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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **English Department** | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | Scottish Studies | | |
| Level of study | | | | X Bachelor ☐ Master’s ☐ Doctoral | | |
| Type of course | | | | ☐ Obligatory x Elective | | |
| Semester | | | | x Autumn ☐Spring | | |
| Year of study | | | | Second | | |
| Number of ECTS allocated | | | | 3 | | |
| Name of lecturer/lecturers | | | | Milena Kalicanin | | |
| Teaching mode | | | | X Lectures ☐Group tutorials ☐ Individual tutorials  ☐Laboratory work x Project work ☐ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| *Studying Scottish culture and history* | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| **Week 1: Introduction**  **Basic Data**: name - ethymology, location, constituent parts, population, languages (English, Scots, Gaelic), national symbols and saints, climate, topography, geography, architectural sightseeing sites, sport  **Week 2: The Scottish Nation**  national identity, national stereotype (clans/tartans/kilts, ceilidh, music: bagpipes, drink: whiskey, food: porridge and haggis), symbolic Scotland: the Scottish Saltire, the Luckenbooth, the Scottish Thistle, The Fairy Flag of Dunvegan; Robert Burns: Auld Lang Syne; two nations: Highland vs. Lowland Scots, nation vs. nationalism.  **Week 3: The role of the past in shaping the future: a brief survey of Scottish history – part one**  History and politics: Empire vs. imperialism; Scottish kings and queens – survey list, Ancient Scotland, Medieval Scotland  **Week 4: A brief survey of Scottish history – part two**  Renaissance Scotland, Scottish Unification, Jacobean Scotland; religion in Scotland  **Week 5: A brief survey of Scottish history – part three**  Modern Scotland – modern nation: the relationship between culture and politics, devolution referendum 1997, Scottish Parliament 1999 (currency, healthcare, education), Scottish Independence Issue – referendum 2014.  **Week 6: Scottish Myths and Legends**  Scottish monsters: Morag the Monster, Fear Liath, the Loch Ness Monster, the Linton Worm (Edwin Morgan: ‘’Loch Ness Monster’’)  Top of Form  Royal Legends: The Stone of Destiny, Robert the Bruce and the Spider, Alexander III  Scottish heroes: William Wallace, Rob Roy MacGregor, Greyfriar Bobby, etc.  Religious legends: St. Andrew, St. Margaret, etc.  **Week 7: ScotLit: poetry on history and nationalism**  Walter Scott, „The Lay of the Last Minstrel“, Norman Mac Caig: „Celtic Cross“; Edwin Muir „Scotland 1941“; John Burnside „Landscapes’’; Alastair Reid „Scotland“; Hugh MacDiarmid „Scotland“, „Scotland Small?“  **Week 8: ScotLit: poetry on language and nationalism**  Hugh MacDiarmid „A Drunk Man Looks at the Thistle„, Tom Leonard „Unrelated Incidents„, Edwin Morgan „The First Man on Mercury„  **Week 9: ScotLit: the Scottish Renaissance**  Extracts from Lewis Grassic Gibbon’s „The Sunset Song„ (novel)  **Week 10: ScotLit: drama on tradition (ceilidh) and history**  John MacGrath and the 7:84 theatre group ’’The Cheviot, the Stag and the Black, Black Oil“; Gregory Burke ’’Black Watch’’ (reading and watching the performances)  **Week 11: ScotLit: drama on history and gender power**  Liz Lochead ’’Mary Queen of Scots Got Her Head Chopped Off’’  **Week 12: ScotLit: shortstories on modern community, loss of traditional values, economics**  Selection from James Kelman’s ’’Greyhound for Breakfast’’ and A.L.Kennedy’s ’’What Becomes’’  **Week 13: The Myth of the Scottish Golden Age on film:**  Chasing the Deer (1994), Rob Roy (1995), The Bruce (1996), Stone of Destiny (2008) - selection  **Week 14: Scottish Reality Bites on film:**  Trainspotting (1996)  **Week 15: Scottish Prospects for the Future: Where do We Go from Here?**  Culture and politics. Current tendencies in the Scottish politics – independence, pros and cons? Modern Scottish society – disillusion and discontents; Scottish-Serbian ties (then: e.g. Scottish nurses (’quails’) volunteering in the Balkan Wars and First World War in Serbia 1912-1918; now: in need of discovery and (re)definition) | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| ☐Serbian (complete course) x English (complete course) ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  ☐Serbian with English mentoring ☐Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points 30** | | **Final exam** | | | **Points 70** |
| **Activity during lectures** | **5** | | **Written examination** | | | **70** |
| **Practical teaching** | **/** | | **Oral examination** | | | **/** |
| **Teaching colloquia** | **25** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |