

## Course Unit Descriptor

Study Programme: Comparative Literature with Theory of Literature
Course Unit Title: European Literature of Enlightenment and Pre-romanticism
Course Unit Code: 21KK052
Name of Lecturer(s): Assoc. Prof. Stevan Bradić, PhD
Type and Level of Studies: Bachelor
Course Status (compulsory/elective): compulsory
Semester (winter/summer): winter
Language of instruction: English or Serbian
Mode of course unit delivery (face-to-face/distance learning): Face-to-face
Number of ECTS Allocated: 5
Prerequisites: none
Course Aims:  The student should familiarize themselves with the significant developments in European literature of the 18th century, including the emergence of the Enlightenment, the development of the novel as a new genre, its complexity, and its social conditions and implications. They should then become acquainted with the first critics of the Enlightenment, the emergence of pre-Romanticism and Sentimentalism.
Learning Outcomes:  The student is acquainted with the main poetic and conceptual trends in 18th-century literature in a comparative context. They are capable of independently interpreting and evaluating texts and positioning them in their socio-historical context.
Syllabus:  <i>Theory</i>  The development of literature up to the 18th century, social circumstances (the emergence of the bourgeoisie, the invention of the printing press, the era of great discoveries, colonization, capitalism). Analysis of the novel <i>Robinson Crusoe</i> by Daniel Defoe. The emergence of Enlightenment philosophy in 18th-century France, the decline of absolute monarchy, social critique, and the anticipation of the French bourgeois revolution. Encyclopedism and the desire for comprehensive knowledge. Jean-Jacques Rousseau as one of the most significant Enlightenment philosophers and early critics of the Enlightenment. Analysis of Rousseau's discourse "On the Origin and Foundations of Inequality Among Men" and his work <i>Confessions</i> . Nature, emotionality, and irrationality as antitheses to Enlightenment philosophy. The emergence of modern subjectivity in Diderot's work <i>Rameau's Nephew</i> and the literary life of Paris in the second half of the 18th century. The emergence of pre-Romanticism and Sentimentalism. The epistolary novel as a form adequate for expressing sentiment. Analysis of the novel <i>Dangerous Liaisons</i> by Choderlos de Laclos. Radical freedom, materialism, and the completion of the Enlightenment in the work <i>120 Days of Sodom</i> by Marquis de Sade. "Sturm und Drang," pre-Romanticism, and criticism of Rousseauism in Goethe's novel <i>The Sorrows of Young Werther</i> .  <i>Practical Instruction:</i>  Reading and analysis of literary texts in accordance with the topics covered in the theoretical instruction.
Required Reading:  <ol style="list-style-type: none"><li>1. D. Defoe, <i>Robinson Crusoe</i>, complete editions.</li><li>2. J.J. Rousseau, "On the Origin and Foundations of Inequality Among Men,"; <i>Confessions</i>, all editions.</li><li>3. D. Diderot, <i>Rameau's Nephew</i>, Belgrade, 1985.</li></ol>

4. C. de Laclos, *Dangerous Liaisons*, all editions.
5. D.A.F. Marquis de Sade, *120 Days of Sodom*.
6. J.W. von Goethe, *The Sorrows of Young Werther*, all editions.
7. *Robinson Crusoe: Myths and Metamorphoses* edited by Maximillian E. Novak.
8. J. Starobinski, *J.J. Rousseau: Transparency and Obstruction*, 1957
9. U.M. Heystad, *Cultural History of the Heart*, (selected chapters).
10. Jean Rousset, *Form and Meaning*, (selected chapters).
11. R. Friedenthal, *Goethe, Life and Work*, (selected chapters).
12. G. Lukács, *Goethe and His Age*, (selected chapters).
13. G. Deleuze, *Masochism: Coldness and Cruelty*
14. J. Lacan, "Kant with Sade," *October*. Vol. 51 (Winter, 1989), pp. 55-75

Weekly Contact Hours: 3	Lectures: 2	Practical work: 2
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Teaching Methods: dialogical, textual analysis

Knowledge Assessment (maximum of 100 points):

Pre-exam obligations	points	Final exam	points
Active class participation	10	written exam	70
Practical work		oral exam	
Preliminary exam(s)	20	.....	
Seminar(s)			

The methods of knowledge assessment may differ; the table presents only some of the options: written exam, oral exam, project presentation, seminars, etc.