

Title of the subject: BMNAN01200A - Literature in a Thematic Approach	Credit value: 5
Description of the subject: the brief, still informative description of the knowledge to be attained	
<p>This course makes it palpable that literature, the arts, and culture in general are inexhaustible. All works of art can be approached from numerous points of view. They can be related by virtue of some themes as common denominators. For example, without aiming at completeness: the beginning and the end; all and nothing; war and peace; life and death; man and woman; love and marriage; religion and society; politics and history; the difficulties of writing and reading; music and fine arts; architecture in literature and literary architecture; environmental protection and landscape conservation; plants and animals; the local and the global; the national and the international; developmental psychology and the development of art; etc. The infinity of the themes provides liberty for teachers and student alike regarding literary history, literary criticism and genres. It promotes and requires flexibility, creativity, the independent and genuine application and improvement of extant pieces of information, knowledge and good practices. The aim is to broaden, grading and tinging the students' perspective of literary texts and cultural issues, and to heighten their critical sensitivity and awareness. We also aim to give them practical guidance as to how to approach literature more professionally by providing examples of literary analyses that have actually been recently or will shortly be published in peer-reviewed journals or edited books.</p>	
List of the most important 2–5 pieces of <i>required</i> and <i>recommended</i> literature (lecture notes, handbooks) with bibliographical details (author, title, edition information (or specific pages), ISBN)	
<p>ATWOOD, Margaret, <i>Survival. A thematic guide to Canadian literature</i>, London, Hogarth Press, 2012. ISBN 978-1-7708-9252-1</p> <p>LONG, A. G., <i>Death and immortality in ancient philosophy</i>, Cambridge, CUP, 2019. ISBN 978-1-107-08659-3</p> <p>LUTTIKHUIZEN, Gerard P., <i>The creation of man and woman: interpretations of the biblical narratives in Jewish and Christian traditions</i>, Leiden–Boston–Köln, Brill, 2000. ISBN 90-04-11671-0</p> <p>MARSHALL, Christopher D, <i>Faith as a theme in Mark's narrative</i>, Cambridge, CUP, 1994. ISBN 0-521-47766-2</p> <p>RUBIN, James H. with Olivia Mattis, eds., <i>Rival Sisters, Art and Music at the Birth of Modernism, 1815-1915</i>, Aldershot, Ashgate, 2014. ISBN 978-1-409-42070-5</p>	
List of those required professional competences, competence elements (<i>knowledge, skill, etc., Section 8 of the Educational and Output Requirements</i>) to the development of which the subject characteristically, materially contributes	
<p>a) knowledge Students are thoroughly aware of the theoretical problems of English Studies, and understand the process of their historical evolution together with their thematic complexity. Students understand the methodologies of interpreting literary, philosophical, political, historical texts, and of studying cultural phenomena (film, the mass media, etc.).</p> <p>b) skills Students can submit various phenomena within English studies to historical and comparative analysis, and can critically interpret the formation of different world-views. They can analyse and critically interpret the construction of identity, whether it be Hungarian, European or other English studies-related identities. Students can plan and conduct empirical research analyzing their findings scientifically.</p>	