UNIVERSITATEA BABEŞ-BOLYAI
BABEŞ-BOLYAI TUDOMÁNYEGYETEM
BABEŞ-BOLYAI UNIVERSITÄT
BABEŞ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA

Facultatea de Litere
Str. Horea nr. 31
400202, Cluj-Napoca
Tel: 0264 5322388
Fax: 0264 432303

COURSE SYLLABUS

1. Information about the study program

1.1 University	Babeș-Bolyai University
1.2 Faculty	The Faculty of Letters
1.3 Department	English language and literature
1.4 Field of study	Philology
1.5 Study cycle (BA/MA)	Master's
1.6 Study program/Qualification	M.A. in Philology/ British Cultural Studies

2. Information about the subject

2.1 Course title/Code		LME1207 Scottish Culture and Literature (taught in English)						
2.2 Course tutor		Dr. Petronia Popa-Petrar						
2.3 Seminar tutor		Dr. Petronia Popa-Petrar						
2.4 Year of study	1	2.5 Semester	2	2.6 Type of assessment	E	2.7 Course status	Contents	DS
							Mandatory	DO

3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total number of hours in the curriculum	45	of which: 3.5 course	28	3.6 seminar/laboratory	14

Time distribution	Hours
Study based on textbook/course manual/recommended reading/personal notes	45
Additional research in the library, by accessing scientific databases, or during field work	30
Preparation for seminars/laboratory classes, essays, portfolios and reports	20
Tutoring	4
Assessment (examinations)	6
Other activities	

3.7 Total hours for individual study	105	
3.8 Total hours per semester	150	
3.9 Number of credits	6	

4. Prerequisites (if necessary)

4.1 Curriculum	
4.2 Skills	

5. Conditions (if necessary)

5.1. For delivering lectures	•
5.2. For teaching seminars/laboratory classes	•

6. Acquired specific competences

Professional competences	C6.1. Identifying and describing literary periods and trends within English-speaking cultures. C6.2. Inserting literary works within the Anglo-American cultural context, with reference to the respective literary tradition. C6.3. Analysing English-language literary texts in accordance with specific research norms.

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Transversal competences	CT1 Using the instruments of linguistics and literary studies in accordance to professional ethics. CT2 Teamwork; interpersonal communication, taking on specific roles.

7. Course objectives (derived from the specific competences acquired)

7.1 General objective of course	• Understanding Scottish national identity through the study of novels written after WWII, of the new national canon and the framework of emerging Scottish studies.
7.2 Specific objectives	• knowledge of the main authors contributing to the creation of the new Scottish literary canon and of the main features of their writing • the capacity of recognizing/contextualizing/analyzing a text through its belonging to the ideological, identity-forming and aesthetic trends defining Scottish culture during the last decades and in relation to British identity • understanding literary texts from an interdisciplinary perspective as one of the interfaces mediating among the individual, community and history

8. Contents

8.1 Lectures	Teaching methods	Remarks
Imagining Scotland: projections of national identity; writing from the margins; defining Scottishness, defining Britishness; the "Scottish invention of English Literature".	enhanced lecture, debates, dialogues, problematizing, examples	2 weeks
Introduction to Scottish literature: history, context, development; Celtic and Scottish studies and the creation of the canon; the Kailyard School; the Scottish Renaissance (Hugh McDiarmid, Neil Gunn); roots of contemporary trends.	enhanced lecture, debates, dialogues, problematizing, examples	2 weeks
The aftermath of Scottish modernism; the banality of evil and the human condition: Muriel Spark, Eric Linklater, Robin Jenkins.	enhanced lecture, debates, dialogues, problematizing, examples	2 weeks
Highlands and border themes; realism and the imperative of truth-telling; language and authenticity Gaelic, English, Scottish; hybridity, deterritorialisation, regional identity.	enhanced lecture, debates, dialogues, problematizing, examples	2 weeks
The Glasgow novel: modernity, industrialism, urban space, experimentation (Alasdair Gray, James Kelman) Iain Banks: beyond genre, beyond the human	enhanced lecture, debates, dialogues, problematizing, examples	2 weeks
Post-devolution Scotland, contemporary experimentation, fantasy and new gender identities: Ali Smith, Andrew O'Hagan.	enhanced lecture, debates, dialogues, problematizing, examples	2 weeks
Going global: international reception, Scottish diaspora, Scotland on the map of world-literature.	enhanced lecture, debates, dialogues, problematizing, examples	2 weeks

