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| **Anglo-american short story/Anglo-americká krátka próza****B/ANJde022/16**year: summer 2021 – online 8:45-10:15am |

https://courses.lumenlearning.com/introliterature/chapter/how-to-analyze-a-short-story/

**Instructor:** doc. PaedDr. Jana Javorčíková PhD. jana.javorcikova@umb.sk

**Office Hours: by appointment via TEAMS**

**COURSE DESCRIPTION:**

**Number of credits**: 3 / H (evaluation in week 10 TBS)

**Course objectives:** to introduce students to some of the major works of Anglo-american short story (English/British, American, Canadian and other) written in English. Students will learn to discuss academic topics and develop their argumentative skills.

**Number of lessons/week:** 1 lecture + 1 seminar (90’) **Prerequisites (*nadväznosti*): -**

**Assessment (*Hodnotenie*):**

* **Continuous assessment in seminars: 0-20%**
* **Final written test via Moodle (: TBS 0-80% or 100%).**

- Erasmus exchangers are entitled to special test dates, if approved by the teacher.

**Scoring:**

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| A……..100-90% …………100-90 pointsB………89-85%………… 89-85C………84-80%…………..84-80 | D………79-75%…………..79-75E……….74-65%…………..74-65F………..64-0%……………64-0 |

**Required literature for exam: all lectures and seminar reading – to be found in:**

Javorčíková, J. 2018. *World Literature: A Reader in English, American and Canadian Fiction. Bratislava: Z-F LINGUA.* Course materials and handouts distributed in class.

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| **10** | **STYLE, CONFLICT, THEME** | **Orwell: Shooting an Elephant****Brautigan: 1/3, 1/3, 1/3** |
| **11****20/4** | **APPLIED LITERARY CRITICM** | **Final class.**  |

**°subject to change, stay alert (Changes will be announced via the internet page. Please, check it weekly)**

NOTE: There are several ways how to score high in this course. It is recommended to come to all classes, however, I respect the absence of (90’) without any certificate. Please, anticipate problems and organize your life so that you can come and complete all activities.

**Subject to change: Oral presentations:** Your preparation for class includes reading all the weekly assignments/written abstracts (please, take notes, sometimes, we are lagging behind so you should be prepared to present the authors related to the week before as well). **Your teacher may ask you to present the summary of the weekly reading/s and the autor/s in front of the class.**  This is an easy way to earn 10 points of your final score.

SEMINARY ACTIVITIES: (authorise all sources, use photos, if necessary. You can write oyur notes into this document). Max. 8 minutes.

Week 1 –

Week 2 –

Week 3:

PRESENTATION 1: Margaret Atwood - bio

1. Who is Margaret Atwood?
2. How did her biography affect her writing, topics and style?
3. What kind of education did she get? How did her education affect her writing?
4. Is Atwood a feminist writer? In what way?
5. What did you find most surprising about Atwood?

PRESENTATION 2: Happy Endings – analysis

1. Setting
2. Characters
3. Narrator & the point of view
4. Plot, conflict...
5. Style
6. Theme

PRESENTATION 3: John Wain: Manhood

1. Who is John Barrington Wain?
2. How did his biography affect his writing, topics and style?
3. What kind of education did he get? How did his education affect his writing?
4. Is Wain a social critic? In what way?
5. What did you find most surprising about Wain?

PRESENTATION 4: Manhood – analysis

1. Setting
2. Characters
3. Narrator & the point of view
4. Plot, conflict...
5. Style
6. Theme

*Enjoy the course, Jana Javorčíková, your instructor*

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| **W** | **Lecture and seminar planner** | **Seminar**(read for the class)- **Some texts are available on web-page/ some texts are given prior to class** |

