

**Boboyeva Madina**

# **WORLD LITERATURE**

**textbook for lectures and seminar sessions**

**“BOOKMANY PRINT”  
TASHKENT – 2025**

**UO‘K: 811.(075)**

**KBK: 81. 1**

**B 79**

Boboyeva Madina.

World Literature [Text]: textbook / M. Boboyeva. – Tashkent: Bookmany print, 2025. – 86 p.

This textbook, *World Literature*, is a comprehensive resource designed for students of the 60230100 - Philology and Language Teaching program at Oriental University. The guide provides a structured framework for the study of world literature, encompassing diverse literary traditions, periods, and genres.

It offers a detailed exploration of major literary movements, including Ancient Eastern and Greek literature, Renaissance, Enlightenment, Romanticism, and Realism, as well as the works of Nobel Prize laureates. Each section is supplemented with learning outcomes, historical context, and critical analysis to enhance students' understanding of the texts.

The guide is enriched with class activities, discussion prompts, and assessments to promote active engagement and critical thinking. It serves as a bridge between theoretical knowledge and practical application, enabling students to appreciate the universal and distinctive elements of global literary traditions. This guide is an invaluable tool for educators and students alike, fostering a nuanced understanding of world literature.

#### **REVIEWERS:**

**F.Kh.Muratkhadjayeva** – Doctor of Philosophy (PhD), associated professor, Western languages department of Oriental University.

**N.E.Yuldasheva** – Doctor of Philosophy (PhD), associated professor, Uzbekistan State World Languages University.

This manual was recommended for publication on the basis of the decision of the scientific council of the Oriental University (№4 24.12.2024.)

**ISBN 978-9910-06-550-7**

© Boboyeva M. 2025.

© “Bookmany print” publishing company, 2025.

## CONTENT

<b>Introduction.....</b>	<b>4</b>
<b>THEME 1. GOALS AND OBJECTIVES OF WORLD LITERATURE AND ANCIENT EASTERN LITERATURE .....</b>	<b>5</b>
<b>THEME 2. ANCIENT EASTERN LITERATURE AND FOLK EPICS.....</b>	<b>10</b>
<b>THEME 3. ANCIENT GREEK LITERATURE.....</b>	<b>14</b>
<b>THEME 4. ROMAN LITERATURE .....</b>	<b>18</b>
<b>THEME 5. MEDIEVAL EASTERN DIDACTIC LITERATURE ..</b>	<b>23</b>
<b>THEME 6. MEDIEVAL WESTERN LITERATURE.....</b>	<b>27</b>
<b>THEME 7. RENAISSANCE EASTERN LITERATURE.....</b>	<b>32</b>
<b>THEME 8. RENAISSANCE WESTERN LITERATURE.....</b>	<b>36</b>
<b>THEME 9. ENLIGHTENMENT LITERATURE OF THE WEST .</b>	<b>41</b>
<b>THEME 10. ENLIGHTENMENT LITERATURE OF THE EAST AND ROMANTICISM IN WESTERN AND WORLD LITERATURE.....</b>	<b>45</b>
<b>THEME 11. ROMANTICISM IN EASTERN AND WESTERN LITERATURE.....</b>	<b>49</b>
<b>THEME 12. REALISM IN WESTERN LITERATURE.....</b>	<b>53</b>
<b>THEME 13. REALISM IN EASTERN LITERATURE.....</b>	<b>57</b>
<b>THEME 14. WESTERN LITERATURE: NOBEL PRIZE WINNERS .....</b>	<b>62</b>
<b>THEME 15. EASTERN LITERATURE: NOBEL PRIZE WINNERS .....</b>	<b>66</b>
<b>REFERENCES .....</b>	<b>70</b>
<b>Appendix.....</b>	<b>76</b>

## **Introduction**

World literature offers a profound insight into the shared and diverse aspects of human experience across cultures and time periods. This methodological guide is specifically tailored for students specializing in the 60230100 - Philology and Language Teaching program, with the aim of providing a comprehensive resource for studying and teaching world literature.

The guide is designed to help students navigate the complexities of global literary traditions, examining how literature has served as a mirror of societal values, historical developments, and philosophical inquiries. From the ancient epics of the East to the modern works of Nobel laureates, this guide covers a wide range of texts and movements, providing students with the tools to analyze and appreciate literature in its many forms.

With clearly defined objectives, thematic discussions, and practical activities, the guide seeks to foster critical thinking, cultural literacy, and an appreciation for the interconnectedness of literary traditions. It is not just a study tool but also a gateway to understanding the enduring relevance of literature in shaping human thought and culture. This resource aims to inspire students to view literature not just as an academic subject, but as a vital, living tradition that continues to influence and enrich the modern world.

# THEME 1. GOALS AND OBJECTIVES OF WORLD LITERATURE AND ANCIENT EASTERN LITERATURE

Type: Lecture, seminar

---

## 1. Objectives and Learning Outcomes

This section focuses on setting clear objectives and outcomes to guide the lecture.

**1.1 Purpose of World Literature.** World Literature as a field offers a window into human experiences and beliefs across cultures. Its goal is to help students recognize shared themes, understand diverse perspectives, and appreciate how literature has historically shaped, and been shaped by, societies.

### Example:

*"World Literature provides students with an expansive view of humanity by showcasing literature from different cultures and time periods. For example, reading both The Epic of Gilgamesh from Mesopotamia and The Odyssey from Greece reveals common themes of adventure, friendship, and the human struggle with fate and mortality. However, each culture's approach to these themes differs: while Gilgamesh seeks immortality, Odysseus desires a return to his mortal family. By examining such differences, students understand not only what cultures have in common but also how each one uniquely interprets life's major questions."*

### 1.2 Learning Goals:

- **Understand** the emergence and role of World Literature in connecting human societies, past and present.
- **Examine** how Ancient Eastern texts serve as cultural and ethical foundations, reflecting values like loyalty, justice, and cosmic order.
- **Analyze** specific Ancient Eastern works to understand how they influenced and interacted with other literary traditions.

By the end of this lecture, students should be able to identify common themes in World Literature, such as the hero's journey, and analyze how these themes reflect different cultural values. For example, they should recognize that Ancient Eastern literature often intertwines

moral lessons with storytelling, using allegory and parables to instruct on virtues such as loyalty and righteousness. Students will also explore how these values have transcended time, influencing modern literature.

## 2. Main part

This section provides a structured content outline for the lecture, including historical context, thematic analysis, and comparative discussions of Ancient Eastern texts.

**2.1 Introduction to World Literature.** World Literature includes all literature that is widely read across different cultures, often highlighting universal human experiences while showing how each culture uniquely addresses them.

### Historical Context:

*"World Literature emerged as a field in the 19th century, thanks to figures like Johann Wolfgang von Goethe, who coined the term Weltliteratur. Goethe envisioned World Literature as a collection of works that could bridge cultural divides, fostering a more interconnected global community. Today, we study World Literature not only to appreciate diversity but also to draw insights from humanity's shared history."*

### Example Texts for Discussion:



*"Early examples include texts like The Epic of Gilgamesh, which is one of the oldest surviving works of literature. Written in ancient Mesopotamia around 2100 BCE, it speaks to themes of friendship, loss, and the search for meaning—topics that resonate across cultures. Another example is the Bhagavad Gita from India, a text rich in philosophical teachings about duty, life, and morality. Both works have influenced countless literary traditions, showing us that literature's purpose often goes beyond storytelling, shaping cultural and philosophical perspectives for generations."*

**2.2 Objectives of World Literature Study.** Literature often reflects the foundational beliefs and aspirations of a society. By studying World Literature, students develop a deeper appreciation for these perspectives and gain critical thinking skills by comparing and analyzing texts.

**Example of Comparative Analysis:**

*"In comparing Eastern and Western literature, students might examine how different cultures express heroism. In the Shahnameh, a Persian epic by Ferdowsi, heroes like Rostam embody qualities such as loyalty, courage, and a strong sense of duty to their homeland. Similarly, in Western epics like Homer's The Iliad, Achilles displays bravery but is more focused on personal glory. Through such comparisons, students see how literary works reflect societal values: while the Shahnameh celebrates community and honor, The Iliad emphasizes individual achievement."*

**2.3 Ancient Eastern Literature.** Ancient Eastern literature often incorporates religious, philosophical, and ethical teachings, and is a critical part of understanding the foundations of Eastern thought and culture.

**Example Text Analysis:**

*"In the Mahabharata, particularly the Bhagavad Gita portion, Arjuna faces a moral crisis on the battlefield, torn between his duty as a warrior and his aversion to killing his kin. Krishna, his charioteer and a divine figure, advises him to act without attachment, performing his duty for the sake of righteousness. This scene reflects the Hindu concept of dharma (duty) and presents a worldview where duty transcends personal desires. Similarly, in the Avesta, Zoroastrian teachings outline the constant struggle between good and evil, urging followers to act ethically. Both texts emphasize that moral choices are paramount in life, teaching students the importance of ethics as a cultural pillar in Eastern literature."*



"Divide the students into small groups and assign each group a text (e.g., *The Epic of Gilgamesh*, *Mahabharata*, or *Shahnameh*). Each group should identify a central theme in their assigned text—such as friendship, loyalty, or mortality—and present how this theme would be viewed in both ancient and modern contexts. For example, Gilgamesh’s friendship with Enkidu can be related to modern views on companionship, loss, and personal growth."

**2.4 Activities.** These activities engage students in critical thinking and help them contextualize ancient literature in modern terms.

### 3. Methodology and Teaching Tools

This section describes various instructional tools and methods to enhance the lecture’s effectiveness.

**3.1 Presentation Slides.** Use visual aids to illustrate key points. Include images of ancient tablets, manuscripts, and artwork that depict scenes from the texts.

#### Example Slide Explanation:

"One slide might show a clay tablet inscribed with *The Epic of Gilgamesh*, accompanied by a brief description of the text’s historical background and a passage highlighting Gilgamesh’s thoughts on mortality. Another slide could show Krishna and Arjuna from the *Bhagavad Gita*, with text explaining the Hindu philosophy of *karma* and *dharma*. Such visuals help students connect abstract ideas with tangible artifacts from these cultures."

**3.2 Reading Handouts.** Provide short excerpts from each text, followed by guiding questions.

## Example Handout for *Bhagavad Gita*:

Handouts

"The excerpt might include Krishna's words to Arjuna: *'You have a right to perform your prescribed duties, but you are not entitled to the fruits of your actions.'* Students would answer questions like, *What does Krishna's advice tell us about the concept of duty in Ancient Eastern literature? How does this compare to modern ideas of success and ambition?* Such questions encourage students to draw connections between ancient beliefs and contemporary values."

**3.3 Class Discussion Questions.** End the lecture with thought-provoking questions that allow students to engage with the material deeply.

### Example Discussion:



1. *How might the Ancient Eastern view of duty differ from the Western emphasis on personal achievement?*
2. *What do you think Gilgamesh, Arjuna, and Rostam would say about modern concerns like self-interest and individualism?*

## 4. Assessment and Reflection

The assessment component verifies students' comprehension and prompts them to reflect on the relevance of ancient texts.

**4.1 Short Quizzes.** The quizzes include multiple-choice and short-answer questions on themes, terms, and contextual information from the lecture.



1. What is the primary theme of The Epic of Gilgamesh?
2. In the Bhagavad Gita, what role does Krishna play in guiding Arjuna?
3. How does The Shahnameh differ in its portrayal of heroism compared to The Iliad?

### Sample Quiz Questions:

## THEME 2. ANCIENT EASTERN LITERATURE AND FOLK EPICS

Type: Lecture, seminar

---

### 1. Objectives and Learning Outcomes

**1.1. Purpose:** The goal of this lecture is to introduce students to the richness and diversity of Ancient Eastern literature, which spans religious texts, epic narratives, and philosophical teachings. By exploring these works, students will understand how literature served as a means of preserving cultural identity, expressing moral values, and conveying religious beliefs.

### 1.2. Learning Goals:

- Gain an understanding of the core themes and cultural significance of major Ancient Eastern literary works.
- Identify the characteristics of folk epics and how they reflect the societal values and histories of the peoples who created them.
- Analyze specific texts like *Avesto*, *Mahabharata*, *Manas*, *Alpomish*, *Gorogly*, *Tonyukuk*, and *Bilge Khagan*, recognizing their themes, literary structures, and lasting impact.

### 2. Main part

**2.1. Introduction to Ancient Eastern Literature:** Ancient Eastern literature includes a variety of texts, from religious scriptures to heroic epics, that reflect the unique spiritual, ethical, and social values of the cultures they represent. These works often address universal themes like the struggle between good and evil, heroism, duty, and the human connection to the divine.

#### Historical Context:

*"Ancient Eastern texts were composed in societies where oral tradition played a crucial role. Works like the Avesto (Zoroastrian scripture) and the Mahabharata (Indian epic) were not merely stories; they were sacred texts that conveyed moral teachings and cosmic laws. By studying these works, students can appreciate how literature helped ancient civilizations make sense of the world around them, preserve history, and convey deeply held beliefs."*

**2.1.1. The Avesto:** This Zoroastrian text is one of the oldest and most influential religious texts from the East, containing hymns, prayers, and teachings attributed to the prophet Zoroaster. It highlights the eternal struggle between good (Ahura Mazda) and evil (Angra Mainyu).

**Example Explanation:**

*"In the Avesto, the concept of cosmic duality is central. This idea influenced not only Persian culture but also spread to other civilizations. Students can analyze how the struggle between good and evil is depicted in the Avesto and compare it to similar themes in other cultures' sacred texts."*

**2.1.2. Mahabharata:** An Indian epic that encompasses various narratives within a larger story of a dynastic struggle. The *Bhagavad Gita*, a part of this epic, presents philosophical discussions on duty, righteousness, and the nature of the self.

**Example Explanation:**

*"The Mahabharata goes beyond simple storytelling. In the Bhagavad Gita, Arjuna's reluctance to fight his family members in battle becomes a discussion on duty versus morality. This dialogue introduces the concept of dharma (duty), showing students how literature can also be a source of philosophical insight."*

**2.2. Folk Epics (Manas, Alpomish, Gorogly, Tonyukuk, Bilge Khagan):** These epics narrate the deeds of legendary heroes and reflect the values and beliefs of the communities from which they originate. They often contain supernatural elements, historical events, and serve as a cultural repository of societal values and collective identity.

**2.2.1. Manas (Kyrgyz Epic):** This is one of the longest epics in world literature, recounting the story of the hero Manas and his descendants as they protect their land and people.

**Example Explanation:**

*"In the Manas, themes of bravery, loyalty, and the protection of one's homeland are central. Manas's strength and wisdom embody the ideals of the Kyrgyz people, who have preserved this epic through oral tradition. The epic reflects both historical conflicts and moral lessons that resonate with Kyrgyz culture."*

**2.2.2. Alpomish (Uzbek Epic):** A significant Uzbek folk epic that tells the story of the hero Alpomish, who undergoes numerous trials to protect his people and rescue his beloved. This epic highlights themes of resilience, loyalty, and honor.

**Example Explanation:**

*"In Alpomish, the protagonist's loyalty to his family and people is tested as he faces adversities to win back his homeland. The tale of Alpomish illustrates the values of bravery and dedication, important virtues in Uzbek culture, and provides insights into societal norms and expectations."*

**2.2.3. Tonyukuk and Bilge Khagan Inscriptions (Turkic Epics):** These are historical inscriptions from the ancient Turkic empires, documenting the achievements of the ruler Bilge Khagan and his advisor Tonyukuk.

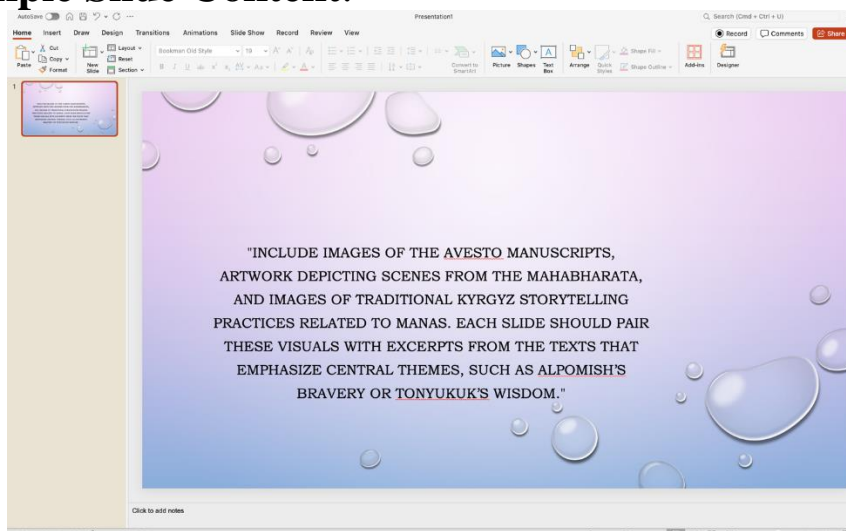
**Example Explanation:**

*"The inscriptions of Tonyukuk and Bilge Khagan serve as an early historical record, recounting the achievements of the Turkic rulers and advisors. They highlight themes of loyalty, wisdom, and governance, showing students how literary inscriptions can provide insights into the political and social structures of ancient societies."*

### 3. Methodology and Teaching Tools

**3.1. Presentation Slides.** Use slides to present images of ancient artifacts and manuscripts, provide historical context, and display excerpts from each text.