Bibliography
Compulsory primary reading:
James Hogg, *The Private Memoirs and Confessions of a Justified Sinner*
Walter Scott, *Waverley*
Neil M. Gunn, *Highland River*
Nan Shepherd, *The Quarry Wood*
Muriel Spark, *The Prime of Miss Jean Brodie*
Alasdair Gray, *Poor Things*
Irvine Welsh, *Trainspotting*
James Kelman, *How Late It Was, How Late*
Janice Galloway, *The Trick Is To Keep Breathing*
Ali Smith, *Autumn*

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Secondary reading:

Anderson, Benedict, *Imagined Communities*, London and New York,Verso, 1993
Brown, Ian and Alan Riach, eds., *Edinburgh Companion to Twentieth-Century Scottish Literature*, Edinburgh: Edinburgh University Press, 2009
Brown, Ian, ed., *The Edinburgh History of Scottish Literature*, vol. 3, Edinburgh: Edinburgh University Press, 2007
Carruthers, Gerard, *Scottish Literature*, Edinburgh: Edinburgh University Press, 2009
Carruthers, Gerard, ed., *The Cambridge Companion to Scottish Literature*, Cambridge: Cambridge University Press, 2012
Eagleton, Terry, *After Theory*, New York: Basic Books, 2004
Harvey, Christopher, *Scotland and Nationalism*, London: Routledge, 2004
Houston, Rab, *Scotland: A Very Short Introduction*, Oxford: Oxford Univeersity Press, 2009
Rivkin, Julie, and Michael Ryan, *Literary Theory: An Anthology*, Blackwell, 2004
Schoene, Berthold, ed., *The Edinburgh Companion to Contemporary Scottish Literature*, Edinburgh: Edinburgh University Press, 2007
Wallace, Stuart and Randall Stevenson, *The Scottish Novel since the Seventies*, Edinburgh: Edinburgh University Press, 1993

8.2 Seminars	Teaching methods	Remarks
James Hogg, *The Private Memoirs and Confessions of a Justified Sinner*	presentation, debates, dialogues, problematizing, examples	
Walter Scott, *Waverley*	presentation, debates, dialogues, problematizing, examples	
Lewis Grassic Gibbon, *Sunset Song*	presentation, debates, dialogues, problematizing, examples	
Nan Shepherd, *The Quarry Wood*	presentation, debates, dialogues, problematizing, examples	
Muriel Spark, *The Prime of Miss Jean Brodie*	presentation, debates, dialogues, problematizing, examples	
Alasdair Gray, *Poor Things*	debates, dialogues, problematizing, examples	
Irvine Welsh, *Trainspotting*	presentation, debates, dialogues, problematizing, examples	
James Kelman, *How Late It Was, How Late*	presentation, debates, dialogues, problematizing, examples	
Janice Galloway, *The Trick Is To Keep Breathing*	presentation, debates, dialogues, problematizing, examples	
Ali Smith, *Autumn*	presentation, debates, dialogues, problematizing, examples	

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Compulsory primary reading:

James Hogg, *The Private Memoirs and Confessions of a Justified Sinner*
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Lewis Grassic Gibbon, *Sunset Song*
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Ali Smith, *Autumn*

Secondary reading:

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Harvey, Christopher, *Scotland and Nationalism*, London: Routledge, 2004
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9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.

The content, methods and texts were selected in accordance to recent research in the field and the syllabi of various Romanian and Western universities. I specifically targeted the thematic and formal relevance of texts for the students' personal development through intercultural communication skills and raising interest in the role of literature against the background of European culture.

10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Lecture 10.5 Seminar	The capacity to analyze texts using theoretical concepts and in relation to the historical and cultural context.	Participation in the debates/seminar presentation	30%
	Academic writing skills, using logica land relevant arguments and using secondary sources correctly.	Academic essay on a given topic	40%
	Acurracy of information and creativity in using it in practice.	Examination (defending the academic paper)	30%
10.6 Basic performance standard			
Knowledge of Scottish cultural identity and literary conventions, the capacity of using this knowledge in the intepretation of texts and of drawing general conclusions on Scottish culture.			

Date 23.03.2022	Course tutor's signature	Seminar tutor's signature
Date of department endorsement 14.04.2022	Head of department's signature	
Date of Dean's endorsement	Signature of the vice-Dean in charge	Faculty stamp

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