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| Week 1 = no class; Tentative schedule, subject to chage | **Extern.** |
| **Week 2** | Introduction – how to write a synthetic essay |  |
| **Week 2** | World Literature: Who is an “English” Author? - Periods of English, American and Canadian Fiction, Introduction to Genology |  |
|  | **SEMINAR: MAN VERSUS INNER SELF** |  |
|  |  Poe: Tell Tale Heart |  |
|  |  Poe: The Cask of Amontillado (Salinger, Joyce) |  |
|  | LITERARY AND SOCIAL IMPLICATIONS: DEBATE TOPICS:……… |  |
|  |  Chiarello: Why is Literature Important? The 3 Social Functions of Literature |  |
|  |  Bey: What is the Role of Literature in the Improvement of Politics in any Country?  |  |
|  |  Anonymous: Pedagogical Implications: Literature and Culture |  |
| **Week 3** | **MAN VERSUS ONE´S FAMILY…………………………………………** |  |
|  |  Wain: Manhood  |  |
|  |  Spark: A Member of the Family |  |
|  |  Hemingway: Indian Camp |  |
|  | **MAN VERSUS WOMAN…………………………………………………** |  |
|  |  Atwood: Happy Endings |  |
|  |  Twain: Eve´s Diary |  |
|  |  Hemingway: The End of Something |  |
|  |  Spark: A Member of the Family |  |
|  |  Hemingway: Cat in the Rain  |  |
| **Week 4** |  Atwood: Hairball |  |
|  |  Munro: To Reach Japan |  |
|  | LITERARY AND SOCIAL IMPLICATIONS: DEBATE TOPICS:……… |  |
|  |  Woolf: Professions for Women |  |
|  |  Friedan: Metamorphosis: Two Generations Later |  |
|  |  Anonymous: Do Men and Women Talk Differently? |  |
| **Week 5** | **MAN VERSUS “THE OTHER”.………………………………………….** |  |
|  |  London: To Build a Fire |  |
|  |  Ross: Painted Door |  |
|  |  Woolf: The Mark on the Wall |  |
| **Week 6** | **MAN VERSUS THE SOCIETY…………………………………………** |  |
|  |  Hemingway: Soldier´s Home |  |
|  |  Sillitoe: Uncle Ernest |  |
|  |  Ishiguro: A Family Supper |  |
|  |  King: The Open Car |  |
| **Week 7** | **Possibly no class – Easter Thursday** |  |
| **Week 8** | **MAN VERSUS THE ABSURDITY OF BEING**  |  |
|  |  Beckett: Waiting for Godot  |  |
|  |  Beckett: Ping |  |
|  |  Palahniuk: Where Meat Comes From Lodge: Some Ping Understood |  |
| **Week 9** | **12/4/18** **Come to class** Bring 3 drafts of your essay(or send it with a trusted person), printed, stapled, etc. (5 points) |  |
| **Week 10** |  **19/4/18 WORKSHOP Come to class** (10 points; 5 per review)+5 points for active participation |  |
| **Week 12** | **(26-4- 2018) DEADLINE FOR ESSAYS (Come to class),** **Week 13-14 CREDIT AWARDING.** **Note: If you are unhappy with your grade, you may write a new essay on a new topic to improve your grade.**  | **TBS** |

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| **W** | **Lecture and seminar planner** | **Seminar**(read for the class)- **Some texts are available on web-page/ some texts are given prior to class** |
| 1 | **Introduction-** World Literature: Who is an “English” Author? Periods of English, American and Canadian Fiction | Course requirements, logistics |
| 2 | World Literature: Who is an “English” Author? Periods of English, American and Canadian Fiction | **MAN VERSUS INNER SELF**Poe: Tell Tale HeartPoe: The Cask of Amontillado |
| 3 | NO CLASS BUT PLEASE COME – RESEARCH (PLUS 5 POINTS) | Chiarello: Why is Literature Important? The 3 Social Functions of Literature |
| 4 | **Prose – social novel** |  |
| 5 | **Prose – women novelists** | E. Bronte: *Wuthering Heights*Mindteaser: Find features of romanticism and realism in EB´s fiction |
| 6 | **Poetry – The Victorian poets** | R. Browning: *My LastDuchess, Porphyria´s Lover*Mind teaser. Isthereanyresemblancebetween RB, E. A. Poe and NickCave? |
| 7 | **The Aesthetic Movement** | O. Wilde: *TheImportanceofBeingEarnest*Mindteaser: ExplainWilde´sopinion on class in Britain. Is OW a socialcritic? |
| 8 | **The Late Victorians** | J. Conrad: *TheHeartofDarkness*Mindteaser: Is JC a Victorian or rather a modernist author? Where does JC´s contribution to the English language lie? |
| 9 | **The Edwardian Period** | G. B. Shaw: *Pygmalion*Mindteaser: Is GBS a socialite writer and a social critic? |
| 10 | **WWI - Poetry** | W. Owen: *Futility, Dulce et Decorumestpro Patria Mori*Mindteaser: To what End is patriotic/nationalistic poetry? |
| 11 | **The Modernists** | V. Woolf: *KewGardens*Mindteaser: Motifs of water in VW´sfiction –are they beyond translation? |
| 12 | **The Modernists** | J. Joyce: *Eveline -* Mindteaser: Did/does JJ deserve the Nobel Prize for literature?  |
|  |  | Final test (if applicable) \* Credit awarding/lecture\* |

* **Note 1:** E-mail contactpolicy: Pleaserespectthe "RightofFive": each UAP student has a rightoffive (5) e-mails to send to yourteacher. Ifyourproblemrequires more than 5 e-mails, itmaybeseriousenoughfor a personalvisit. Set a decent e-mail address. Ifyou do not get ananswer in 2-3 days, do notassumeyourproblem has beensolvedbutre-contacttheteacher.

Otherinterestingmaterials:

* Criticalessays: CHURCHILL, R.C. 1982. TheGeniusofCharlesDickens. In *FromDickens to Hardy. The New PelicanGuide to EngishLiterature 6.* (edited by Boris Ford). London*: PenguinBooks. 1982. 117-137 pp. ISBN 0-14-013812-9.*
* RABY, P. 1994. *TheOriginsoftheImportanceofBeingEarnest.* 796-799pp.