**Example Slide Content:**



**3.2. Reading Handouts.** Provide short excerpts from each work with guiding questions that prompt students to reflect on the themes, character motivations, and cultural values expressed.

**Example Handout for *Avesto*:**

"Include a passage where Ahura Mazda speaks of the duality between good and evil. Prompt students with questions like, How does the *Avesto*'s depiction of cosmic struggle compare with other religious texts? What lessons might the ancient Zoroastrian society have drawn from these teachings? This encourages students to engage deeply with the text and see its broader ethical implications."

**3.3 Class Discussion Questions:**

**Discussion Prompt for Comparison:**



*"Ask students, What similarities and differences do you notice between the heroes in Eastern epics like Alpomish and those in Western traditions like Hercules or Achilles? This comparison helps students develop analytical skills and appreciate the cultural contexts that shape literary heroes."*

**4. Assessment and Reflection**

**4.1. Short Quizzes.** Use quizzes to assess students' understanding of the main themes, terms, and historical context of each work.



1. What central theme is explored in the *Avesto* regarding the nature of good and evil?
2. How does the concept of dharma shape Arjuna's choices in the *Mahabharata*?
3. What values are embodied by the hero Manas in the *Kyrgyz* epic?

**Sample Quiz Questions:**

## THEME 3. ANCIENT GREEK LITERATURE

Type: Lecture, seminar

---

### 1. Objectives and Learning Outcomes

**1.1 Purpose:** This lecture introduces students to the foundations of Ancient Greek literature, highlighting the major works and themes of key authors, including Homer, Aeschylus, Sophocles, Euripides, and Aristophanes. Students will gain an understanding of how Greek literature explored complex human emotions, ethics, and societal values, and how these works influenced Western literary traditions.

### 1.2. Learning Goals:

- Understand the key themes and narrative techniques in Ancient Greek literature.
- Analyze the cultural and historical context in which these works were created.
- Recognize the literary contributions of major Greek authors and how their works explore universal themes such as heroism, fate, and human folly.
- Develop analytical skills by examining specific passages and discussing the influence of Greek drama and epic poetry on later literary traditions.

### 2. Main part

**2.1. Introduction to Ancient Greek Literature:** Greek literature, particularly the epic poetry of Homer and the dramas of the Classical period, is foundational to Western literature. These works not only entertained but also served as a means to explore human psychology, ethics, and the role of the gods in human affairs.

#### Historical Context:

*"Ancient Greece was a period marked by intense intellectual, artistic, and political development. Literature, particularly through epic poetry and drama, became a means to explore complex themes of human existence. Homer's epics, written around the 8th century BCE, established the foundation of Greek heroic ideals, while the 5th-century BCE dramatists used tragedy and comedy to examine moral, political, and social issues."*

**2.1.1. Homer (The Iliad and The Odyssey):** Homer's *Iliad* and *Odyssey* are the earliest and most influential epics in Western literature, focusing on the heroic ideals, the complexities of human emotion, and the inevitability of fate.

**Example Explanation:**

*"In The Iliad, Homer presents Achilles as the epitome of Greek heroism, yet Achilles' anger and personal struggles add depth to his character. This combination of strength and vulnerability gives students insight into how the Greeks perceived the complexities of human nature. In The Odyssey, Odysseus' journey highlights themes of loyalty, perseverance, and wit. By examining Homer's portrayal of these characters, students see how Greek literature celebrated the human spirit's resilience against fate."*

**2.1.2. Aeschylus (The Oresteia):** Often called the father of tragedy, Aeschylus is known for introducing the concept of the tragic trilogy. His trilogy, *The Oresteia*, delves into themes of justice, revenge, and the evolution of societal laws.

**Example Explanation:**

*"In The Oresteia, Aeschylus presents a world where personal vengeance conflicts with social justice. The cycle of revenge in the House of Atreus symbolizes the transition from personal vendetta to a system of organized justice. This theme is especially prominent in The Eumenides, where the goddess Athena establishes a court to judge Orestes, shifting the focus from vengeance to justice and setting a precedent for the rule of law. Students can reflect on how these themes remain relevant in contemporary discussions on justice and morality."*

**2.1.3. Sophocles (Oedipus Rex and Antigone):** Sophocles is renowned for his exploration of fate and the limitations of human knowledge. His plays *Oedipus Rex* and *Antigone* deal with themes of destiny, individual versus state, and moral conflict.

### **Example Explanation:**

*"In Oedipus Rex, Sophocles presents a tragic hero who unknowingly fulfills a prophecy that foretold he would kill his father and marry his mother. This play explores the inevitability of fate and the consequences of human hubris. In Antigone, the conflict between Creon, representing the state, and Antigone, representing familial loyalty and divine law, raises questions about moral duty and authority. Sophocles encourages students to think critically about conflicts between personal beliefs and societal rules."*

**2.1.4. Euripides (Medea and The Bacchae):** Known for his psychological depth, Euripides often portrayed complex characters and explored themes of passion, betrayal, and the irrational nature of humans. His plays *Medea* and *The Bacchae* challenge societal norms and question divine authority.

### **Example Explanation:**

*"In Medea, Euripides presents a protagonist who, betrayed by her husband, resorts to extreme actions. This play examines themes of revenge, gender roles, and societal expectations, allowing students to reflect on how emotional extremities shape human behavior. The Bacchae explores the dangerous side of worship and loss of control, with Dionysus' followers descending into madness. Euripides' work challenges students to consider the balance between reason and passion."*

**2.1.5. Aristophanes (Lysistrata and The Clouds):** Aristophanes is the leading figure of Greek comedy, known for his satirical works that critique social, political, and cultural norms. His plays *Lysistrata* and *The Clouds* use humor to address serious issues like war and education.

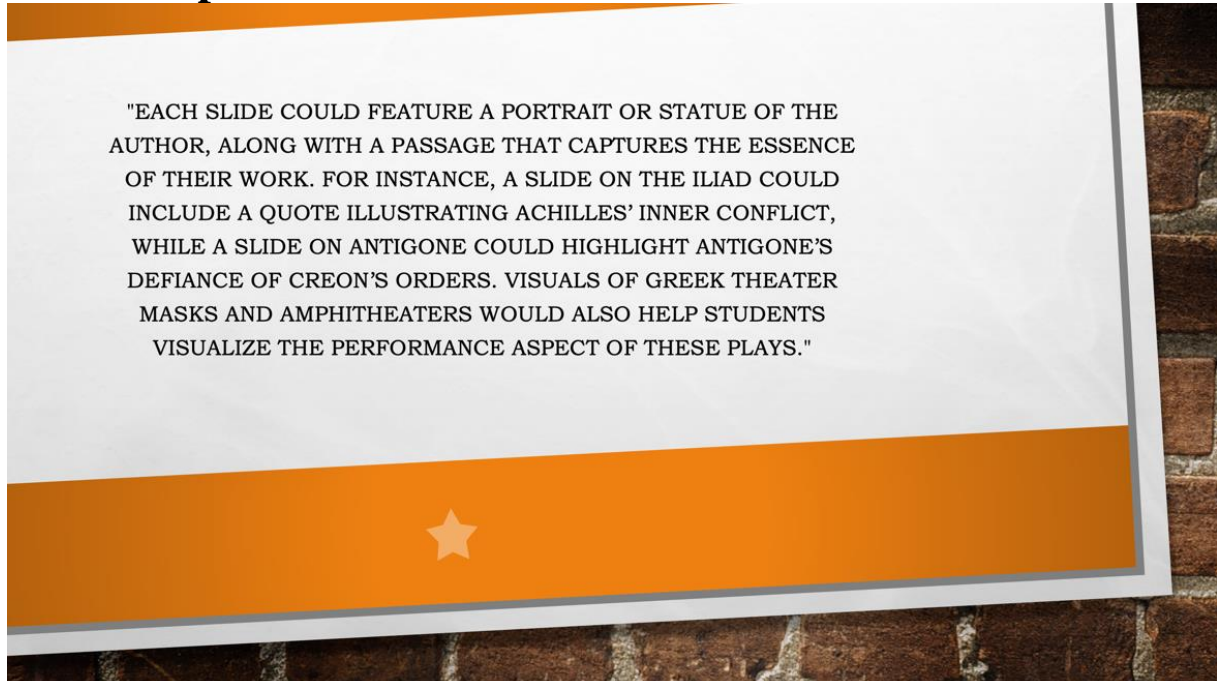
### **Example Explanation:**

*"In Lysistrata, Aristophanes presents a comic yet profound critique of war, with the women of Greece staging a sex strike to force their husbands into peace. In The Clouds, he satirizes the education system and philosophical debates, questioning the values of his society. Aristophanes' wit and humor allow students to see how comedy can serve as a platform for social criticism."*

### 3. Methodology and Teaching Tools

**3.1. Presentation Slides:** Slides can be used to display summaries, images of Greek artifacts, and key quotations from each work, helping students connect with the historical and literary context.

#### **Example Slide Content:**



**3.2. Reading Handouts.** Provide short passages from each work with accompanying questions to encourage close reading.

#### **Example Handout for *Oedipus Rex*:**



"Include the passage where Oedipus discovers his true identity. Questions might include, What emotions does Oedipus express upon learning the truth? How does this scene reflect Greek beliefs about fate and personal responsibility? Such questions promote a deeper understanding of how Greek literature explores human limitations."

## Class Discussion Questions:



**For Homer:** "How do Achilles' and Odysseus' journeys differ in their portrayal of heroism? What values do each hero represent?"

**For Sophocles:** "In *Antigone*, who is the true tragic hero: Antigone or Creon? How does Sophocles explore the conflict between individual conscience and state laws?"

**For Euripides:** "What drives Medea to commit her actions? How does Euripides challenge the audience's perception of justice and revenge?"

## 4. Assessment and Reflection

**4.1. Short Quizzes:** Use quizzes to ensure students grasp the main themes, characters, and narrative structures of each work.

### Sample Quiz Questions:



1. In *The Iliad*, what is Achilles' main source of internal conflict?
2. How does Aeschylus portray the transition from vengeance to justice in *The Oresteia*?
3. What role does fate play in *Oedipus Rex*?

## THEME 4. ROMAN LITERATURE

**Type:** Lecture, seminar, seminar

### 1. Objectives and Learning Outcomes

**4.1. Purpose:** This lecture aims to provide students with an understanding of Ancient Roman literature, focusing on how Roman authors built upon Greek literary traditions while adding distinct Roman values and themes. Through the works of Virgil, Horace, Ovid, and Plautus, students will explore themes like patriotism, moral philosophy, and the role of humor in social commentary.

## 4.2. Learning Goals:

- Understand the cultural, political, and literary significance of major Roman authors.
- Analyze the themes and literary contributions of Virgil, Horace, Ovid, and Plautus, recognizing how their works reflect Roman values and society.
- Develop skills in interpreting ancient texts through close reading and contextual analysis.
- Foster a deeper appreciation of Roman contributions to Western literary traditions.

## 2. Main part

**2.1. Introduction to Roman Literature:** Roman literature developed under the influence of Greek culture but evolved to reflect Roman ideals of duty, civic responsibility, and morality. Roman authors contributed significantly to epic poetry, satire, and drama, making them central figures in Western literary history.

### **Historical Context:**

*"Roman literature reached its peak during the Golden Age (1st century BCE), a time of great political and cultural achievement. This period saw the works of Virgil, Horace, and Ovid, who were patrons of the first Roman Emperor, Augustus. Their literature often reinforced the values of Roman society, emphasizing duty, patriotism, and the moral character of the Roman people. In contrast, Plautus, who wrote much earlier, contributed comedies that reflect the everyday lives and social dynamics of Romans."*

**2.1.1 Virgil (The Aeneid):** Virgil's *Aeneid* is an epic poem that tells the story of Aeneas, a Trojan hero and ancestor of Rome. Written to glorify Rome and Augustus, the *Aeneid* integrates themes of duty, sacrifice, and destiny.

### **Example Explanation:**

*"In The Aeneid, Aeneas is depicted as the ideal Roman hero—loyal, dutiful, and self-sacrificing. His journey mirrors Rome's own rise to greatness, portraying the struggles and moral responsibilities that come with leadership. Through Aeneas's character, Virgil instills values such as devotion to family, respect for the gods, and service to the state. This makes The Aeneid not only an epic story but also a foundational text for understanding Roman ideals."*

**2.1.2. Horace (Odes and Satires):** Horace's *Odes* and *Satires* capture both the moral ideals and the simple pleasures of Roman life. He is known for his reflections on happiness, friendship, and moderation, often delivered in a witty and reflective tone.

### **Example Explanation:**

*"In his Odes, Horace encourages a balanced life, praising virtues such as wisdom, humility, and contentment. His famous phrase *carpe diem* (seize the day) reflects the transient nature of life and the importance of living wisely. Through his Satires, Horace humorously critiques societal flaws, encouraging moral integrity without bitterness. Horace's work provides a window into the daily life and ethical mindset of the Roman elite, teaching students the Roman philosophy of moderation and self-control."*

**2.1.3. Ovid (Metamorphoses):** Ovid's *Metamorphoses* is a collection of mythological tales that explore transformation, love, and the power of the gods. His playful, irreverent style often questions traditional values, making his work distinct from the patriotic themes of Virgil and Horace.

### **Example Explanation:**

*"In Metamorphoses, Ovid presents the gods in a more humanized, sometimes flawed light, often highlighting the capricious nature of divine power. His stories of transformation are full of passion and complexity, challenging traditional Roman views on morality and authority. For instance, the tragic tale of Narcissus and Echo offers a critique on self-obsession, while the myth of Pygmalion explores themes of idealized love and creation. Ovid's work allows students to see a different side of Roman literature, where questions are raised rather than moral lessons enforced."*

2.1.4. **Plautus (The Menaechmi and The Braggart Soldier):** Plautus is one of Rome's earliest playwrights, known for his comedies that use humor and wit to portray Roman society. His plays often feature stock characters, clever plots, and wordplay that provide insight into Roman life and class dynamics.

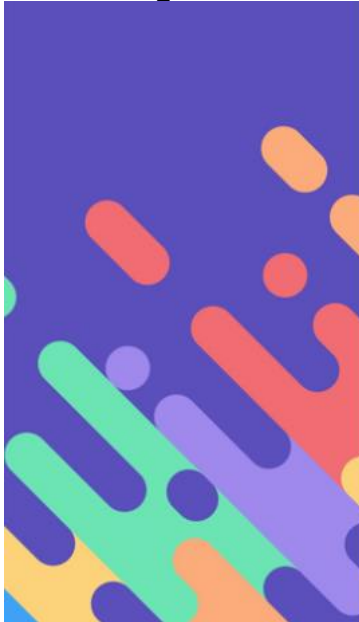
**Example Explanation:**

*"Plautus's *The Menaechmi* (The Twins) and *The Braggart Soldier* reveal the humorous side of Roman society. *The Menaechmi* is a mistaken-identity comedy that highlights the absurdity of human misunderstandings, while *The Braggart Soldier* pokes fun at military bravado and vanity. Plautus's plays give students a look into everyday life and societal values through a humorous lens, showing how comedy was used to address common concerns and provide entertainment in ancient Rome."*

**3. Methodology and Teaching Tools**

**3.1. Presentation Slides:** Use slides to introduce each author, showing images of historical artifacts, relevant quotes, and thematic summaries.

**Example Slide Content:**



"For Virgil, include a slide with an excerpt from *The Aeneid* where Aeneas reflects on his duty. Horace's slide could feature the phrase *carpe diem* and a short poem that illustrates his philosophical outlook. For Ovid, show an excerpt from *Metamorphoses* where a character undergoes transformation, and for Plautus, use images from Roman theater masks and a quote highlighting his humor."

**3.2. Reading Handouts:** Provide short passages from each work, along with questions that encourage students to analyze themes, language, and character motivations.

## Example Handout for *The Aeneid*:

Handouts

"Include an excerpt from Aeneas's speech to his men about enduring hardships. Questions could include, How does Virgil portray Aeneas's leadership qualities? What does this passage reveal about Roman values? This helps students connect the text to broader themes of duty and resilience in Roman culture."

