



SYLLABUS

Scottish Culture and Literature

Academic year 2025-2026

1. Information about the study program

1.1. University	Babeș-Bolyai University
1.2. Faculty	Faculty of Letters
1.3. Department	English Language and Literature
1.4. Field of study	Philology
1.5. Study cycle (BA/MA)	MA
1.6. Study programme/Qualification	MA Degree in Philology
1.7. Enrolment frequency	Full time

2. Information about the subject

2.1. Course title			Scottish Culture and Literature (taught in English)				Course code		LME1207	
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	1
3.4. Total number of hours in the curriculum	42	of which: 3.5 course	28	3.6 seminar	14
Allotted time for individual study (ID) and self-study activities (SA)					hours
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					44
Additional research (in the library, online scientific databases/platforms, or field documentation)					30
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					20
Tutoring					4
Assessment (examinations)					10
Other activities:					
3.7. Total hours for individual study (ID) and self-study activities (SA)					108
3.8. Total hours per semester					150
3.9. Number of credits					6

4. Prerequisites (if necessary)

4.1. curriculum	
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Date of approval
Name and signature of Dean



4.2. skills	
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5. Conditions (if necessary)

5.1. for delivering lectures	Overhead projector
5.2. for teaching seminars / practical courses (laboratory classes)	Overhead projector

6. Acquired specific skills

Professional/essential skills	<ul style="list-style-type: none"> 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.
Transversal skills	<ul style="list-style-type: none"> 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 acquired specific skills)

7.1 General objective of course	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 Course	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	



Introduction to Scottish literature: history, context, development; Celtic and Scottish studies and the creation of the canon; the Kailyard School; the Scottish Renaissance (Hugh MacDiarmid, Neil Gunn); roots of contemporary trends.	enhanced lecture, debates, dialogues, problematizing, examples	
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	
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	
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	
Post-devolution Scotland, contemporary experimentation, fantasy and new gender identities: Ali Smith, Andrew O'Hagan.	enhanced lecture, debates, dialogues, problematizing, examples	
Going global: international reception, Scottish diaspora, Scotland on the map of world-literature.	enhanced lecture, debates, dialogues, problematizing, examples	

Bibliography

Compulsory primary sources:

James Hogg, *The Private Memoirs and Confessions of a Justified Sinner*

Walter Scott, *Waverley*

Lewis Grassic Gibbon, *Sunset Song*

Nan Shepherd, *The Quarry Wood*

Muriel Spark, *Loitering with Intent*

Alasdair Gray, *Poor Things*

Irvine Welsh, *Trainspotting*

James Kelman, *How Late It Was, How Late*

Janice Galloway, *The Trick Is To Keep Breathing*

Jenni Fagan, *The Sunlight Pilgrims*

Ali Smith, *Autumn/Summer*

General recommended secondary sources (handouts and essays on each novel will be uploaded to MS Teams)

Bell, Eleanor, and Gavin Miller, eds. *Scotland in Theory: Reflections on Culture & Literature*, Amsterdam: Rodopi, 2004.

Brown, Ian, Alan Riach, eds., *Edinburgh Companion to Twentieth-Century Scottish Literature*, Edinburgh: Edinburgh UP, 2009.

Brown, Ian, ed., *The Edinburgh History of Scottish Literature*, vols. 2 and 3, Edinburgh: Edinburgh University Press, 2007.

Craig, Cairns, *Out of History: Narrative Paradigms in Scottish and English Culture*, Edinburgh: Polygon, 1996.

Craig, Cairns, *The Modern Scottish Novel: Narrative and the National Imagination*, Edinburgh: Edinburgh University Press, 1999.

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.

Hames, Scott, *The Literary Politics of Scottish Devolution. Voice, Class, Nation*, Edinburgh: Edinburgh UP, 2020.

Harvey, Christopher, *Scotland and Nationalism*, London: Routledge, 2004.

Houston, Rab, *Scotland: A Very Short Introduction*, Oxford: Oxford University Press, 2009.



Pittin-Hedon, Marie-Odile, Camille Manfredi, Scott Hames. *Scottish Writing After Devolution. Edges of the New*, Edinburgh: Edinburgh UP, 2022.
Schoene, Berthold, ed., *The Edinburgh Companion to Contemporary Scottish Literature*, Edinburgh: Edinburgh UP, 2007.
Wallace, Stuart and Randall Stevenson, *The Scottish Novel since the Seventies*, Edinburgh: Edinburgh University Press, 1993.

8.2 Seminar / practical course (laboratory class)	Teaching methods	Remarks
James Hogg, <i>The Private Memoirs and Confessions of a Justified Sinner</i>	presentation, debates, dialogues, problematizing, examples	
Walter Scott, <i>Waverley</i>	presentation, debates, dialogues, problematizing, examples	
Lewis Grassic Gibbon, <i>Sunset Song</i>	presentation, debates, dialogues, problematizing, examples	
Nan Shepherd, <i>The Quarry Wood</i>	presentation, debates, dialogues, problematizing, examples	
Muriel Spark, <i>Loitering with Intent</i>	presentation, debates, dialogues, problematizing, examples	
Alasdair Gray, <i>Poor Things</i>	debates, dialogues, problematizing, examples	
Irvine Welsh, <i>Trainspotting</i>	presentation, debates, dialogues, problematizing, examples	
James Kelman, <i>How Late It Was, How Late</i>	presentation, debates, dialogues, problematizing, examples	
Janice Galloway, <i>The Trick Is To Keep Breathing</i>	presentation, debates, dialogues, problematizing, examples	
Jenni Fagan, <i>The Sunlight Pilgrims</i>	presentation, debates, dialogues, problematizing, examples	
Ali Smith, <i>Autumn/Summer</i>	presentation, debates, dialogues, problematizing, examples	

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Eagleton, Terry, *After Theory*, New York: Basic Books, 2004.
Hames, Scott, *The Literary Politics of Scottish Devolution. Voice, Class, Nation*, Edinburgh: Edinburgh UP, 2020.
Harvey, Christopher, *Scotland and Nationalism*, London: Routledge, 2004.
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Wallace, Stuart and Randall Stevenson, *The Scottish Novel since the Seventies*, Edinburgh: Edinburgh University Press, 1993.

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 Course 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 logical and relevant arguments and using secondary sources correctly.	Academic essay on a given topic	40%
	Accuracy of information and creativity in using it in practice.	Examination (defending the academic paper)	30%
10.6 Basic performance standard			
<ul style="list-style-type: none"> Reading at least 7 novels. Level B2 of the Common European Framework of Reference for Languages for speaking and writing in English. Using AI tools for generating ideas or discourse is allowed only with the tutor's permission and with explicit acknowledgment. This applies to both class discussions or assessment tasks and examinations. Unauthorized use 			



of AI amounts to plagiarism. According to UBB regulations, plagiarism of any type triggers expulsion from university studies.

11. Labels ODD (Sustainable Development Goals)

	General label for Sustainable Development
	

Date:
14.02.2025

Course tutor's name and signature

Popa-Petrar Petronia



Seminar tutor's name and signature /



Date of approval:
14.02.2025

Head of Department's name and signature,

Popa-Petrar Petronia



Date of approval
Name and signature of Dean