Fatmir Ramadani
<b>Contact details:</b>	<a href="mailto:Fatmir.ramadani@uni-prizren.com">Fatmir.ramadani@uni-prizren.com</a>
<b>Course description:</b>	<p>The course will be an introduction to twentieth century authors who wrote in English, respectively British / Irish, and American literature, and will focus on prose, poetry and drama. We will focus on the analysis of texts from the historical, sociological and literary context where light will be shed on important concepts such as nationalism, imperialism, class, gender and racial differences. The course will highlight the main factors and norms that influenced the period of modernity which distinguishes this period from others and especially from the Victorian one. We will talk about the Irish resistance (1801 to 1922) and the efforts of the Irish people for independence from Great Britain, where a special place will be given to authors like W.B. Yeats and James Joyce. We will discuss the World War I and its effects on society and on the authors of this period. We will tackle the Stream of Consciousness and the authors who employed this writing technique. The course will also examine the authors of the so-called "The Lost Generation", respectively American modernist expatriate authors who created in Paris, such as Ernest Hemingway, S. Fitzgerald, Sherwood Anderson, Gertrude Stein, E.Pound, etc. During the period between the two world wars, became U.S. superpower nation with a modern and rapid economic and industrial development.</p>
<b>Course objectives:</b>	<p>The course "Moden English literature" refers to developments in literary theory and literary works that have been written in the English language. The goals</p>



	<p>of this course are:</p> <p>a) To assist students in independent reading, understanding and analysis of literary works through literary theory and by examining modernizmin.</p> <p>b) Provide students with help on how to read poems, short stories, plays and novels.</p> <p>c) To encourage students to explore the work of the main exponents of modernism, to think about their explorations of life, gender and sexuality , to explore writers who combine thematic and formal innovation.</p>		
<p><b>Learning outcomes:</b></p>	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>- Recognize the features of Modernism that distinguish it from others;</li> <li>- To improve their abilities to understand the reading of literary genres (poetry, prose, drama);</li> <li>- Integrate their analytical skills when it comes to content analysis of literary texts;</li> <li>- To think critically to debate about literary phenomena;</li> <li>- Explain the characteristics, themes, motifs, symbols and other elements in the works of renaissance authors</li> </ul>		
<b>Contribution on student load (must correspond with learning outcomes)</b>			
<b>Activity</b>	<b>Hours</b>	<b>Days/week</b>	<b>Total</b>
Lectures	4	15	60
Exercise theoretical/laboratory	2	15	45
Practice work	1	10	10
Contact with lecturer/consultations	20 min	15	5
Field exercises	5	2	10
Mid-terms, seminars	2	2	4
Homework	1	10	10
Individual time spent studying (at the library or home)	3	10	30
Final preparation for the exam	2	5	10



Time spent in evaluation (tests, quiz, final exam)	2	2	4
Projects, presentations, etc.	2	3	6
<b>Total</b>			<b>195 hours(6 ECTS)</b>
<b>Teaching methods:</b>	Lectures and seminar hours. Students should read the main works in advance, so that more detailed reading and re-reading of these works can be done in class. During the lectures, students will be encouraged to discuss with each other and develop their analytical skills.		
<b>Evaluation methods:</b>	The assessment will be based on the results of the lesson, in the form of half, including the activities in the class, the performance of the tasks, the results of the semester test and the final one. Distribution of percentages for determining study/grading: Participation and involvement in discussions during lectures 10%; Tasks, analysis, presentation 20% Mid-term test 30%; End-term test 40%.		
<b>Literature</b>			
<b>Basic Literature:</b>	<i>The Norton Anthology of English Literature</i> , Vol.2, 8 <sup>th</sup> Edition, W.W. Norton &Company, 2006.		
<b>Additional Literature:</b>	<p><i>The Cambridge Companion to W.B. Yeats</i>, edited by Marjorie Howes &amp;John Kelly, Cambridge University Press, 2006.</p> <p>Holdeman, David: <i>The Cambridge Introduction to W.B. Yeats</i>, Cambridge University Press, 2006.</p> <p>Cooper, John Xiros: <i>The Cambridge Introduction to T.S. Eliot</i>, Cambridge University Press, 2006.</p> <p><i>The Cambridge Companion to T.S. Eliot</i>, edited by A. David. Moody, Cambridge University Press, 2005.</p> <p>Howarth, Peter: <i>The Cambridge Introduction to Modernist Poetry</i>, Cambridge University Press, 2012.</p> <p><i>Bloom's Major Poets: Seamus Heaney, Comprehensive Research and Study Guide</i>, edited by</p>		



	<p>Harold Bloom, Chelsea House Publishers, 2003.</p> <p><i>The Cambridge Companion to George Bernard Shaw</i>, edited by Christopher Innes, Cambridge University Press, 2004.</p> <p>McDonald, Ronan: <i>The Cambridge Introduction to Samuel Beckett</i>, Cambridge University Press, 2006.</p> <p><i>Bloom's Modern Critical Views: Samuel Beckett</i>, edited by Harold Bloom, Infobase Publishing, 2011.</p> <p>Peters, John G: <i>The Cambridge Introduction to Joseph Conrad</i>, Cambridge University Press, 2006.</p> <p>Becket, Fiona: <i>The Complete Critical Guide to D.H. Lawrence</i>, Routledge, New York, USA, 2002.</p> <p><i>The Cambridge Companion to E.M. Forster</i>, edited by David Bradshaw, Cambridge University Press, 2007.</p> <p><i>The Cambridge Introduction to James Joyce</i>, edited by Derek Attridge, Second Edition, Cambridge University Press, 2004.</p> <p>Bulson, Eric: <i>The Cambridge Introduction to James Joyce</i>, Cambridge University Press, 2006.</p> <p>Seidel, Michael: <i>James Joyce: A Short Introduction</i>, Blackwell Publishers, Oxford, UK, 2002.</p> <p>Goldman, Jane: <i>The Cambridge Introduction to Virginia Woolf</i>, Cambridge University Press, 2006.</p>
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Designed study plan:		
Week	Lectures	Exercises
<i>First week:</i>	Introduction to the Course: The Modernism in Poetry, Literature and Arts in	Introduction to Modernism.



	General	
<i>Second week:</i>	W.B. Yeats: Early and Middle poetry	Discussion of “The Stolen Child” , “The Falling of the leaves, “The Rose of the World”, “The Lake Isle of Innisfree.” , “The Sorrow of Love” , “When You Are Old”, “To the Rose Upon the Rood of Time”
<i>Third week:</i>	Yeats as modernist/Late Yeats	Discussion of “The Second Coming” , “Leda and the Swan”, “Sailing to Byzantium”, “Among School Children”, “Under Ben Bulben”, “The Dolls”, “No Second Troy” “September 1913” “Easter 1916” “The Wild Swans At Coole”
<i>Fourth week:</i>	James Joyce: <i>A Portrait of the Artist as a Young Man</i>	Discussion of <i>A Portrait of the Artist as a Young Man</i>
<i>Fifth week:</i>	Writing about the Great War: Rupert Brooke, Wilfred Owen, and Robert Graves.	Selected poems
<i>Sixth week:</i>	T.S. Eliot - Poet and Critic: “The Love Song of J. Alfred Prufrock”	Selected poems and essay: “Tradition and the Individual Talent”
<i>Seventh week:</i>	Mid-term test	Test results/consultations
<i>Eighth week:</i>	Joseph Conrad: <i>Heart of Darkness</i>	Discussion of <i>Heart of Darkness</i>
<i>Ninth week:</i>	Virginia Woolf: <i>Mrs. Dalloway</i>  -The Stream of Consciousness	Discussion of <i>Mrs. Dalloway</i>
<i>Tenth week:</i>	E. M. Forster: <i>A Passage to India</i>	Close reading of <i>A Passage to India</i>



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		<i>India</i>
<i>Eleventh week:</i>	Willaim Golding: <i>Lord of the Flies</i>	Excerpt from <i>Lord of the Flies</i>
<i>Twelfth week:</i>	W.H. Auden	“On This Island”, “Spain”, “As I Walked Out One Evening”, “The Unknown Citizen”, “September 1, 1939.”, “Petition”
<i>Thirteenth week:</i>	D.H.Lawrence: <i>Women in Love</i>	Discussion of <i>Women in Love</i>
<i>Fourteenth week:</i>	Edith Durham <i>High Albania</i>	Discussion <i>High Albania</i>
<i>Fifteenth week:</i>	End of term test	Student presentations
<b>Academic policies and rules of conduct:</b>		
<p>Students should be: active participants in class discussions and activities; on time in class and with assignments; respect for the opinions of others; and prepared to discuss all the assigned reading. The participation portion of your grade will be based on both the quantity and quality of your contributions to the section. Don't talk, read the newspaper, text or eat during lectures (you can stay home and let the other person work). If you do any of these things during a lecture, you will be asked to stop and your grade may be affected. All your mobile phones etc. must be silenced before and during all lectures, discussions and exams – they will be used frequently for the purpose of lecture, discussion and exercises.</p>		