### 3.3. Class Discussion Questions:



**For Virgil:** "How does Aeneas embody the ideal Roman leader? In what ways does he reflect the values of the Roman Empire?"

**For Horace:** "What does Horace's phrase *carpe diem* mean, and how might it reflect the philosophical beliefs of Romans during his time?"

**For Ovid:** "How do the myths in *Metamorphoses* challenge or reinforce traditional Roman values? What role does transformation play in these stories?"

**For Plautus:** "How does Plautus use humor to critique Roman society? What social issues does he address in his plays?"

## 4. Assessment and Reflection

**4.1. Short Quizzes:** Use quizzes with questions on the key themes, characters, and contributions of each author.



1. What values does Virgil promote through the character of Aeneas in *The Aeneid*?

2. Which phrase by Horace reflects the Roman philosophy of living wisely?

3. In *Metamorphoses*, what is the significance of transformation as a theme?

### Sample Quiz Questions:

## **THEME 5. MEDIEVAL EASTERN DIDACTIC LITERATURE**

**Type: Lecture, seminar**

---

### **1. Objectives and Learning Outcomes**

**5.1. Purpose.** This lecture introduces students to the richness of medieval Eastern didactic literature, emphasizing the instructional nature of these texts and their role in imparting moral, ethical, and philosophical lessons. By studying *Shahnameh*, *Qutadghu Bilig*, *Qabusnama*, and *Devoni Hikmat*, students gain insight into the moral teachings and cultural values embedded in Eastern literary traditions.

### **5.2. Learning Goals:**

- Understand the themes and moral teachings in each didactic work and their importance in Eastern literature.
- Analyze how these works use storytelling, poetry, and allegory to convey lessons about life, governance, and ethics.
- Recognize the contributions of poets and philosophers like Pahlavan Mahmud, Rumi, and Omar Khayyam, examining their quatrains to understand their views on life and spirituality.
- Develop skills in critical reading and interpretation of didactic themes in medieval Eastern literature.

### **2. Main part**

**5.2. Introduction to Medieval Eastern Didactic Literature:** Medieval Eastern didactic literature served a vital role in educating society on moral and ethical conduct. Through narrative, poetry, and proverbs, these works taught readers values such as wisdom, humility, justice, and self-reflection.

### **Historical Context:**

*"During the Middle Ages, Eastern literature flourished in the Islamic Golden Age, with scholars, poets, and writers drawing on Islamic, Persian, and Turkic traditions. Didactic literature from this period was heavily influenced by Islamic philosophy and Sufi mysticism, emphasizing the pursuit of wisdom and moral integrity. Works like Shahnameh and Qutadghu Bilig served both as entertainment and as educational tools for the elite and common folk alike."*

**5.2.1. Shahnameh (The Book of Kings) by Ferdowsi:** *Shahnameh* is a Persian epic that recounts the mythical and historical past of Persia, from the creation of the world to the fall of the Sassanian Empire. While it celebrates heroism, it also serves as a moral guide, illustrating the consequences of hubris, betrayal, and pride.

**Example Explanation:**

*"In Shahnameh, characters like Rostam embody ideals of bravery and honor, but the epic also warns of the dangers of unchecked ambition. The story of Rostam and Sohrab, where the hero unknowingly kills his own son, serves as a tragic lesson on pride and miscommunication. Ferdowsi's use of storytelling to convey moral teachings allows students to reflect on how these tales were used to reinforce societal values."*

**5.2.2. Qutadghu Bilig (Wisdom of Royal Glory) by Yusuf Khass Hajib:** *Qutadghu Bilig* is a Turkic work that presents principles of governance, justice, and morality through dialogues among characters representing different virtues, such as Wisdom, Power, and Justice.

**Example Explanation:**

*"Yusuf Khass Hajib wrote Qutadghu Bilig as a guide for rulers, emphasizing the importance of wisdom and fairness in leadership. Through dialogues, he presents advice on how a just ruler should act and treat his subjects, aiming to create a balanced society. This work teaches students the role of literature in providing practical guidance on governance, illustrating how Eastern thinkers valued wise leadership."*

**5.2.3. Qabusnama (The Book of Qabus) by Keikavus:** *Qabusnama* is a collection of practical and moral advice from a father to his son,

covering topics such as ethics, social conduct, and wisdom in various aspects of life.

**Example Explanation:**

*"In Qabusnama, Keikavus offers advice on topics ranging from education and marriage to statecraft and social etiquette. He emphasizes values like patience, respect for elders, and integrity, showing how literature could be used to pass down life lessons across generations. This text illustrates the importance placed on moral upbringing and character development in medieval Eastern society."*

**5.2.4. Devoni Hikmat (Book of Wisdom) by Ahmad Yasawi:** *Devoni Hikmat* is a collection of spiritual and didactic poetry written by the Sufi poet Ahmad Yasawi, focusing on themes like humility, devotion, and the soul's journey toward enlightenment.

**Example Explanation:**

*"Ahmad Yasawi's Devoni Hikmat uses poetry to express the spiritual ideals of Sufism, emphasizing humility, the rejection of materialism, and the pursuit of divine knowledge. His verses encourage self-reflection and piety, showing students how Eastern literature integrated religious teachings with moral instruction. Yasawi's work highlights the mystical dimension of Eastern literature, where poetry became a means to inspire inner transformation."*

### **3. Methodology and Teaching Tools**

**5.3.1. Presentation Slides:** Use slides to present the major themes, characters, and moral lessons in each work. Include relevant quotes that capture the essence of each text's didactic message.

## Example Slide Content:

"For Shahnameh, include a slide with an excerpt from the story of Rostam and Sohrab, highlighting the tragic consequences of pride. A slide on Qutadghu Bilig might feature a dialogue on leadership, while Qabusnama could include advice on social conduct. Devoni Hikmat slides could showcase Yasawi's verses on humility and self-reflection, using visuals of Sufi art to connect the spiritual themes."

5.3.2. **Reading Handouts:** Provide selected passages from each work with questions that prompt students to reflect on the moral teachings and cultural values.

### Example Handout for *Qutadghu Bilig*:

Handouts

"Include a passage where characters discuss the importance of justice in leadership. Questions might include, What qualities are valued in a ruler according to this text? How does the dialogue format reinforce these lessons? This encourages students to connect the themes of justice and wisdom with practical governance."

### 5.3.3. Class Discussion Questions:



*For Shahnameh: "How do the actions of heroes in Shahnameh reflect Persian values on heroism and honor? What lessons does Ferdowsi offer on the consequences of pride and betrayal?"*

*For Qutadghu Bilig: "What does Qutadghu Bilig suggest about the qualities of an ideal ruler? How does Yusuf Khass Hajib convey the balance between wisdom and power?"*

*For Qabusnama: "How does Keikavus use Qabusnama to impart practical life advice? What social values does he emphasize for his son?"*

## 4. Assessment and Reflection

**5.4.1 Short Quizzes:** Use quizzes with questions on key themes, characters, and moral messages in each work.

### Sample Quiz Questions:



1. What lesson does the story of Rostam and Sohrab in Shahnameh convey about pride?
2. In Qutadghu Bilig, what is emphasized as the most important quality of a ruler?
3. How does Qabusnama address social etiquette and respect for others?
4. What themes are central to Ahmad Yasawi's Devoni Hikmat?

## THEME 6. MEDIEVAL WESTERN LITERATURE

**Type: Lecture, seminar**

### 1. Objectives and Learning Outcomes

**6.1.1 Purpose.** This lecture introduces students to the richness of medieval Western heroic epics, which celebrate the values of bravery, loyalty, and sacrifice. By examining works like *Nibelungenlied*, *The Song of Roland*, *Beowulf*, *The Song of the Cid*, and various Celtic epics, students gain insight into the moral and cultural ideals of medieval European societies.

#### 6.1.2 Learning Goals:

- Understand the cultural and historical context of medieval Western heroic epics.
- Analyze the themes and values represented in each work, such as heroism, loyalty, and justice.
- Identify the common characteristics of folk heroism and the roles these heroes played in shaping national identities.
- Develop critical reading skills by exploring the symbolic and narrative elements that define medieval heroic literature.

## 2. Main part

**5.2. Introduction to Medieval Western Heroic Epics:** Heroic epics were central to medieval European literature, reflecting the values, conflicts, and legends of various European cultures. These epics often focused on legendary heroes who embodied the ideals of their society and whose stories were passed down through generations as oral traditions before being transcribed.

### **Historical Context:**

*"During the Middle Ages, Europe was a fragmented land of kingdoms, empires, and tribal communities. Each region had its own heroic figures who symbolized cultural ideals like loyalty, courage, and justice. These epics were not only entertainment but also served as a means to teach moral values and foster a sense of unity and pride. Epic poems like Beowulf and The Song of Roland reinforced ideals of sacrifice and patriotism, resonating deeply with medieval audiences."*

**5.2.1. Nibelungenlied (The Song of the Nibelungs):** A Germanic epic that recounts the tragic tale of the hero Siegfried, his betrayal, and the ensuing revenge. The *Nibelungenlied* explores themes of honor, vengeance, and loyalty within the context of royal feuds and family loyalty.

### **Example Explanation:**

*"The Nibelungenlied tells the story of Siegfried, who wins the treasure of the Nibelungs and marries Kriemhild, only to be betrayed and murdered. Kriemhild's quest for revenge leads to a tragic cycle of violence. This epic reflects the high value placed on honor and loyalty in medieval German society, while also serving as a cautionary tale about the destructive nature of revenge."*

**5.2.2. The Song of Roland:** A French epic that tells the story of Roland, a knight serving under Charlemagne, who fights heroically against overwhelming odds. This epic highlights themes of loyalty to one's leader, the sanctity of duty, and the heroism of self-sacrifice.

### **Example Explanation:**

*"In The Song of Roland, Roland's loyalty to Charlemagne and his willingness to fight to the death for his king and faith exemplify the chivalric values of medieval France. His refusal to call for reinforcements, choosing instead to face overwhelming forces with courage, teaches students about the ideals of loyalty and sacrifice central to the concept of knighthood."*

**5.2.3. Beowulf:** An Old English epic that follows Beowulf, a Geatish hero, who battles monsters like Grendel and a dragon. *Beowulf* emphasizes the values of courage, strength, and the hero's duty to protect his people.

### **Example Explanation:**

*"Beowulf illustrates the hero's journey from a fearless warrior to a wise king who ultimately sacrifices himself to save his people from a dragon. Through Beowulf's character, the epic highlights values like bravery and loyalty. It also reflects the Anglo-Saxon belief in fate and the importance of leaving a lasting legacy, showing students how heroism was seen as both a personal and social responsibility."*

**5.2.4. The Song of the Cid (El Cantar de Mio Cid):** A Spanish epic about the Castilian nobleman Rodrigo Díaz de Vivar, known as El Cid. This poem depicts themes of honor, loyalty, and the reconciliation of duty to family and country.

### **Example Explanation:**

*"El Cid is portrayed as an honorable and loyal vassal who, despite being exiled, continues to fight for his king and eventually restores his honor. His dedication to both family and kingdom demonstrates the ideal knightly virtues in medieval Spain. The Song of the Cid teaches students about the balance between personal honor and societal duty, embodying the values of loyalty and chivalry."*

**5.2.5. Celtic Epics (Examples include the Ulster Cycle and the Mabinogion):** Celtic epics, such as those from Ireland and Wales, tell the stories of legendary heroes like Cú Chulainn. These tales are filled with supernatural elements and reflect the unique Celtic values of honor, kinship, and connection to nature.

### Example Explanation:

*"The Ulster Cycle tells the story of Cú Chulainn, a warrior with superhuman abilities who defends his people against overwhelming odds. Celtic epics often feature strong ties to nature and the supernatural, with heroes who are part-human, part-divine. These stories reveal Celtic society's emphasis on loyalty to kin and respect for natural and mystical forces, helping students appreciate how culture shapes heroic ideals."*

### 3. Methodology and Teaching Tools

**5.3.1. Presentation Slides:** Use slides to present images, thematic summaries, and historical context for each epic. Include notable quotes and illustrations that capture key moments and characters.

#### Example Slide Content:

"For Beowulf, include an image of a dragon with an excerpt from Beowulf's final battle. For The Song of Roland, show a visual of Roland's horn, symbolizing his loyalty to Charlemagne. For The Song of the Cid, display an image of El Cid and include a quote about honor and loyalty. Each slide should provide a visual and thematic summary to help students connect with the text's heroic ideals."

**5.3.2. Reading Handouts:** Provide selected passages from each work with accompanying questions that encourage students to analyze themes, values, and narrative techniques.

#### Example Handout for *The Song of Roland*:

Handouts

"Include a passage where Roland faces overwhelming odds with his men. Questions might include, What does Roland's bravery reveal about the values of knighthood? Why does he refuse to call for help, and what does this decision tell us about the nature of heroism? Such questions help students explore

### 5.3.3. Class Discussion Questions:



*For Nibelungenlied: "How does the theme of revenge shape the story? What does Siegfried's fate reveal about the values of honor and loyalty in medieval German society?"*

*For Beowulf: "In what ways does Beowulf exemplify the qualities of an ideal hero? How does his journey reflect Anglo-Saxon views on heroism and legacy?"*

*For The Song of the Cid: "How does El Cid balance his loyalty to his king with his duty to his family? What qualities make him a model knight?"*

*For Celtic Epics: "What role do supernatural elements play in Celtic epics? How do they reflect the connection between humans, nature, and spirituality in Celtic culture?"*

## 4. Assessment and Reflection

**4.1. Short Quizzes:** Use quizzes with questions on the main themes, characters, and cultural values represented in each epic.



1. What motivates Kriemhild's quest for revenge in the Nibelungenlied?

2. Why does Roland refuse to call for help in The Song of Roland, and what does this decision reflect about his character?

3. What qualities make Beowulf a model hero, and how does his character embody Anglo-Saxon ideals?

4. How does El Cid restore his honor in The Song of the Cid, and what values does this reflect about medieval Spanish society?

### Sample Quiz Questions:

## THEME 7. RENAISSANCE EASTERN LITERATURE

Type: Lecture, seminar

---

### 1. Objectives and Learning Outcomes

**7.1.1. Purpose:** This lecture introduces students to the richness and diversity of Eastern literature during the Renaissance period, focusing on the transformative works of influential poets and writers. The goal is to explore how their literary contributions reflect the cultural, philosophical, and artistic movements of the time.

**7.1.2. Learning Goals:**

- Understand the historical and cultural context of the Eastern Renaissance.
- Analyze the themes and values represented in the works of F. Attar, Jami, Fuzuli, Navoiy, and Babur.
- Explore the role of literature in expressing personal and collective identities during this period.
- Develop critical reading and analytical skills through the exploration of poetic forms and literary techniques.

### 2. Main part

**7.2.1. Introduction to the Eastern Renaissance:** The Renaissance period, which flourished in the 15th to 17th centuries, marked a significant revival of art, culture, and literature across the Eastern world. This era was characterized by a renewed interest in classical texts, humanism, and a flourishing of poetic and literary forms.

**Historical Context:**

*"The Renaissance in the East emerged as a response to the cultural exchanges with the West, coupled with the flourishing of Islamic scholarship. This period saw the rise of influential poets and thinkers who sought to explore human experiences, spirituality, and the nature of existence through their works. Eastern literature during this time was rich with metaphor, allegory, and a deep engagement with philosophical questions."*

**7.2.2. F. Attar (Farid al-Din Attar):** A prominent Persian poet known for his mystical poetry and philosophical explorations, Attar's most famous work, *The Conference of the Birds (Mantiqu't-Tayr)*, uses

allegory to depict the spiritual journey of the soul seeking union with the divine.

**Example Explanation:**

*"In The Conference of the Birds, Attar employs the journey of birds seeking their king, Simurgh, as a metaphor for the soul's quest for divine truth. Each bird represents different human qualities and flaws, emphasizing the struggles and challenges faced in the pursuit of enlightenment. Attar's use of allegory not only reflects the spiritual beliefs of his time but also invites readers to engage with their own inner journeys toward self-realization."*

**7.2.3. Jami (Abdul Rahman Jami):** A significant figure in Persian literature, Jami is renowned for his works that blend Sufi mysticism with poetic elegance. His narrative poem, *Yusuf and Zuleikha*, explores themes of love, devotion, and the power of transformation.

**Example Explanation:**

*"Jami's Yusuf and Zuleikha retells the biblical story of Joseph and Potiphar's wife through a Sufi lens. The poem explores the theme of divine love and the transformative power of true devotion. Jami's intricate imagery and lyrical style reflect the depth of human emotions and the quest for spiritual connection, illustrating how love can lead to higher understanding and unity with the divine."*

**7.2.4. Fuzuli:** An important figure in Ottoman Turkish literature, Fuzuli is best known for his lyrical poetry and his epic *Leyla and Majnun*, which captures the profound anguish and beauty of unattainable love.

