

Subject card

Subject name and code	Overview of British Literature, PG_00144790						
Field of study	American Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2025/2026		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Subject group related to scientific research in the field of study		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		English		
Semester of study	2		ECTS credits		3.0		
Learning profile	academic		Assessment form		exam		
Conducting unit	Division of American Studies -> Institute of English and American Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Roksana Zgierska				
	Teachers		dr Roksana Zgierska				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		43.0	75
Subject objectives	The objective of this course is to familiarize students with the key literary and cultural elements that have shaped the history of British literature. Additionally, the course will foster a comparative dialogue with American and world literature. The seminar spans from medieval literature to contemporary works, offering a comprehensive exploration of significant periods, movements, and texts.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[AMERL3_U04] is able to analyze and interpret works of American literature, taking into account their cultural contexts, using concepts and methods from literary studies.	Is able to analyse and interpret works of British literature using concepts and methods from literary studies.	[SU2] presentation/project/paper/report
	[AMERL3_W08] Has advanced detailed knowledge of selected issues in American and British literature.	Has advanced detailed knowledge of selected topics in British literature.	[SW4] test/exam - oral or written [SW2] presentation/project/paper/report
	[AMERL3_K01] is ready to critically evaluate his knowledge and skills, especially in American cultural and literary studies, as well as the basic contextual knowledge of American studies concerning history, social sciences, geography, linguistics and art and English.	is ready to critically assess his knowledge of British literature and recognises the importance of this knowledge in solving cognitive and practical problems;	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work [SK4] test/exam - oral or written [SK8] observation of student's independent or team work
	[AMERL3_K05] s ready to actively function in a global and culturally diverse society, including undertaking and co-organizing activities for social environment, also using knowledge and skills in American culture and literature.	is ready to actively function in a culturally diverse society, using knowledge and skills in British literature.	[SK1] oral statement/conversation/discussion
	[AMERL3_W02] Knows and understands to an advanced degree selected issues that constitute basic general knowledge of American and British literature.	knows and understands at an advanced level selected issues constituting the basic general knowledge in the field of British literature and its impact on American literature;	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work
	[AMERL3_U06] Able to communicate orally and in writing on issues related to American and British culture and literature, using specialized terminology in cultural and religious studies and literary studies.	can take part in the debate on British literature, present and evaluate various grades and positions, and discuss them in English in the context of American studies.	[SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written
Subject contents	Anglo Saxon and Medieval literature (e.g epic, heroic epic, the ballad tradition; miracle and morality plays) Renaissance literature (e.g sonnet, Shakespearian theatre, metaphysical poetry Enlightenment literature * e.g satire, novel, essay, wit) Romantic literature (e.g romantic poetry) Victorian literature (. e.g realism, gothic novel) Twentieth-century/modern literature (e.g modernism, postmodernism, post-colonialism)		
Prerequisites and co-requisites	No entry requirements		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	active participation in discussion and group work;	80.0%	20.0%
	Written or oral examinations assessing students' knowledge and understanding of course content	80.0%	80.0%

Recommended reading	Basic literature	A.1. Sample reading list: Geoffrey Chaucer, The Canterbury Tales, General Prologue (fragments). William Shakespeare, selected plays. John Milton, Paradise Lost (fragments). Selected novels/ excerpts of eighteenth-century novels by e.g. Daniel Defoe, Samuel Richardson, Lawrence Sterne, Horace Walpole. Selected poems by e.g. William Blake, William Wordsworth, Samuel Taylor Coleridge, John Keats. Selected novels/excerpts of Victorian novels by e.g. Emily Bronte, Charles Dickens. Selected novels/excerpts of modernist novels; short stories by e.g. Joseph Conrad, James Joyce, Virginia Woolf. Selected poems by twentieth century poets, e.g. W.B. Yeats, Philip Larkin. Selected novels/excerpts of modern novels; by e.g. Evelyn Waugh, William Golding, Angela Carter, Kazuo Ishiguro, Zadie Smith Or other texts selected by the lecturer
	Supplementary literature	Harry Blamires, A Short History of English Literature, London; New York: Routledge, 1994. Malcolm Bradbury, The Modern British Novel; London: Penguin Books: 1995. Ronald Carter and John McRae, The Routledge History of Literature in English, New York and London: Routledge, 1997. Andrew Sanders, Short Oxford History of English Literature, Oxford 2004. Paul Poplawski (ed.), English Literature in Context, Cambridge: Cambridge University Press, 2019. Andrew Sanders, Short Oxford History of English Literature, Oxford 2004. Alexander, Michael, A History of English Literature; Houndsmills, Basingstoke: MacMillan, 2000. Zgierska, R. (2017). The Narratological Style and the Reader of Evelyn Waugh's Early Satires. ENTHYMEMA, (18), 160167. Zgierska, R. Dickens is one of those authors who are well worth stealing: Evelyn Waugh's A Handful of Dust and the Reworking of Dickens. Reflections on / of Dickens . Cambridge Scholars Publishing. 2014. 235-243.

	eResources addresses	
Example issues/ example questions/ tasks being completed	1. Based on selected texts from our reading list, discuss different types of narration. 2. Discuss the importance of setting in the selected novels. 3. Analyze the use of irony in "Emma." 4. "Emma" both questions and upholds traditional class distinctions. What message do you think the novel ultimately conveys about class? 5. Discuss the games people play in "Emma" verbal games, parlour games, and games of social behavior. What is their purpose? 6. Discuss the use of symbols in "The Time Machine." 7. Based on some features of the Eloi-Morlock society in "The Time Machine," what social changes might Wells have proposed for his own times? 8. What is the significance of the title "Great Expectations"? 9. Discuss the character of Miss Havisham. What themes does she embody? 10. Discuss Dickenss use of doubles. 11. Which of the discussed novels could be classified as Bildungsroman? 12. What is a novel of manners? Discuss with an example. 13. What is the central idea of "A Room of Ones Own"? 14. How does Woolf use physical spaces and her narrators movement through them to advance her argument? 15. What is the purpose of the polyphony of voices in "The Waste Land"? 16. Briefly discuss and analyze water imagery in "The Waste Land." 17. How does the epigraph connect to the first part of "The Waste Land" in terms of ideas, themes, and tone?	
Work placement	Not applicable	

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