

**Famous Works of Literature
Written in English (ENFW14)**

(15 credits)

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Course description

In this course, students will study a selection of famous literary works from the English canon as well as be given an opportunity to get acquainted with critical concepts by reading critical texts related to the literary works.

The course comprises 8 seminars (online meetings). Within 3 of these there will be shorter lectures.

Intended learning outcomes

Upon completion of the course, students are expected to be able to:

- account for the contents of the course literature;
- apply some critical concepts on literary texts;
- motivate their own analyses in writing in a manner relevant to the field;
- display a good understanding of written English and express themselves in academic English

Grading

The course adopts the 7-grade SU scale (A–F).

To receive a final grade, students must have completed all the examination assignments [not done all examination assignments=no grade].

To receive a passing grade (A to E), students must complete and pass all the examination assignments, and thus demonstrate that they achieved all the learning outcomes at least at the minimum level (as described below).

Course activities

The course consists of the following activities:

- Eight two-hour seminars (pre-seminar instructions for each seminar will be posted on Athena);
- Before each seminar, students are expected to finish the assigned reading, do any accompanying tasks, and discuss the texts and tasks in groups. Students should be prepared to discuss the reading and tasks at the seminar;
- Students are expected to complete all the tasks assigned by the teacher.

Examination

Students are required to complete the following:

- **Shorter journals (8 reflections on set texts, 5-700 words): 80% of the course grade (graded A-F)**
- **Oral assignments: 20% of the course grade (graded Pass/Fail)**

Course format

The course will take place in the form of seminars, where students will practice analyzing literary texts in terms of the specific historical, generic, and critical perspectives dealt with in the course, as well as

develop their skills in providing textual support for their reading. Seminars are intended to be active, hands-on opportunities for students to practice the skills they will learn throughout the course; for this reason, the students should bring the assigned text(s) with them to every seminar.

Required reading (any edition)

For seminars

William Shakespeare, *Macbeth*

John Milton, *Paradise Lost* (Book 1)

Charlotte Brontë, *Jane Eyre*

Mary Shelley, *Frankenstein*

Joseph Conrad, *Heart of Darkness*

Jean Rhys, *Wide Sargasso Sea*

Chinua Achebe, *Things Fall Apart*

JRR Tolkien, *The Lord of the Rings* (complete trilogy)

Mohsin Hamid, *The Reluctant Fundamentalist*

Alan Moore and Dave Gibbons, *Watchmen*

Frank Herbert, *Dune*

Percy Shelley, "Ozymandias" (handout on Athena)

William Butler Yeats, "The Second Coming" (handout on Athena)

For self-study

Jesse Byock, *The Prose Edda*

Virginia Woolf, *Mrs. Dalloway*

Melissa Broder, *The Pisces*

Theory

Chinua Achebe, "An Image of Africa: Racism in Conrad's *Heart of Darkness*." *The Massachusetts Review*, vol. 57 no. 1, 2016, p. 14-27. (handout on Athena)

Harold Bloom and Peter Hitchcock, "Canons and Canonicity in Anglophone Literature," in *Handbook of Anglophone World Literatures*. de Gruyter 2020 pp. 245-262 (available at SU library)

John Storey "Postmodernism" in *Cultural Theory and Popular Culture*. Routledge, 2024. (handout on Athena)

Luke Turner "Metamodernism" (<https://luketurner.com/metamodernism-a-brief-introduction>)

Ashley Chantler and David Higgins, *Studying English literature*. Bloomsbury Publishing 2010 (available as E-book via SU library)

Schedule

Unit	Set reading	Tasks & assignments
Seminar 1	Shakespeare, <i>Macbeth</i>	
Self study	Byock, <i>The Prose Edda</i>	Journal 1 (see separate instructions)
Seminar 2	Milton, <i>Paradise Lost</i> Book 1 and Shelley, <i>Frankenstein</i> Chantler and Higgins, “The Romantic Period”	Journal 2
Seminar 3	Brontë, <i>Jane Eyre</i> and Rhys, <i>Wide Sargasso Sea</i> Chantler and Higgins, “The Victorian Period”	Journal 3
Self-study	Woolf, <i>Mrs. Dalloway</i> Chantler and Higgins, “Literature 1901–1945”	Journal 4
Seminar 4	Conrad, <i>Heart of Darkness</i> , Achebe, <i>Things Fall Apart</i> and “An Image of Africa,” and Yeats, “The Second Coming”	Oral presentations
Seminar 5	Tolkien, <i>The Lord of the Rings</i>	Journal 5
Seminar 6	Moore & Gibbons, <i>Watchmen</i> , Shelley, “Ozymandias,” and Storey, “Postmodernism”	Oral presentations
Seminar 7	Herbert, <i>Dune</i>	Journal 6
Seminar 8	Hamid, <i>The Reluctant Fundamentalist</i> Chantler and Higgins, “Literature 1990–The Present”	Journal 7
Self-study	Broder, <i>The Pisces</i> Turner, “Metamodernism”	Journal 8
Resubmission deadline for all assignments: 23 February		

All dates and times as given in TimeEdit. Check TimeEdit regularly for updates. The link to the Zoom room is on Athena.

Course grading criteria

Written assignment(s)

	A	B	C	D	E	F_x	F
	excellent skills in	very good skills in	good skills in	satisfactory skills in	adequate skills in	Fail	Fail
Overview of material	accounting for the contents of the course literature	accounting for the contents of the course literature	accounting for the contents of the course literature	accounting for the contents of the course literature	accounting for the contents of the course literature	The student has displayed some, but not all, of the skills of the level of the criteria for E.	The student's work does not demonstrate the achievement of the course outcomes at a minimally adequate level.
Discussion	displaying the ability to use critical concepts and applying these concepts to literary texts	displaying the ability to use critical concepts and applying these concepts to literary texts	displaying the ability to use critical concepts and applying these concepts to literary texts	displaying the ability to use critical concepts and applying these concepts to literary texts	displaying the ability to use critical concepts and applying these concepts to literary texts		
Analysis	analyzing literary texts critically and motivating their own analyses in writing in a manner relevant to the field	analyzing literary texts critically and motivating their own analyses in writing in a manner relevant to the field	analyzing literary texts critically and motivating their own analyses in writing in a manner relevant to the field	analyzing literary texts critically and motivating their own analyses in writing in a manner relevant to the field	analyzing literary texts critically and motivating their own analyses in writing in a manner relevant to the field		
Comprehension	displaying a good understanding of written English	displaying a good understanding of written English	displaying a good understanding of written English	displaying a good understanding of written English	displaying a good understanding of written English		
Expression	expressing themselves in academic English	expressing themselves in academic English	expressing themselves in academic English	expressing themselves in academic English	expressing themselves in academic English		

NB: If the work submitted is close to a passing grade (E) but not sufficient, the student will receive an F_x.

Oral presentation(s)

After the second seminar, we will distribute oral assignments which will be delivered in 2 seminars by smaller study groups. In these, students should reflect critically on the readings and take a stance vis-à-vis possible theoretical and/or critical positions. The oral presentation should be clearly structured, with an introduction and a conclusion. It should be addressed to your fellow students who are expected to engage with the group in a discussion (asking questions, offering different readings, critical points, etc.)

Criteria	Pass	Fail
Content	The presentation introduces the topic of the presentation in a clear and concise manner demonstrating the student's understanding of the literary and theoretical issues discussed. These issues are presented and discussed in a lucid manner.	In the presentation the student does not demonstrate a sufficient understanding of the literary and theoretical issues discussed. These issues are not presented and discussed in an adequate manner.
Organisation and language	The presentation is well structured and easy to follow. The language used is academic and does not contain any severe mistakes.	The organisation of the presentation is poor, and the language used contains several mistakes.