**Example Explanation:**

*"Fuzuli's Leyla and Majnun presents a poignant tale of love that transcends worldly desires. The narrative, inspired by the classic Persian tale, delves into themes of longing and the spiritual dimensions of love. Fuzuli's mastery of language and emotional depth allows readers to feel the pain and beauty of Majnun's devotion to Leyla, exploring the intersections of love, madness, and mysticism."*

**7.2.5. Navoiy (Alisher Navoi):** A foundational figure in Uzbek literature and a pioneer of Chagatai poetry, Navoiy's works blend themes of love, mysticism, and philosophical inquiry. His epic poem

*Khamsa* consists of five major works that explore various dimensions of human experience.

**Example Explanation:**

*"Navoiy's Khamsa is a collection of five narratives that reflect the spiritual and philosophical essence of his time. The poems address themes such as the nature of love, the quest for truth, and the relationship between the human soul and the divine. Navoiy's use of rich imagery and his ability to intertwine personal and universal themes make his work a cornerstone of Eastern Renaissance literature, inspiring generations of readers and writers."*

**7.2.6. Babur (Zahir al-Din Muhammad Babur):** The founder of the Mughal Empire in India, Babur is also known for his autobiography, *Baburnama*, which provides a unique insight into his life, thoughts, and the cultural landscape of his time.

**Example Explanation:**

*"In Baburnama, Babur shares his personal reflections, experiences, and observations of nature and society. His prose combines vivid descriptions with philosophical musings, revealing his identity as both a conqueror and a sensitive observer of life. Babur's work illustrates the complexities of leadership, cultural exchange, and the natural world, providing valuable historical and literary insights into the Renaissance period."*

### **3. Methodology and Teaching Tools**

**7.3.1 Presentation Slides:** Use slides to present key themes, excerpts, and biographical information about each author. Incorporate images that represent their works and the cultural context of the Eastern Renaissance.

## Example Slide Content:

"FOR F. ATTAR, INCLUDE AN ILLUSTRATION OF BIRDS FROM THE CONFERENCE OF THE BIRDS ALONGSIDE AN EXCERPT HIGHLIGHTING THE ALLEGORICAL JOURNEY. FOR NAVOIY, SHOWCASE A PORTRAIT OF THE POET WITH A PASSAGE FROM KHAMSA, EMPHASIZING HIS CONTRIBUTIONS TO LITERATURE. EACH SLIDE SHOULD SERVE AS A VISUAL AND THEMATIC REPRESENTATION TO ENHANCE STUDENT UNDERSTANDING."

**7.3.2. Reading Handouts:** Provide selected excerpts from each work, along with discussion questions to stimulate engagement and critical thinking.

### Example Handout for *Leyla and Majnun*:

Handouts

"Include a passage that captures the essence of Majnun's longing for Leyla. Questions might include, What emotions does Fuzuli evoke through his depiction of love? How does the theme of unattainable love reflect broader philosophical ideas? Such questions will guide students in analyzing the deeper meanings within the poetry."

### 7.3.3. Class Discussion Questions:



*For F. Attar: "How does Attar use allegory in *The Conference of the Birds* to convey spiritual truths? What can we learn from the journey of the birds?"*

*For Jami: "What role does love play in Jami's *Yusuf and Zuleikha*, and how does it connect to Sufi ideals?"*

*For Fuzuli: "How does Fuzuli depict the theme of unattainable love in *Leyla and Majnun*, and what does it reveal about the human condition?"*

*For Navoiy: "What philosophical themes are present in Navoiy's *Khamsa*, and how do they reflect the cultural context of the Renaissance?"*

*For Babur: "In what ways does *Baburnama* provide insights into Babur's identity as a leader and a poet? How does he reconcile his roles in his writing?"*

## 4. Assessment and Reflection

**7.4.1. Short Quizzes:** Use quizzes that test knowledge of the key themes, authors, and works discussed in the lecture.

### Sample Quiz Questions:



1. What is the central allegorical theme in F. Attar's *The Conference of the Birds*?
2. How does Jami portray divine love in *Yusuf and Zuleikha*?
3. What are the main characteristics of Fuzuli's *Leyla and Majnun*?
4. How does Navoiy's *Khamsa* contribute to the tradition of Eastern literature?
5. What insights does Babur provide about leadership in *Baburnama*?

## THEME 8. RENAISSANCE WESTERN LITERATURE

**Type: Lecture, seminar**

---

### 1. Objectives and Learning Outcomes

**8.1.1. Purpose:** This lecture aims to introduce students to the major figures and works of Renaissance Western literature, highlighting how their writings reflect the cultural, philosophical, and artistic movements of the time.

#### 8.1.2. Learning Goals:

- Understand the historical and cultural context of the Western Renaissance.
- Analyze key themes and stylistic elements in the works of Dante, Boccaccio, Shakespeare, Petrarch, Rabelais, and Cervantes.
- Explore the influence of Renaissance literature on contemporary thought and literature.
- Develop critical reading and analytical skills through the exploration of literary genres and forms.

## 2. Main part

**8.2.1. Introduction to the Western Renaissance:** The Renaissance in Western Europe, spanning the 14th to the 17th centuries, was characterized by a renewed interest in classical antiquity, humanism, and a flourishing of literature, art, and science. This period marked a shift from medieval scholasticism to individualism and exploration of human experience.

### **Historical Context:**

*"The Renaissance emerged as a response to the cultural stagnation of the Middle Ages, fueled by rediscovery of classical texts and the rise of humanism. Writers of this era sought to explore the complexities of human nature, ethics, and social values, laying the groundwork for modern literature and thought."*

**8.2.2. Dante Alighieri:** Known for his monumental work *The Divine Comedy*, Dante's narrative poem is an allegorical journey through Hell, Purgatory, and Paradise, exploring themes of sin, redemption, and divine justice.

### **Example Explanation:**

*"In The Divine Comedy, Dante uses allegory to reflect the soul's journey toward God. The structure of the poem, with its tripartite division, symbolizes the Christian understanding of the afterlife. Dante's use of vivid imagery and complex characters provides insights into the moral and ethical dilemmas faced by humanity. His work not only represents the values of his time but also serves as a critique of contemporary society and politics."*

**8.2.3. Giovanni Boccaccio:** Boccaccio is best known for *The Decameron*, a collection of 100 tales told by a group of young people fleeing the plague. The work explores themes of love, fortune, and human behavior.

### **Example Explanation:**

*"In The Decameron, Boccaccio presents a series of stories that reflect the diversity of human experience. The framing device of storytelling amid the plague emphasizes the resilience of the human spirit and the complexities of love and relationships. Boccaccio's characters range from the noble to the comedic, showcasing the interplay between social classes and the universality of human desires."*

**8.2.4. William Shakespeare:** Often regarded as one of the greatest playwrights in history, Shakespeare's works encompass tragedies, comedies, and histories that explore themes of love, power, ambition, and the human condition.

**Example Explanation:**

*"Shakespeare's plays, such as Hamlet, Macbeth, and A Midsummer Night's Dream, delve into the intricacies of human emotion and societal structures. His mastery of language, character development, and the use of soliloquies allow audiences to engage deeply with the moral dilemmas faced by his characters. Shakespeare's exploration of universal themes has made his works timeless, resonating with audiences across generations."*

**8.2.5. Petrarch:** Often called the father of humanism, Petrarch's poetry, particularly his sonnets, reflects his deep passion for Laura and his philosophical musings on love, nature, and the human experience.

**Example Explanation:**

*"Petrarch's Canzoniere showcases his innovative use of the sonnet form, capturing the intensity of love and longing. His introspective style and exploration of personal emotion mark a departure from medieval poetic traditions, emphasizing the individuality of the poet. Petrarch's influence on subsequent poets and the development of the sonnet as a literary form is profound, establishing a foundation for later Renaissance literature."*

**8.2.6. François Rabelais:** Known for his satirical work *Gargantua and Pantagruel*, Rabelais explores themes of humanism, education, and the absurdity of human existence through the lens of humor and fantasy.

**Example Explanation:**

*"Rabelais' Gargantua and Pantagruel combines humor, satire, and social commentary to critique contemporary society and its institutions. The larger-than-life characters of Gargantua and Pantagruel represent the Renaissance ideals of knowledge and freedom. Rabelais' use of grotesque humor and playful language challenges societal norms and encourages readers to question authority and embrace humanist principles."*

**8.2.7. Miguel de Cervantes:** Cervantes is best known for his novel *Don Quixote*, which tells the story of an aging nobleman who becomes a

self-declared knight-errant, exploring themes of reality, illusion, and the nature of heroism.

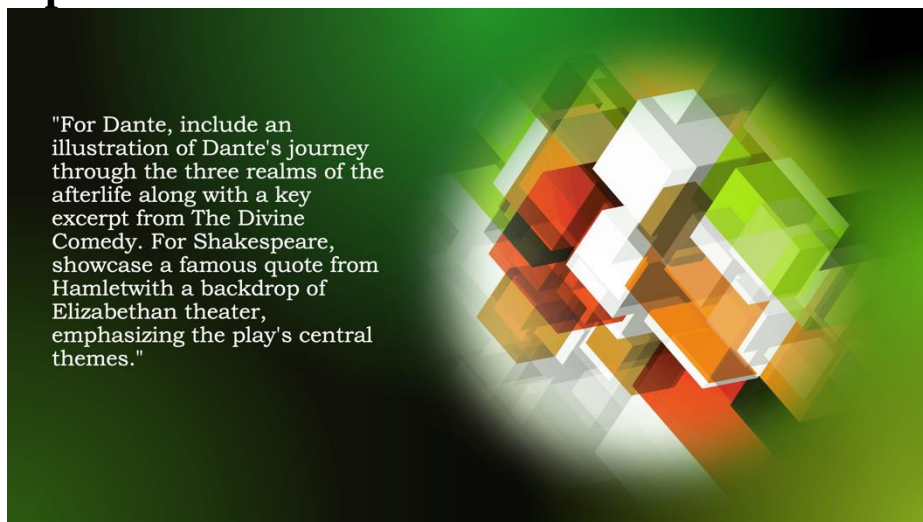
**Example Explanation:**

*"In Don Quixote, Cervantes critiques the romantic notions of chivalry and heroism while simultaneously celebrating the quest for ideals. Through the character of Don Quixote, Cervantes examines the blurred lines between reality and fantasy, inviting readers to reflect on the nature of identity and purpose. The novel's innovative narrative style and depth of character development have solidified its status as a cornerstone of Western literature."*

**3. Methodology and Teaching Tools**

**8.3.1. Presentation Slides:** Use slides to present key themes, excerpts, and biographical information about each author. Include images that represent their works and the cultural context of the Renaissance.

**Example Slide Content:**



**8.3.2. Reading Handouts:** Provide selected excerpts from each work, along with discussion questions to stimulate engagement and critical thinking.

**Example Handout for *Don Quixote*:**

Handouts

"Include a passage where Don Quixote mistakes windmills for giants. Questions might include, What does this episode reveal about Don Quixote's character and his quest? How does Cervantes use humor to critique societal norms? Such questions will guide students in analyzing the deeper meanings within the narrative."

### 8.3.3. Class Discussion Questions:



*For Dante: "How does Dante's journey in The Divine Comedy reflect the moral and ethical values of his time?"*

*For Boccaccio: "What themes of love and human behavior are prevalent in The Decameron, and how do they resonate with modern readers?"*

*For Shakespeare: "In what ways do Shakespeare's characters grapple with the themes of power and ambition? How do these themes remain relevant today?"*

*For Petrarch: "How does Petrarch's poetry redefine the concept of love and personal expression during the Renaissance?"*

*For Rabelais: "What social critiques does Rabelais offer through humor in Gargantua and Pantagruel?"*

*For Cervantes: "How does Don Quixote challenge traditional notions of heroism and identity?"*

## 4. Assessment and Reflection

**4.4.1. Short Quizzes:** Use quizzes to test knowledge of key themes, authors, and works discussed in the lecture.

### Sample Quiz Questions:



1. What is the central allegorical theme in Dante's The Divine Comedy?

2. How does Boccaccio's The Decameron explore the complexities of human relationships?

3. What makes Shakespeare's characters memorable and relatable across time?

4. In what ways did Petrarch influence the development of sonnet poetry?

5. How does Rabelais' satire challenge societal norms?

6. What does Cervantes' Don Quixote reveal about the nature of reality and illusion?

# THEME 9. ENLIGHTENMENT LITERATURE OF THE WEST

Type: Lecture, seminar

---

## 1. Objectives and Learning Outcomes

**9.1.1. Purpose:** This lecture aims to introduce students to key figures and works of Enlightenment literature, emphasizing the cultural, philosophical, and social movements that influenced their writings.

### 9.1.2. Learning Goals:

- Understand the historical context of the Enlightenment in Western and Eastern literature.
- Analyze key themes and stylistic elements in the works of Molière, John Milton, Lope de Vega, Mashrab, and Mahtumquli.
- Explore how these authors addressed issues such as reason, morality, and social criticism in their works.
- Develop critical reading and analytical skills through the exploration of different literary genres and forms.

## 2. Main part

**9.2.1. Introduction to the Enlightenment:** The Enlightenment, primarily occurring in the 17th and 18th centuries, was characterized by an emphasis on reason, science, and intellectual interchange. This period fostered the questioning of traditional authority and championed the values of liberty, equality, and human rights, impacting both Western and Eastern literary traditions.

### Historical Context:

*"The Enlightenment was a time of significant change, driven by philosophical inquiry and the promotion of rational thought. Writers across cultures engaged with these ideas, contributing to a broader discourse that influenced politics, religion, and society."*

**9.2.2. Molière:** Molière is celebrated for his comedic plays, which often critique societal norms and human follies. Works like *Tartuffe* and *The Misanthrope* explore themes of hypocrisy, moral integrity, and social satire.

### **Example Explanation:**

*"In Tartuffe, Molière uses humor and satire to expose the dangers of blind faith and hypocrisy. The character of Tartuffe serves as a representation of deceit, highlighting the tension between appearance and reality in 17th-century French society. Molière's clever dialogue and complex characters allow audiences to reflect on moral values and the human condition."*

**9.2.3. John Milton:** Milton is best known for his epic poem *Paradise Lost*, which explores the biblical story of the Fall of Man. His works delve into themes of free will, obedience, and the nature of good and evil.

### **Example Explanation:**

*"In Paradise Lost, Milton presents a nuanced exploration of temptation and redemption. Through vivid imagery and philosophical reflections, he addresses the conflict between divine authority and human agency. Milton's portrayal of Satan as a complex character challenges readers to reconsider traditional notions of good and evil, making the poem a profound commentary on human nature and morality."*

**9.2.4. Lope de Vega:** A prominent Spanish playwright and poet, Lope de Vega's works contributed significantly to the development of Spanish theatre. His plays often incorporate themes of love, honor, and social class.

### **Example Explanation:**

*"Lope de Vega's Fuenteovejuna exemplifies the themes of collective action and justice. The play tells the story of a village that unites against tyranny, emphasizing the importance of community and moral righteousness. Lope's innovative blending of genres and complex characters reflects the evolving Spanish society of his time, showcasing the power dynamics at play."*

**9.2.5. Mashrab:** An influential poet in Central Asian literature, Mashrab's works reflect themes of love, mysticism, and social critique. His poetry often addresses the struggles of the common people and the nature of existence.

### **Example Explanation:**

*"Mashrab's poetry is characterized by its emotional depth and social commentary. Through rich imagery and metaphors, he articulates the pain of separation and the quest for spiritual fulfillment. Mashrab's work serves as a voice for the marginalized, reflecting the socio-political realities of his time and the longing for justice and equality."*

**9.2.6. Mahtumquli:** A key figure in Turkmen literature, Mahtumquli's poetry reflects themes of love, wisdom, and the cultural identity of the Turkmen people. His works often explore the human experience and the relationship between the individual and society.

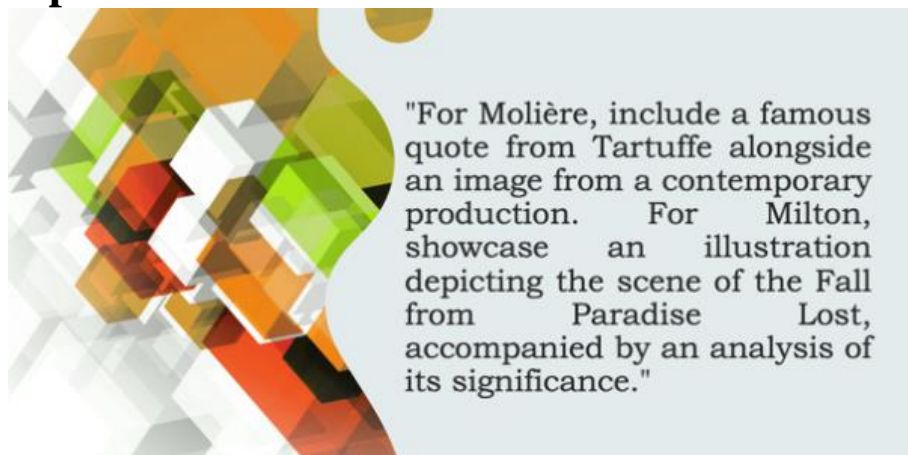
### **Example Explanation:**

*"Mahtumquli's verses celebrate the beauty of life and the importance of love and knowledge. His poetry often emphasizes the value of moral integrity and the pursuit of wisdom. By weaving together personal reflection and cultural heritage, Mahtumquli's work resonates with themes of enlightenment and humanism, contributing to the broader discourse of his time."*

## **3. Methodology and Teaching Tools**

**9.3.1. Presentation Slides:** Utilize slides to present key themes, author biographies, and excerpts from their works. Include relevant visuals, such as portraits, historical images, and scenes from adaptations of their plays.

### **Example Slide Content:**



**9.3.2. Reading Handouts:** Provide selected excerpts from each author's works, along with discussion questions to promote engagement and critical analysis.

## Example Handout for *Paradise Lost*:

Handouts

"Include a passage from Book IX where Adam and Eve are tempted. Questions might include, What does this passage reveal about the nature of temptation? How does Milton portray the dynamics between Adam and Eve? These questions will guide students in examining the deeper meanings within the text."

### 9.3.3. Class Discussion Questions:



*For Molière: "How does Molière use humor to critique social norms and human behavior in his plays?"*

*For Milton: "In what ways does Paradise Lost challenge conventional notions of good and evil?"*

*For Lope de Vega: "What social issues are addressed in Fuenteovejuna, and how do they reflect the society of the time?"*

*For Mashrab: "How does Mashrab's poetry serve as a voice for the oppressed, and what themes of social justice are present in his work?"*

## 4. Assessment and Reflection

- **Short Quizzes:** Use quizzes to assess knowledge of key themes, authors, and works discussed in the lecture.



1. What social issues does Molière address in Tartuffe?
2. How does Milton's portrayal of Satan in Paradise Lost complicate traditional understandings of evil?
3. What is the central theme of Lope de Vega's Fuenteovejuna?
4. How does Mashrab's poetry reflect the experiences of the common people?
5. What are the major themes present in Mahtumquli's works, and how do they resonate with Turkmen identity?

### Sample Quiz Questions:

# THEME 10. ENLIGHTENMENT LITERATURE OF THE EAST AND ROMANTICISM IN WESTERN AND WORLD LITERATURE

Type: Lecture, seminar

---

## 1. Objectives and Learning Outcomes

**10.1.1 Purpose:** This lecture aims to examine the evolution of Enlightenment literature in the East and the emergence of Romanticism in Western and world literature, highlighting key figures and their contributions.

### 10.1.2. Learning Goals:

- Understand the historical context of Enlightenment literature in the East.
- Analyze the key themes and characteristics of Romanticism in Western literature.
- Explore the works of selected authors, identifying their contributions to their respective literary movements.
- Develop critical reading and analytical skills through comparative analysis of texts.

## 2. Main part

**10.2.1. Introduction to Enlightenment Literature in the East:** The Enlightenment in Eastern literature was marked by a focus on reason, morality, and the quest for knowledge. Authors sought to address social issues, cultural identity, and philosophical questions, often drawing from traditional narratives and folklore.

### Historical Context:

*"The Enlightenment was a transformative period across cultures, fostering new ideas about human rights, governance, and individual liberties. In Eastern literature, this period gave rise to works that emphasized enlightenment through education, moral integrity, and the power of reason."*

**10.2.2. Romanticism in Western Literature:** Romanticism emerged in the late 18th and early 19th centuries as a reaction against the Enlightenment's emphasis on reason. Romantic writers celebrated emotion, nature, and individualism, focusing on the human experience and the sublime aspects of life.

## Key Characteristics of Romanticism:

- o *Emphasis on emotion and imagination over reason.*
- o *Celebration of nature and the sublime.*
- o *Exploration of individualism and the self.*
- o *Interest in folklore, myth, and the supernatural.*
- o *Critique of industrialization and societal norms.*

**10.2.3. Brothers Grimm:** Known for their collection of fairy tales, the Brothers Grimm sought to preserve German folklore and highlight moral lessons through storytelling.

### Example Explanation:

"The Brothers Grimm's *Grimm's Fairy Tales* reflects the Romantic fascination with folklore and the supernatural. Stories like *Cinderella* and *Hansel and Gretel* not only entertain but also convey deeper moral lessons about human nature, resilience, and the struggle between good and evil."

**10.2.4. Lord Byron:** A leading figure in the Romantic movement, Byron is known for his passionate poetry and charismatic characters. His works often explore themes of love, heroism, and the individual's struggle against societal constraints.

### Example Explanation:

"Byron's *Childe Harold's Pilgrimage* exemplifies the Romantic ideal of the Byronic hero—an individual who embodies passion, rebellion, and a quest for identity. Through vivid imagery and emotional depth, Byron critiques societal norms while celebrating the power of personal freedom."

**10.2.5. Percy Bysshe Shelley:** Shelley's poetry reflects his philosophical ideals and commitment to social justice. His works often explore the relationship between humanity and nature, the role of the individual in society, and the quest for beauty and truth.

### Example Explanation:

"In *Ode to the West Wind*, Shelley uses natural imagery to convey a message of renewal and transformation. The poem reflects Romantic ideals of change and the power of the individual to inspire societal progress, emphasizing the interconnectedness of humanity and nature."

10.2.6. **Victor Hugo:** Hugo's literary works, including *Les Misérables* and *The Hunchback of Notre-Dame*, explore themes of love, social injustice, and redemption. His writing reflects a deep empathy for the marginalized and a critique of societal norms.

**Example Explanation:**

*"In Les Misérables, Hugo presents a powerful narrative that addresses issues of poverty, justice, and human dignity. The character of Jean Valjean embodies the struggle for redemption and the impact of societal oppression, making the novel a poignant exploration of the human condition."*

10.2.7 **James Fenimore Cooper:** As one of America's first major novelists, Cooper's works often explore themes of nature, adventure, and the tension between civilization and the wilderness. His stories celebrate the American landscape and the ideals of freedom.

**Example Explanation:**

*"Cooper's The Last of the Mohicans highlights the Romantic fascination with nature and the noble savage. Through the character of Hawkeye, Cooper critiques the impact of colonialism while celebrating the beauty of the American wilderness and the complexity of cultural interactions."*

10.2.8. **Alexander Pushkin:** Pushkin is often regarded as the father of Russian literature. His works blend Romantic themes with Russian cultural identity, exploring love, freedom, and the human spirit.

**Example Explanation:**

*"In Eugene Onegin, Pushkin presents a poignant exploration of love and regret. The novel-in-verse reflects the tensions of Russian society and the personal struggles of its characters, embodying the Romantic ideal of individual experience against the backdrop of societal constraints."*

### 3. Methodology and Teaching Tools

- **Presentation Slides:** Utilize slides to present key themes, author biographies, and excerpts from their works. Include relevant visuals, such as portraits and illustrations from adaptations of their texts.

## Example Slide Content:

Lord Byron: An Excerpt from Childe Harold's Pilgrimage

"There is a pleasure in the pathless woods,  
There is a rapture on the lonely shore,  
There is society, where none intrudes,  
By the deep sea, and music in its roar:  
I love not man the less, but Nature more,  
From these our interviews, in which I steal  
From all I may be, or have been before,  
To mingle with the Universe, and feel  
What I can ne'er express, yet cannot all conceal."  
(Canto IV, Stanza 178)

This excerpt beautifully captures Byron's complex relationship with solitude, nature, and self-reflection. The vivid imagery of the pathless woods and lonely shore symbolizes both freedom and inner struggle, reflecting a yearning for escape from societal constraints and a deep communion with the natural world.



**10.3.1. Reading Handouts:** Provide selected excerpts from each author's works, accompanied by discussion questions to promote engagement and critical analysis.

### ● Example Handout for *Les Misérables*:

Handouts

"Include a passage focusing on Jean Valjean's internal conflict. Questions might include, *What motivates Valjean's actions? How does Hugo portray the theme of redemption?* These questions will guide students in examining the deeper meanings within the text."

### 10.3.2. Class Discussion Questions:



*For the Brothers Grimm: "What moral lessons can be drawn from their fairy tales, and how do these reflect the values of Romanticism?"*

*For Lord Byron: "In what ways does Byron's work embody the characteristics of the Byronic hero?"*

*For Percy Shelley: "How does Shelley's poetry reflect Romantic ideals of nature and individuality?"*

*For Victor Hugo: "What social issues are addressed in Les Misérables, and how does Hugo's narrative critique societal norms?"*

*For James Fenimore Cooper: "How does Cooper's portrayal of nature reflect Romantic ideals, and what commentary does it provide on American identity?"*

*For Alexander Pushkin: "In what ways does Pushkin's work reflect the intersection of Romanticism and Russian cultural identity?"*

#### 4. Assessment and Reflection

- **Short Quizzes:** Use quizzes to assess knowledge of key themes, authors, and works discussed in the lecture.

##### Sample Quiz Questions:



1. What are the key characteristics of Romanticism?
2. How do the Brothers Grimm use folklore to convey moral lessons?
3. What themes are prevalent in Lord Byron's poetry?
4. How does Victor Hugo address social justice in his works?
5. In what ways does Pushkin's writing reflect Romantic ideals and Russian culture?

## THEME 11. ROMANTICISM IN EASTERN AND WESTERN LITERATURE

Type: Lecture, seminar

---

### 1. Objectives and Learning Outcomes

**11.1.1. Purpose:** This lecture aims to explore the characteristics of Romanticism in both Eastern and Western literature, focusing on the contributions of selected authors and their thematic representations.

#### 11.1.2 Learning Goals:

- Understand the foundational principles of Romanticism in literature.
- Analyze the works of Eastern authors in relation to Western Romantic literature.
- Develop critical reading and analytical skills through presentations and discussions on selected texts.

---

### 2. Main part

**11.2.1. Introduction to Romanticism:** Romanticism was a literary movement that emerged in the late 18th century, characterized by an

emphasis on emotion, individualism, and the beauty of nature. It sought to challenge the rationalism of the Enlightenment and embraced themes of passion, imagination, and the sublime.

### **Key Features of Romanticism:**

- o A focus on emotion and the individual experience.*
- o Appreciation of nature and the sublime.*
- o Exploration of folklore, myths, and the supernatural.*
- o Rebellion against societal norms and conventions.*

**11.2.2. Eastern Romanticism:** In Eastern literature, Romanticism manifested through a focus on personal expression, cultural identity, and the exploration of moral and philosophical themes.

**11.2.3. Nodira:** Nodira (also known as Nodira Shodmonova) was a prominent Uzbek poetess whose works often centered around themes of love, beauty, and social issues. Her poetry reflects Romantic ideals through passionate expression and deep emotional resonance.

### **Example Explanation:**

*"In her poem Mushak (The Mouse), Nodira uses vivid imagery to portray the nuances of love and longing. Her exploration of emotional depth and personal experience aligns with Romantic themes, highlighting the tension between societal expectations and individual desires."*

**11.2.4. Uvaysiy:** Uvaysiy was a significant figure in Persian literature, known for his poetry that often addressed themes of love, nature, and the spiritual journey. His work embodies the Romantic spirit through a profound connection to the natural world and human emotion.

### **Example Explanation:**

*"Uvaysiy's poem Siroj exemplifies the Romantic fascination with nature. Through rich metaphors and lyrical language, he expresses the beauty of the natural world and its relationship with human emotion, capturing the essence of Romanticism in Eastern literature."*

**11.2.5. Munis:** Munis was an influential Uzbek poet whose works explored themes of love, philosophy, and social justice. His poetry reflects the struggle for personal and collective identity, resonating with Romantic ideals of individualism and emotional depth.

### Example Explanation:

*"In Navro'z (New Year), Munis conveys a sense of renewal and hope through his celebration of spring and rebirth. His use of vibrant imagery and emotional expression illustrates the Romantic ideal of finding beauty and meaning in the cycles of nature."*

**11.2.6. Ogahiy:** Ogahiy is celebrated for his poetry that often critiques social issues while embodying the Romantic spirit through passionate expression and emotional depth.

### Example Explanation:

*"Ogahiy's Khosiyat highlights the struggles of the individual against societal constraints. His lyrical style and focus on personal experience reflect the Romantic emphasis on emotion, identity, and the quest for freedom."*

**11.2.7. Comparison with Western Romanticism:** While Romanticism in the East and West shares many characteristics, it is important to recognize the cultural contexts that shape each movement. In Western literature, authors like Wordsworth, Coleridge, and Keats explored nature and emotion similarly, yet their works also reflect the unique societal and philosophical influences of their time.

## 3. Methodology and Teaching Tools

**11.3.1. Presentation Slides:** Create engaging slides that introduce key themes, provide biographical information on authors, and include excerpts from their works. Visuals such as images of the authors and relevant cultural symbols can enhance understanding.


### Example Slide Content:

Nodira: Poetry of Love and Beauty  
Excerpt 1: "Muhabbat dardini, Nodir, bas qilolmasman,  
Ishq aro men kabi bir asr bo'lolmasman."

In this couplet, Nodira reflects on the enduring and profound ache of love. She portrays love as an eternal force that shapes human existence, underscoring its bittersweet, transformative power. Her words resonate with the timeless struggle between yearning and fulfillment.

Excerpt 2: "Ey yor, nigohlaring gulshan aro bahrdir,  
Mening esa dunyoyim o'sha gulshan ichra sehrdir."

This verse captures the beauty of the beloved's gaze, likened to a garden of roses that holds oceans of emotion. For Nodira, the beloved's beauty serves as a window to a mystical, enchanting world.



**11.3.2. Reading Handouts:** Provide selected excerpts from the works of Nodira, Uvaysiy, Munis, and Ogahiy, accompanied by discussion questions to promote engagement and critical analysis.

**Example Handout for Uvaysiy:**



"Include a passage from Siroj with questions like, What emotions does the imagery evoke? How does Uvaysiy connect nature with human experiences?"

**11.3.3. Class Discussion Questions:**



*For Nodira: "How does Nodira's poetry reflect the Romantic themes of love and individuality?"*

*For Uvaysiy: "In what ways does Uvaysiy use nature to express personal emotion?"*

*For Munis: "What social issues does Munis address in his poetry, and how do they align with Romantic ideals?"*

*For Ogahiy: "How does Ogahiy's critique of society exemplify the Romantic struggle for identity and freedom?"*

**4. Assessment and Reflection**

**11.4.1. Short Quizzes:** Conduct quizzes to assess knowledge of key themes, authors, and works discussed in the lecture.



1. What are the defining characteristics of Romanticism?
2. How does Nodira express themes of love in her poetry?
3. What role does nature play in Uvaysiy's works?
4. How does Munis reflect social issues in his poetry?
5. In what ways does Ogahiy embody the Romantic spirit?

**Sample Quiz Questions:**

## THEME 12. REALISM IN WESTERN LITERATURE

Type: Lecture, seminar

---

### 1. Objectives and Learning Outcomes

**12.1.1. Purpose:** To explore the movement of realism in Western literature, focusing on its defining characteristics and its portrayal of everyday life, societal issues, and human experience through the works of selected authors.

#### 12.1.2. Learning Goals:

- Understand the historical context and evolution of realism in literature.
  - Analyze key themes and narrative techniques employed by prominent realist authors.
  - Develop critical thinking and analytical skills through in-depth discussions and presentations of literary works.
- 

### 2. Main part

**12.2.1. Introduction to Realism:** Realism emerged in the mid-19th century as a reaction to romanticism and idealism, focusing on the depiction of everyday life, ordinary characters, and social issues. The movement aimed to present a more truthful representation of the world, often highlighting the struggles of the lower and middle classes.

#### Key Features of Realism:

- *Focus on everyday life and ordinary characters.*
- *Exploration of social, political, and economic issues.*
- *Detailed and objective descriptions of settings and characters.*
- *Emphasis on character development and moral dilemmas.*

**12.2.2. Realist Authors and Their Works. 1. Charles Dickens:** Dickens is renowned for his vivid portrayals of Victorian society and its social injustices. His works often highlight the plight of the poor and critique societal norms.

#### Example Explanation:

*"In Oliver Twist, Dickens explores themes of poverty and child exploitation. Through the character of Oliver, he critiques the harsh realities of the workhouse system and the moral failings of society."*

**12.2.3. Stendhal:** Stendhal's work often delves into the psychology of his characters and the complexities of love and ambition against the backdrop of social conventions.

**Example Explanation:**

*"In *The Red and the Black*, Stendhal presents the life of Julien Sorel, who navigates the rigid class structure of post-Napoleonic France. The novel explores themes of ambition, love, and the conflict between personal desires and societal expectations."*

**12.2.4. Jack London:** London's novels often reflect his experiences and the struggles of individuals against nature and society.

**Example Explanation:**

*"In *The Call of the Wild*, London illustrates the harsh realities of survival in the wilderness, emphasizing themes of instinct and adaptation. The story of Buck's transformation highlights the struggle for identity and belonging in a brutal environment."*

**12.2.5. Theodore Dreiser:** Dreiser is known for his naturalistic style and focus on the impact of environment on individual fate.

**Example Explanation:**

*"In *Sister Carrie*, Dreiser portrays the life of Carrie Meeber, a young woman who seeks success in the city. The novel addresses themes of ambition, materialism, and the moral implications of personal choices."*

**12.2.6. Ernest Hemingway:** Hemingway's succinct style and focus on themes of disillusionment and existentialism reflect the complexities of modern life.

**Example Explanation:**

*"In *The Old Man and the Sea*, Hemingway explores themes of struggle, resilience, and the human condition. The story of Santiago's battle against the marlin symbolizes the universal struggle for meaning and dignity in life."*

**12.2.7. Mark Twain:** Twain's works often critique social issues and explore themes of race, identity, and moral ambiguity.

### **Example Explanation:**

*"In The Adventures of Huckleberry Finn, Twain addresses themes of racism and moral growth through Huck's journey down the Mississippi River. The novel is a powerful commentary on American society and the complexities of friendship and freedom."*

**12.2.8. Erich Maria Remarque:** Remarque's novels often focus on the effects of war on individuals and society, emphasizing the harsh realities of conflict.

### **Example Explanation:**

*"In All Quiet on the Western Front, Remarque presents the grim realities of World War I from the perspective of soldiers. The novel critiques the glorification of war and highlights the trauma and disillusionment faced by those who fight."*

**12.2.9. Jane Austen:** Austen's novels focus on the lives and relationships of women in the early 19th century, exploring themes of marriage, class, and morality.

### **Example Explanation:**

*"In Pride and Prejudice, Austen critiques social class and gender roles through the experiences of Elizabeth Bennet. The novel explores themes of love, reputation, and personal growth within the constraints of society."*

**12.2.10 Leo Tolstoy:** Tolstoy's works often examine the moral and philosophical dilemmas of his characters, reflecting on the nature of life, faith, and the search for meaning.

### **Example Explanation:**

*"In War and Peace, Tolstoy presents a sweeping narrative of Russian society during the Napoleonic Wars. The novel intertwines personal stories with historical events, exploring themes of fate, free will, and the interconnectedness of human lives."*

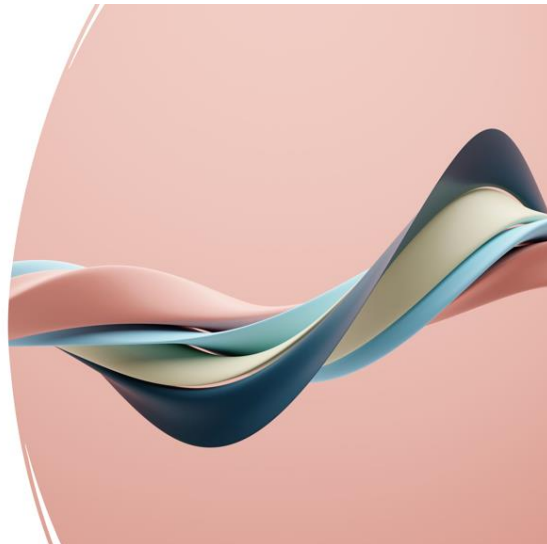
## **3. Methodology and Teaching Tools**

**12.3.1. Presentation Slides:** Create visually engaging slides that introduce key themes, provide biographical information on authors, and include relevant excerpts from their works. Visual aids like author portraits and historical contexts can enhance understanding.

## Example Slide Content:

"Include a slide for each author, summarizing their main themes and significant works, along with quotes that illustrate their style."

Madina Boboyeva



**12.3.2. Reading Handouts:** Provide selected excerpts from the works of the authors mentioned, along with guiding questions to prompt analysis and discussion.

### Example Handout for Dickens:

Handouts

Include excerpts from *Oliver Twist* with questions like, How does Dickens portray the theme of social injustice? What role does setting play in the narrative?"

### 12.3.3. Class Discussion Questions:



*For Dickens: "What social issues does Dickens highlight in *Oliver Twist*, and how does he portray the characters' struggles?"*

*For Stendhal: "How does *The Red and the Black* explore the theme of ambition within the constraints of society?"*

*For London: "In what ways does *The Call of the Wild* reflect the struggle for identity in the face of nature?"*

*For Dreiser: "Discuss how environment influences Carrie's fate in *Sister Carrie*."*

*For Hemingway: "How does Hemingway convey themes of resilience and struggle in *The Old Man and the Sea*?"*

*For Twain: "What critique of American society does Twain offer in *The Adventures of Huckleberry Finn*?"*

*For Remarque: "How does *All Quiet on the Western Front* challenge traditional views of war?"*

*For Austen: "What social critiques does Austen make through the characters in *Pride and Prejudice*?"*

## 4. Assessment and Reflection

**12.4.1. Short Quizzes:** Conduct quizzes to assess students' understanding of the key themes, authors, and works discussed in the lecture.

### Sample Quiz Questions:



1. What are the defining characteristics of realism?
2. How does Dickens address social issues in his works?
3. Discuss the psychological depth in Stendhal's characters.
4. What themes does Jack London explore in his portrayal of nature?
5. How does Hemingway's writing style reflect modernist themes?
6. What social critiques does Mark Twain offer through Huck's journey?
7. How does Remarque depict the impact of war on soldiers?
8. What role does marriage play in Jane Austen's novels?
9. How does Tolstoy intertwine personal stories with historical events?

## THEME 13. REALISM IN EASTERN LITERATURE

**Type: Lecture, seminar**

---

### 1. Objectives and Learning Outcomes

**13.1.1. Purpose:** To analyze the movement of realism in Eastern literature, emphasizing its characteristics, themes, and its portrayal of societal issues through the works of notable authors.

### 13.1.2. Learning Goals:

- Understand the evolution of realism within the context of Eastern literature.
- Analyze key themes and narrative techniques used by prominent Eastern realist authors.

- Develop critical thinking and analytical skills through discussions and assessments of literary works.

---

## 2. Main part

**13.2.1. Introduction to Realism in Eastern Literature:** Realism in Eastern literature emerged as a response to social changes and challenges within societies, reflecting everyday life and societal issues. It aims to present a truthful depiction of life, often focusing on the struggles and aspirations of ordinary people.

### **Features of Eastern Realism:**

- Focus on social and cultural issues.
- Representation of the everyday lives of ordinary individuals.
- Critique of societal norms and values.
- Emphasis on character development and moral dilemmas.

### **13.2.2. Realist Authors and Their Works:**

**13.2.3. Abdulla Qodiriy:** Qodiriy is known for his insightful portrayals of Uzbek society and its challenges. His works often reflect social issues, tradition, and change.

### **Example Explanation:**

*"In O'tkan Kunlar (The Days Gone By), Qodiriy portrays the clash between tradition and modernity in early 20th-century Uzbekistan. Through the character of Rustam, the novel explores themes of social change and personal struggle within a transforming society."*

**13.2.4. Abdulhamid Avloniy:** Avloniy's works reflect the sociopolitical issues of his time, emphasizing the importance of education and cultural enlightenment.

### **Example Explanation:**

*"In Turon Yurtida (In the Land of Turan), Avloniy critiques the ignorance of society and advocates for modernization and education. His portrayal of characters striving for knowledge highlights the transformative power of education in society."*

**13.2.5. Fitrat:** Fitrat's writings address themes of identity, cultural heritage, and the quest for national consciousness.

### **Example Explanation:**

*"In *Ishqi Vatan (Love for the Motherland)*, Fitrat explores the struggles of individuals in preserving their cultural identity amidst foreign influences. His works often call for a return to cultural roots and national pride."*

**13.2.6. Cho'lpon:** Cho'lpon is celebrated for his innovative style and his exploration of personal and societal conflicts.

### **Example Explanation:**

*"In *Mekhrnoma*, Cho'lpon examines the theme of love and sacrifice against the backdrop of societal expectations. His characters navigate the tension between personal desires and societal norms, highlighting the struggles of individuals in a changing world."*

**13.2.7. Chingiz Aitmatov:** Aitmatov's works reflect the complexities of life in Central Asia, focusing on the relationship between humans and nature, as well as the challenges of modernity.

### **Example Explanation:**

*"In *The Day Lasts More Than a Hundred Years*, Aitmatov blends realism with philosophical reflections on life and human relationships. The narrative addresses the conflict between tradition and modernity while exploring themes of love, sacrifice, and cultural identity."*

**13.2.8. Rashod Nuri Guntekin:** Guntekin's narratives often portray the struggles of individuals in a rapidly changing society, emphasizing the impact of historical events on personal lives.

### **Example Explanation:**

*"In *In the Name of the Father*, Guntekin depicts the struggles of a family during turbulent times. His realistic portrayal of their experiences reflects the broader social changes affecting society."*

**13.2.9. Ahmad Lutfi Khoja:** Khoja's writings explore themes of love, social justice, and the search for personal identity.

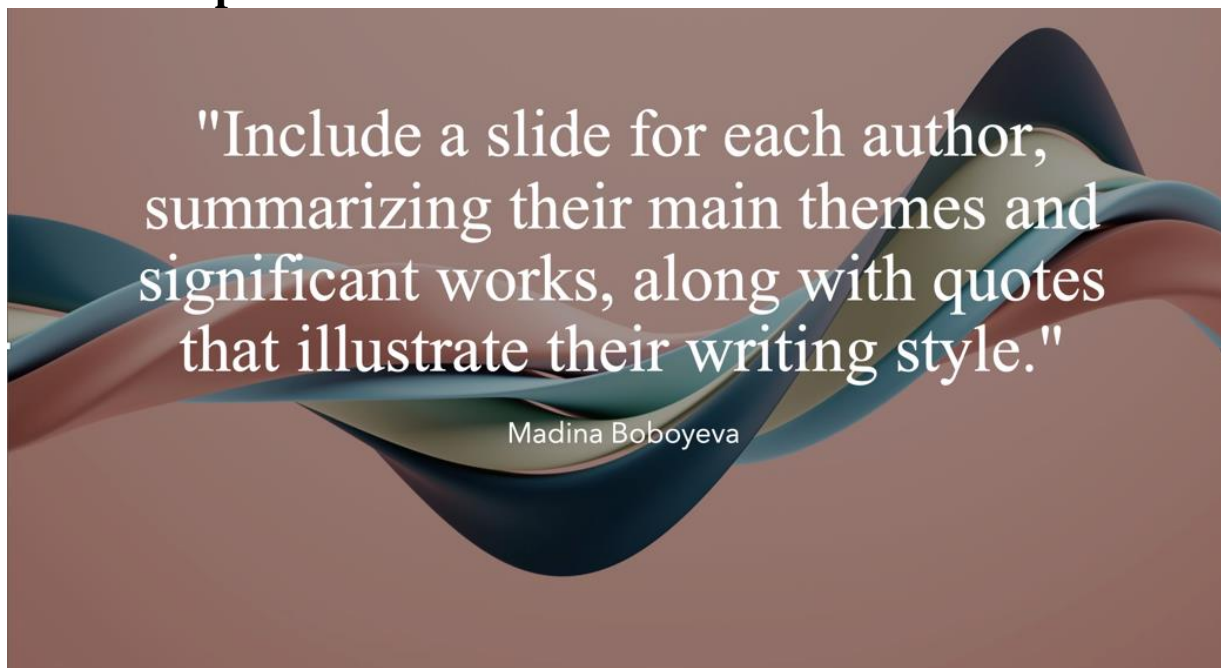
### Example Explanation:

*"In The Cradle of the Motherland, Khoja addresses the theme of love intertwined with national consciousness. His characters grapple with personal aspirations and their responsibilities to society, highlighting the moral dilemmas faced by individuals."*

## 3. Methodology and Teaching Tools

**13.3.1. Presentation Slides:** Create engaging slides that introduce key themes, provide biographical information on authors, and include relevant excerpts from their works. Visual aids like author portraits and historical contexts can enhance understanding.

### Example Slide Content:



**13.3.2. Reading Handouts:** Provide selected excerpts from the works of the authors mentioned, along with guiding questions to prompt analysis and discussion.

### Example Handout for Qodiriy:



"Include excerpts from O'tkan Kunlar with questions like, How does Qodiriy depict the clash between tradition and modernity? What role does setting play in the narrative?"

### 13.3.3. Class Discussion Questions:



*For Qodiriy: "What social issues does Qodiriy highlight in O'tkan Kunlar, and how does he portray the characters' struggles?"*

*For Avloniy: "How does Turon Yurtida advocate for education and modernization?"*

*For Fitrat: "Discuss how Ishqi Vatan reflects the theme of cultural identity amidst foreign influences."*

*For Cho'lpon: "In what ways does Mekhrnoma explore the tension between personal desires and societal norms?"*

*For Aitmatov: "How does The Day Lasts More Than a Hundred Years address the conflict between tradition and modernity?"*

*For Guntekin: "What struggles do the characters face in In the Name of the Father, and how do these reflect societal changes?"*

*For Khoja: "How does The Cradle of the Motherland intertwine themes of love and national consciousness?"*

## 4. Assessment and Reflection

**13.4.1. Short Quizzes:** Conduct quizzes to assess students' understanding of the key themes, authors, and works discussed in the lecture.



1. What are the defining characteristics of realism in Eastern literature?
2. How does Qodiriy address social change in his works?
3. What themes are prevalent in Avloniy's writings?
4. How does Fitrat's work reflect the importance of cultural identity?
5. What narrative techniques does Cho'lpon employ in his storytelling?
6. Discuss the philosophical elements in Aitmatov's narratives.
7. How does Guntekin portray historical events through personal stories?
8. What moral dilemmas do Khoja's characters face in their journeys?

### Sample Quiz Questions:

## THEME 14. WESTERN LITERATURE: NOBEL PRIZE WINNERS

Type: Lecture, seminar

---

### 1. Objectives and Learning Outcomes

**14.1.1. Purpose:** To examine the contributions of Nobel Prize-winning authors to Western literature, focusing on their themes, styles, and the societal contexts of their works.

**14.1.2. Learning Goals:**

- Understand the significance of the Nobel Prize in Literature and its impact on literary recognition.
  - Analyze key themes and narrative techniques used by notable Nobel laureates.
  - Develop critical thinking and analytical skills through discussions and assessments of literary works.
- 

### 2. Main part

**14.2.1. Introduction to the Nobel Prize in Literature:** The Nobel Prize in Literature, established by the will of Alfred Nobel, recognizes outstanding contributions to the field of literature. It has honored a diverse array of authors from various cultural and linguistic backgrounds, highlighting the importance of literature in society.

**Features of Nobel Prize Literature:**

- Emphasis on artistic merit and depth of expression.
- Reflection of societal issues and human experiences.
- Innovation in narrative style and structure.

**14.2.2. Nobel Laureates and Their Works:**

**14.2.3. Rudyard Kipling (1865-1936):** Kipling was awarded the Nobel Prize in Literature in 1907 for his exceptional storytelling and command of the English language. His works often reflect British imperialism and the complexities of colonialism.

**Example Explanation:**

"In *The Jungle Book*, Kipling uses the narrative of Mowgli to explore themes of identity and belonging, juxtaposing the laws of the jungle with human society. His rich prose and use of folklore illustrate the intricate relationships between nature and culture."

**14.2.4. Boris Pasternak (1890-1960):** Pasternak received the Nobel Prize in Literature in 1958 for his novel *Doctor Zhivago*, which presents a sweeping narrative of Russian history and the personal struggles of its characters amidst revolutionary change.

**Example Explanation:**

*"In Doctor Zhivago, Pasternak delves into themes of love, loss, and the impact of war on the human soul. Through the character of Yuri Zhivago, he examines the conflict between personal desires and societal obligations during a tumultuous period in Russian history."*

**14.2.5. Thomas Mann (1875-1955):** Mann was awarded the Nobel Prize in Literature in 1929 for his extensive literary contributions, including novels, essays, and short stories that explore themes of morality, culture, and the human condition.

**Example Explanation:**

*"In Death in Venice, Mann explores the theme of obsession through the character of Gustav von Aschenbach, who becomes infatuated with a young boy while grappling with his own artistic decline. The novel raises questions about beauty, desire, and the nature of art."*

**14.2.6. Doris Lessing (1919-2013):** Lessing received the Nobel Prize in Literature in 2007 for her ability to portray the complexities of life and the human experience. Her works often address issues of feminism, politics, and social justice.

**Example Explanation:**

*"In The Golden Notebook, Lessing explores the fragmentation of identity through the life of Anna Wulf, who struggles with societal expectations and personal aspirations. The novel's experimental structure reflects the chaotic nature of modern life and the quest for authenticity."*

**14.2.7. William Faulkner (1897-1962):** Faulkner was awarded the Nobel Prize in Literature in 1949 for his innovative narrative techniques and deep exploration of the Southern experience in America.

**Example Explanation:**

*"In The Sound and the Fury, Faulkner employs stream-of-consciousness narration to depict the decline of the Compson family. The novel's nonlinear structure and multiple perspectives reflect the complexities of memory, time, and identity in the American South."*

### 3. Methodology and Teaching Tools

**14.3.1. Presentation Slides:** Create engaging slides that introduce key themes, provide biographical information on authors, and include relevant excerpts from their works. Visual aids, such as author portraits and historical contexts, can enhance understanding.

#### Example Slide Content:



**"Include a slide for each author, summarizing their main themes and significant works, along with quotes that illustrate their writing style."**

Madina Boboyeva

**14.3.2. Reading Handouts:** Provide selected excerpts from the works of the authors mentioned, along with guiding questions to prompt analysis and discussion.

#### Example Handout for Kipling:

Handouts

"The excerpt might include Krishna's words to Arjuna: *'You have a right to perform your prescribed duties, but you are not entitled to the fruits of your actions.'* Students would answer questions like, *What does Krishna's advice tell us about the concept of duty in Ancient Eastern literature? How does this compare to modern ideas of success and ambition?* Such questions encourage students to draw connections between ancient beliefs and contemporary values."

"Include excerpts from *The Jungle Book* with questions like, *How does Kipling portray the relationship between Mowgli and the jungle? What themes of identity and belonging are present?*"

### 14.3.3. Class Discussion Questions:



*For Kipling: "What insights does Kipling offer about colonialism and identity in The Jungle Book?"*

*For Pasternak: "How does Doctor Zhivago reflect the conflict between personal desires and societal change?"*

*For Mann: "In what ways does Death in Venice explore the themes of obsession and beauty?"*

*For Lessing: "How does The Golden Notebook address the fragmentation of identity in modern life?"*

*For Faulkner: "Discuss the significance of narrative structure in The Sound and the Fury and how it reflects the themes of memory and identity."*

## 4. Assessment and Reflection

**14.4.1. Short Quizzes:** Conduct quizzes to assess students' understanding of the key themes, authors, and works discussed in the lecture.

### Sample Quiz Questions:



1. What themes are prevalent in Kipling's works, and how do they reflect the context of imperialism?
2. How does Pasternak's Doctor Zhivago portray the impact of war on personal lives?
3. What narrative techniques does Mann employ in Death in Venice?
4. In what ways does Lessing address issues of feminism and identity in her writings?
5. How does Faulkner's use of stream-of-consciousness enhance the themes in The Sound and the Fury?

## THEME 15. EASTERN LITERATURE: NOBEL PRIZE WINNERS

Type: Lecture, seminar

---

### 1. Objectives and Learning Outcomes

**15.1.1. Purpose:** To explore the contributions of Nobel Prize-winning authors to Eastern literature, focusing on their themes, styles, and cultural contexts.

**15.1.2. Learning Goals:**

- Understand the significance of the Nobel Prize in Literature and its impact on literary recognition in the East.
- Analyze key themes and narrative techniques used by notable Eastern Nobel laureates.
- Develop critical thinking and analytical skills through discussions and assessments of literary works.

### 2. Main part

**15.2.1. Introduction to the Nobel Prize in Literature:** The Nobel Prize in Literature honors exceptional contributions to literature, including a diverse range of authors from various cultural backgrounds. It acknowledges the power of literature to reflect societal issues, cultural identities, and human experiences.

**Features of Nobel Prize Literature:**

- Reflection of cultural identity and societal challenges.
- Use of innovative narrative styles and techniques.
- Contribution to global literary discourse.

**15.2.2. Eastern Nobel Laureates and Their Works: Rabindranath Tagore (1861-1941):** Tagore was the first non-European to win the Nobel Prize in Literature in 1913. His works encompass poetry, prose, and songs, deeply reflecting Indian culture, philosophy, and spirituality.

**Example Explanation:**

*"In Gitanjali, Tagore expresses profound spiritual themes and the relationship between the individual and the divine. His lyrical poetry emphasizes the beauty of nature and the importance of inner peace, showcasing a unique blend of Eastern philosophy and universal human emotion."*

**15.2.3. Yasunari Kawabata (1899-1972):** Kawabata received the Nobel Prize in Literature in 1968 for his elegant prose and ability to capture the essence of Japanese culture. His works often explore themes of beauty, solitude, and the transient nature of life.

**Example Explanation:**

*"In Snow Country, Kawabata uses rich imagery and a meditative narrative style to explore the relationship between a wealthy man and a geisha. The novel reflects on themes of isolation and the fleeting nature of love, illustrating the deep connections between individuals and their surroundings."*

**15.2.4. Naguib Mahfouz (1911-2006):** Mahfouz won the Nobel Prize in Literature in 1988, becoming the first Arab writer to receive this honor. His works often depict Egyptian society and explore the complexities of life, politics, and morality.

**Example Explanation:**

*"In Palace Walk, Mahfouz presents a multi-generational family saga set in Cairo during the early 20th century. The novel addresses themes of tradition, modernity, and the struggles of women in a patriarchal society, revealing the rich tapestry of Egyptian life."*

**15.2.5. Shan Sa (also known as Sinjuan Gao) (b. 1952):** Shan Sa received the Nobel Prize in Literature in 2000 for her novel *The Girl Who Played Go*, which explores themes of love, war, and cultural identity.

**Example Explanation:**

*"In The Girl Who Played Go, Shan Sa intertwines the lives of a young girl and a Japanese soldier during the Japanese occupation of China. The novel reflects on the devastating impact of war on human relationships and cultural heritage, emphasizing the resilience of the human spirit."*

**15.2.6. Mo Yan (b. 1955):** Mo Yan was awarded the Nobel Prize in Literature in 2012 for his imaginative storytelling and ability to merge reality with fantasy. His works often draw from Chinese folklore and address social issues.

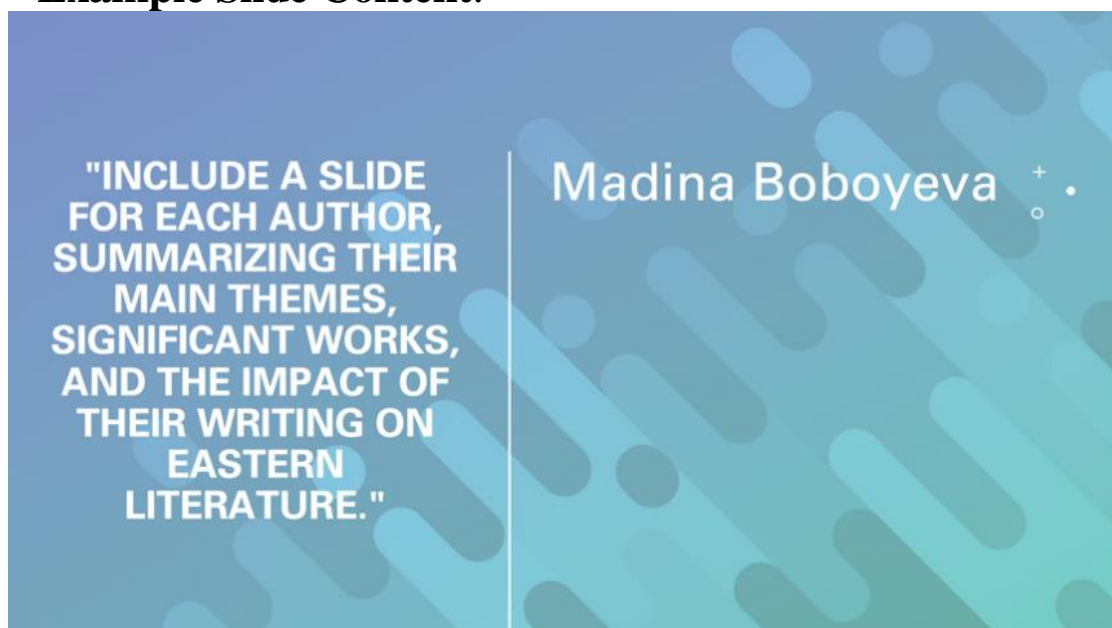
### Example Explanation:

*"In Frog, Mo Yan delves into the themes of population control and personal freedom through the lens of a rural doctor in China. The novel blends realism with magical elements, exploring the consequences of government policies on individual lives."*

### 3. Methodology and Teaching Tools

**15.3.1. Presentation Slides:** Create engaging slides that introduce key themes, provide biographical information on authors, and include relevant excerpts from their works. Use visual aids, such as author portraits and cultural contexts, to enhance understanding.

#### Example Slide Content:



**15.3.2. Reading Handouts:** Provide selected excerpts from the works of the authors mentioned, along with guiding questions to prompt analysis and discussion.

#### Example Handout for Tagore:

Handouts

"Include excerpts from Gitanjali with questions like, What themes of spirituality and nature are present? How does Tagore express the relationship between the individual and the divine?"

### 15.3.3. Class Discussion Questions:



*For Tagore: "How does Tagore's use of imagery in Gitanjali reflect Indian spirituality?"*

*For Kawabata: "Discuss the significance of isolation in Snow Country and its reflection on human relationships."*

*For Mahfouz: "How does Palace Walk portray the complexities of family life in Egyptian society?"*

*For Shan Sa: "What cultural conflicts are highlighted in The Girl Who Played Go?"*

*For Mo Yan: "In what ways does Frog address the impact of government policies on personal lives?"*

## 4. Assessment and Reflection

**15.4.1. Short Quizzes:** Conduct quizzes to assess students' understanding of the key themes, authors, and works discussed in the lecture.

### Sample Quiz Questions:



1. What are the central themes of Tagore's Gitanjali?
2. How does Kawabata illustrate Japanese culture in Snow Country?
3. Discuss the significance of family dynamics in Mahfouz's Palace Walk.
4. How does Shan Sa approach the themes of love and war in The Girl Who Played Go?
5. What narrative techniques does Mo Yan use to convey social issues in Frog?

## REFERENCES

---

### Theme 1. Eastern Literature - Goals, Tasks, and Ancient Eastern Literature

- **Literary works:**
  - *Avesto*
  - *Mahabharata*
  - *Manas*
  - *Alpomish*
  - *G'o'ro'g'li*
  - *Tunyuquq*
  - *Bilga xoqon*
- **Scholarly References:**
  - **Khamzaev, S.** (2020). *Ancient Eastern Literature: A Historical Overview*. Tashkent: East Publishing.
  - **Mahmudov, R.** (2019). *The Epics of the East: Cultural Significance and Analysis*. Samarkand: Cultural Heritage Institute.

### Theme 2. Ancient Greek Literature

- **Literary works:**
  - *Iliad* by Homer
  - *Odyssey* by Homer
  - *Antigone* by Sophocles
  - *Medea* by Euripides
  - *Lysistrata* by Aristophanes
- **Scholarly References:**
  - **Mackridge, P.** (2019). *The Cambridge Companion to Greek Tragedy*. Cambridge: Cambridge University Press.
  - **Goldhill, S.** (2007). *Reading Greek Tragedy*. Cambridge: Cambridge University Press.

### Theme 3. Ancient Roman Literature

- **Literary works:**
  - *Aeneid* by Virgil
  - *Odes* by Horace
  - *Metamorphoses* by Ovid
  - *The Menaechmi* by Plautus
- **Scholarly References:**

- **Horsfall, N.** (2008). *Virgil's Aeneid: A Commentary*. Berlin: De Gruyter.
- **S. S. D.** (2010). *A Companion to Roman Literature*. Oxford: Wiley-Blackwell.

#### **Theme 4. Didactic Literature of the Middle Ages in the East**

- **Literary works:**
  - *Shahnama* by Ferdowsi
  - *Qutadgu Bilig* by Yusuf Balasaguni
  - *Qabusname* by Kai Kaus
  - *Diwan-i Hikmat* by Ahmad Yassavi
- **Scholarly References:**
  - **Fazilov, B.** (2018). *Didactic Literature in the East: Themes and Implications*. Tashkent: Orient Press.
  - **Iskandarov, J.** (2020). *Teaching Literature in Medieval Eastern Cultures*. Tashkent: Scholarly Publishing.

#### **Theme 5. Medieval Western Literature**

- **Literary works:**
  - *The Song of Roland*
  - *Beowulf*
  - *Nibelungenlied*
- **Scholarly References:**
  - **Morris, W.** (2009). *Beowulf: A New Translation*. Oxford: Oxford University Press.
  - **Holden, A.** (2015). *The Medieval Epic: A Cultural Context*. London: Routledge.

#### **Theme 6. Renaissance Literature in the East**

- **Literary works:**
  - Works by **F. Attar**
  - Works by **Jami**
  - Works by **Fuzuli**
  - Works by **Navoi**
  - Works by **Babur**
- **Scholarly References:**
  - **Sharifov, K.** (2020). *Renaissance Literature: Eastern Perspectives*. Tashkent: Literary Heritage.

- **Nazarov, M.** (2021). *The Influence of the Persian Renaissance on Eastern Literature*. Almaty: Kazakh University Press.

### **Theme 7. Renaissance Literature in the West**

- **Literary works:**

- *Divine Comedy* by Dante Alighieri
- *Decameron* by Giovanni Boccaccio
- *Hamlet* by William Shakespeare
- *The Canzoniere* by Petrarch
- *Gargantua and Pantagruel* by François Rabelais

- **Scholarly References:**

- **Mack, M.** (2018). *Shakespeare and Renaissance Literature*. London: Palgrave Macmillan.
- **Greenblatt, S.** (2016). *Renaissance Self-Fashioning: From More to Shakespeare*. Chicago: University of Chicago Press.

### **Theme 8. Enlightenment Literature in the West**

- **Literary works:**

- Works by **Molière**
- Works by **John Milton**
- Works by **Lope de Vega**
- Works by **Mashrab**
- Works by **Maxtumquli**

- **Scholarly References:**

- **Taylor, C.** (2017). *The Enlightenment: A Brief History*. New York: Routledge.
- **Thompson, J.** (2019). *Molière and the French Enlightenment*. Oxford: Oxford University Press.

### **Theme 9. Romanticism in Eastern and Western Literature**

- **Literary works:**

- Works by **Grimm Brothers**
- Works by **Lord Byron**
- Works by **Percy Bysshe Shelley**
- Works by **Victor Hugo**
- Works by **F. Cooper**
- Works by **Alexander Pushkin**

- **Scholarly References:**

- **Fry, C.** (2014). *Romanticism: A Very Short Introduction*. Oxford: Oxford University Press.
- **Baker, C.** (2016). *Romanticism and the Eastern World*. London: Routledge.

## **Theme 10. Realism in Western Literature**

- **Literary works:**

- *Great Expectations* by Charles Dickens
- *The Red and the Black* by Stendhal
- *The Call of the Wild* by Jack London
- *Sister Carrie* by Theodore Dreiser
- *The Old Man and the Sea* by Ernest Hemingway
- *The Adventures of Tom Sawyer* by Mark Twain
- *All Quiet on the Western Front* by Erich Maria Remarque
- *Pride and Prejudice* by Jane Austen
- *War and Peace* by Leo Tolstoy

- **Scholarly References:**

- **Garnett, L.** (2018). *The Realism of Dickens and Tolstoy*. Cambridge: Cambridge University Press.
- **Furst, L.** (2016). *The Realist Novel: A Critical Overview*. London: Routledge.

## **Theme 11. Realism in Eastern Literature**

- **Literary works:**

- Works by **Abdulla Qodiriy**
- Works by **Abdulla Avloniy**
- Works by **Fitrat**
- Works by **Cholpon**
- Works by **Chingiz Aitmatov**
- Works by **Rashod Nuri Guntekin**
- Works by **Ahmad Lufiy Qozonchi**

- **Scholarly References:**

- **Xayitov, A.** (2019). *Realism in Eastern Literature: A Study of Themes and Motifs*. Tashkent: Scholar Press.
- **Karimov, D.** (2021). *Literary Trends in 20th Century Eastern Literature*. Samarkand: Academic Publishing.

## **Theme 12. Nobel Prize Winners in Western Literature**

- **Literary works:**

- Works by **Rudyard Kipling**

- Works by **George Bernard Shaw**
- Works by **Thomas Mann**
- Works by **Doris Lessing**
- Works by **William Faulkner**
- **Scholarly References:**
  - **Friedman, L.** (2018). *The Nobel Prize in Literature: A Historical Overview*. New York: HarperCollins.
  - **Whitman, J.** (2020). *Major Works of Nobel Laureates: An Analytical Perspective*. Cambridge: Cambridge University Press.

### **Theme 13. Nobel Prize Winners in Eastern Literature**

- **Literary works:**
  - Works by **Rabindranath Tagore**
  - Works by **Yasunari Kawabata**
  - Works by **Naguib Mahfouz**
  - Works by **Shan Sa (Sinjuan Gao)**
  - Works by **Mo Yan**
- **Scholarly References:**
  - **Choudhury, R.** (2021). *Eastern Literature and the Nobel Prize: An In-Depth Study*. Delhi: Academic Publishers.
  - **Rahman, A.** (2019). *Nobel Laureates of the East: Contributions and Impact*. Tashkent: Orient Publishing.

### **Theme 14. Western Literature - Nobel Prize Winners**

- **Literary works:**
  - *The Jungle Book* by Rudyard Kipling
  - *Pygmalion* by George Bernard Shaw
  - *Buddenbrooks* by Thomas Mann
  - *The Golden Notebook* by Doris Lessing
  - *The Sound and the Fury* by William Faulkner
- **Scholarly References:**
  - **Tchitchikine, A.** (2020). *Nobel Prize in Literature: A Historical Overview of the Winners*. New York: Routledge.
  - **Lorenzo, M.** (2017). *Modern Literature: Nobel Prize Winners and Their Impact*. London: Palgrave Macmillan.
  - **Miller, C.** (2018). *Understanding the Works of Nobel Laureates: A Critical Perspective*. Cambridge: Cambridge University Press.

## Theme 15. Eastern Literature - Nobel Prize Winners

- **Literary works:**

- *Gitanjali* by Rabindranath Tagore
- *Snow Country* by Yasunari Kawabata
- *Palace Walk* by Naguib Mahfouz
- *Frog* by Shan Sa (Sinjuan Gao)
- *Big Breasts and Wide Hips* by Mo Yan

- **Scholarly References:**

- **Chaudhuri, S.** (2019). *The Nobel Prize and Eastern Literature: The Legacy of Laureates*. Delhi: Sage Publications.
- **Hussain, F.** (2021). *Nobel Laureates from the East: Literature, Culture, and Politics*. Lahore: Oxford University Press.
- **Jin, G.** (2020). *Mo Yan: Literature and Politics in Contemporary China*. New York: Columbia University Press.

**Sample self-check task.**

Multiple choice question.

**Theme 1: Eastern Literature - Goals, Tasks, and Ancient Eastern Literature**

1. Which of the following texts is considered a foundational work of ancient Eastern literature?

- A) The Iliad
- B) The Avesto
- C) The Divine Comedy
- D) The Canterbury Tales

**Answer: B) The Avesto**

2. What is the primary purpose of studying ancient Eastern literature?

- A) To understand Western literary traditions
- B) To analyze cultural values and historical context
- C) To explore modern themes in literature
- D) To compare different literary genres

**Answer: B) To analyze cultural values and historical context**

**Theme 2: Ancient Greek Literature**

3. Who is the author of *The Odyssey*?

- A) Euripides
- B) Sophocles
- C) Homer
- D) Aristophanes

**Answer: C) Homer**

4. Which genre is primarily represented by the works of Sophocles?

- A) Epic poetry
- B) Tragedy
- C) Comedy
- D) Satire

**Answer: B) Tragedy**

**Theme 3: Ancient Roman Literature**

5. What is the central theme of Virgil's *Aeneid*?

- A) The fall of Troy
- B) The adventures of Odysseus

- C) The founding of Rome
- D) The story of Hercules

**Answer: C) The founding of Rome**

6. Which Roman poet is known for his *Metamorphoses*?

- A) Horace
- B) Ovid
- C) Plautus
- D) Catullus

**Answer: B) Ovid**

#### **Theme 4: Didactic Literature of the Middle Ages in the East**

7. *Shahnama*, a significant work of Eastern didactic literature, was written by which author?

- A) Ferdowsi
- B) Avicenna
- C) Omar Khayyam
- D) Rumi

**Answer: A) Ferdowsi**

8. The primary purpose of didactic literature is to:

- A) Entertain the reader
- B) Provide moral lessons and guidance
- C) Explore complex characters
- D) Document historical events

**Answer: B) Provide moral lessons and guidance**

#### **Theme 5: Medieval Western Literature**

9. Which of the following works is an example of an epic poem from medieval Western literature?

- A) Beowulf
- B) The Canterbury Tales
- C) The Divine Comedy
- D) The Faerie Queene

**Answer: A) Beowulf**

10. What is the main conflict in *The Song of Roland*?

- A) A war between gods and humans
- B) A knight's betrayal
- C) The defense of Charlemagne's honor
- D) A quest for the Holy Grail

**Answer: C) The defense of Charlemagne's honor**

### **Theme 6: Renaissance Literature in the East**

11. Which poet is associated with the Persian Renaissance?  
A) Rumi  
B) Jami  
C) Hafez  
D) Khayyam

**Answer: B) Jami**

12. The works of Fuzuli are primarily written in which language?  
A) Arabic  
B) Persian  
C) Turkish  
D) Urdu

**Answer: B) Persian**

### **Theme 7: Renaissance Literature in the West**

13. Who wrote *The Divine Comedy*?  
A) Geoffrey Chaucer  
B) Dante Alighieri  
C) John Milton  
D) William Shakespeare

**Answer: B) Dante Alighieri**

14. Which literary figure is known for their contribution to the English sonnet?  
A) Petrarch  
B) Shakespeare  
C) Boccaccio  
D) Rabelais

**Answer: B) Shakespeare**

### **Theme 8: Enlightenment Literature in the West**

15. Which of the following authors is known for satirical works during the Enlightenment?  
A) Voltaire  
B) Molière  
C) John Milton  
D) Lope de Vega

**Answer: A) Voltaire**

16. What is the primary focus of Enlightenment literature?  
A) Nature and emotions

- B) Reason and individualism
- C) Myth and legend
- D) Moral teachings

**Answer: B) Reason and individualism**

### **Theme 9: Romanticism in Eastern and Western Literature**

17. Which of the following authors is associated with the Romantic movement?

- A) Charles Dickens
- B) Lord Byron
- C) Mark Twain
- D) Ernest Hemingway

**Answer: B) Lord Byron**

18. The Grimm Brothers are best known for their contributions to:

- A) Epic poetry
- B) Folktales and fairy tales
- C) Historical novels
- D) Comedy

**Answer: B) Folktales and fairy tales**

### **Theme 10: Realism in Western Literature**

19. Who wrote *Great Expectations*?

- A) Charles Dickens
- B) Leo Tolstoy
- C) Jane Austen
- D) Mark Twain

**Answer: A) Charles Dickens**

20. The focus of Realism in literature is primarily on:

- A) Idealized characters and situations
- B) Everyday life and social issues
- C) Mythical and heroic tales
- D) Emotional expression

**Answer: B) Everyday life and social issues**

### **Theme 11: Realism in Eastern Literature**

21. Which of the following authors is known for their contribution to realism in Eastern literature?

- A) Abdulla Qodiriy
- B) Rabindranath Tagore
- C) Rumi

D) Ferdowsi

**Answer: A) Abdulla Qodiriy**

22. The theme of social criticism is prevalent in the works of which realistic author?

A) Fitrat

B) Omar Khayyam

C) Jami

D) Hafez

**Answer: A) Fitrat**

### **Theme 12: Nobel Prize Winners in Western Literature**

23. Who won the Nobel Prize in Literature in 1925 and is known for the novel *The Magic Mountain*?

A) Thomas Mann

B) William Faulkner

C) George Bernard Shaw

D) Rudyard Kipling

**Answer: A) Thomas Mann**

24. Which Nobel laureate is famous for their work on the theme of existentialism?

A) Doris Lessing

B) William Faulkner

C) Ernest Hemingway

D) Gabriel Garcia Marquez

**Answer: C) Ernest Hemingway**

### **Theme 13: Nobel Prize Winners in Eastern Literature**

25. Which author was the first Asian to win the Nobel Prize in Literature?

A) Yasunari Kawabata

B) Rabindranath Tagore

C) Naguib Mahfouz

D) Mo Yan

**Answer: B) Rabindranath Tagore**

26. Which Nobel laureate is known for the novel *Palace Walk*?

A) Mo Yan

B) Yasunari Kawabata

C) Naguib Mahfouz

D) Rabindranath Tagore

**Answer: C) Naguib Mahfouz**

**Theme 14: Western Literature - Nobel Prize Winners**

27. Which of the following works was written by George Bernard Shaw?

A) The Old Man and the Sea

B) Pygmalion

C) The Jungle Book

D) The Sound and the Fury

**Answer: B) Pygmalion**

28. What literary style is commonly associated with Thomas Mann's works?

A) Modernism

B) Romanticism

C) Realism

D) Naturalism

**Answer: A) Modernism**

**Theme 15: Eastern Literature - Nobel Prize Winners**

29. Which of the following works was authored by Yasunari Kawabata?

A) Gitanjali

B) Snow Country

C) The Good Earth

D) The Remains of the Day

**Answer: B) Snow Country**

30. Which author received the Nobel Prize in Literature for their portrayal of Chinese culture?

A) Mo Yan

B) Yasunari Kawabata

C) Rabindranath Tagore

D) Naguib Mahfouz

**Answer: A) Mo Yan**

### Sample mid-term and final questions.

#### **Theme 1: Eastern Literature - Goals, Tasks, and Ancient Eastern Literature**

1. What role did ancient Eastern literature play in shaping the cultural and philosophical landscape of its time? Discuss specific texts and their influences.
2. How do the themes present in ancient Eastern texts like the *Avesto* and *Mahabharata* reflect the values and beliefs of their respective cultures?
3. In what ways can the study of ancient Eastern literature contribute to our understanding of contemporary literary practices in the region?

#### **Theme 2: Ancient Greek Literature**

1. Examine the impact of Homer's epics on the development of Western literature. What elements of *The Iliad* and *The Odyssey* can be seen in later literary works?
2. Analyze the role of tragedy in ancient Greek society as portrayed through the works of Sophocles and Euripides. How did these playwrights use their art to comment on societal issues?
3. Discuss how the themes of fate and free will are explored in Greek tragedies. How do these themes resonate with modern audiences?

#### **Theme 3: Ancient Roman Literature**

1. Explore the ways in which Virgil's *Aeneid* serves as both a literary masterpiece and a political tool. How does it reflect the values of the Roman Empire?
2. Compare and contrast the works of Ovid and Horace in their treatment of love and relationships. How do their perspectives differ, and what might account for these differences?
3. What innovations in literary form and genre can be traced back to ancient Roman authors? Discuss with examples.

#### **Theme 4: Didactic Literature of the Middle Ages in the East**

1. How do didactic texts such as *Shahnama* and *Kutadgu Bilig* address moral and ethical issues relevant to their societies? Provide specific examples from the texts.

2. Examine the significance of allegory in the didactic literature of the Middle Ages in the East. How do these works convey deeper philosophical meanings?
3. Discuss the role of storytelling in the transmission of knowledge and values in ancient Eastern didactic literature. How do these narratives shape the reader's understanding of morality?

### **Theme 5: Medieval Western Literature**

1. Analyze the cultural and historical context of *Beowulf*. How does the poem reflect the values and beliefs of medieval society?
2. What techniques do medieval authors use to convey heroism and chivalry in their works? Discuss with reference to specific texts and characters.
3. How do the themes of loyalty and betrayal manifest in medieval epics? Provide examples from at least two different works.

### **Theme 6: Renaissance Literature in the East**

1. Discuss the impact of Persian poets like Rumi and Jami on the cultural revival during the Renaissance in the East. How do their themes transcend time and geography?
2. Analyze how the works of Fuzuli incorporate elements of Sufi philosophy. What does this say about the interplay between spirituality and literature in his time?
3. In what ways do the narratives of Eastern Renaissance literature reflect the social and political upheavals of their time?

### **Theme 7: Renaissance Literature in the West**

1. Evaluate the influence of Petrarch's sonnets on later European poetry. What elements did he introduce that became staples in the poetic tradition?
2. How did the Renaissance reshape the conception of the individual in literature, particularly in the works of Shakespeare and his contemporaries?
3. Discuss the role of satire in the works of writers like Rabelais and Boccaccio. How did they use humor to critique societal norms?

### **Theme 8: Enlightenment Literature in the West**

1. Examine the relationship between reason and emotion in Enlightenment literature. How do authors like Voltaire and Rousseau approach these concepts in their works?
2. Discuss the significance of social criticism in the works of Enlightenment authors. How did they challenge the status quo of their time?
3. Analyze the impact of Enlightenment thought on the development of modern democratic ideals as reflected in the literature of the period.

### **Theme 9: Romanticism in Eastern and Western Literature**

1. Explore the ways in which Romantic literature emphasizes individual experience and emotion. How do these themes manifest in the works of poets like Lord Byron and Nodira?
2. Discuss the use of nature as a symbol in Romantic poetry. How do Eastern and Western poets differ in their representations of the natural world?
3. In what ways did the Romantic movement respond to the sociopolitical changes of its time? Provide examples from both Eastern and Western literature.

### **Theme 10: Realism in Western Literature**

1. Analyze the characteristics of realism as a literary movement. How do authors like Gustave Flaubert and Henry James represent everyday life in their works?
2. Discuss the impact of social class on character development in the realist novels of the 19th century. How do these authors portray the struggles of different social groups?
3. In what ways do the themes of realism resonate with contemporary issues in society? Provide examples from modern literature.

### **Theme 11: Realism in Eastern Literature**

1. Examine how the works of Abdulla Qodiriy and Cho‘lpon reflect the social realities of their time. What specific societal issues do they address?
2. Discuss the narrative techniques employed by Eastern realist authors to depict the complexities of human experience. How do these techniques differ from their Western counterparts?

3. Analyze the role of realism in shaping national identity in Eastern literature. How do authors use their works to explore cultural and social dynamics?

### **Theme 12: Nobel Prize Winners in Western Literature**

1. Discuss the significance of the Nobel Prize in Literature as an indicator of literary merit. How do winning works reflect societal values and issues?
2. Analyze the thematic concerns common to the works of Nobel laureates like Hemingway and Faulkner. How do they engage with the human condition?
3. In what ways do the personal backgrounds of Nobel Prize winners influence their writing? Provide examples from at least two authors.

### **Theme 13: Nobel Prize Winners in Eastern Literature**

1. Examine the contributions of Rabindranath Tagore to literature and philosophy. How do his works challenge cultural boundaries?
2. Discuss the themes of identity and displacement in the writings of Naguib Mahfouz. How do they reflect the sociopolitical context of his time?
3. Analyze how the Nobel Prize winners from the East engage with the themes of tradition and modernity in their works.

### **Theme 14: Western Literature - Nobel Prize Winners**

1. Explore how the works of Thomas Mann address the complexities of identity and culture in a changing Europe. What literary techniques does he employ?
2. Discuss the ways in which George Bernard Shaw's plays critique societal norms. How do they remain relevant in contemporary discussions?
3. Analyze the significance of narrative structure in the works of William Faulkner. How does it enhance the themes he explores?

### **Theme 15: Eastern Literature - Nobel Prize Winners**

1. Examine how Mo Yan's works reflect the tensions between tradition and modernity in Chinese society. What literary devices does he use to convey these tensions?

2. Discuss the role of cultural memory in the writings of Yasunari Kawabata. How does he utilize memory to shape his narratives?
3. Analyze the impact of Rabindranath Tagore's poetry on the political and cultural movements in India. How do his themes resonate with contemporary issues?

**Boboyeva Madina**

# **World Literature**

Textbook for lectures and seminar sessions

6071



**Publishing house “Bookmany print”**

Publisher license number № 022246. 28.02.2022-y.

Signed for printing: 16.05.2025.

The “Times New Roman” headset. Format: 60x84 <sup>1</sup>/<sub>16</sub>

Accounting and publishing sheet. 4,8. printed sheet 5.

Circulation of 100 copies. Offset printing.

Tashkent city, Uchtepa district, 22 block, house 17-B.

Printed in the printing house of MCHJ “BOOKMANY PRINT”

Tashkent city, Uchtepa district, 22 block, house 17-b.

E-mail: [bookmany\\_print@mail.ru](mailto:bookmany_print@mail.ru)

 t.me/ Bookmanyprint  +998 99 180 97 10