

Title of the subject: Literature and Its Social/Cultural Contexts	Credit value: ...
Description of the subject: the brief, still informative description of the knowledge to be attained	
<p>This subject helps students understand that a work's interpretation is inseparable from its historical and cultural context and thus explores the potentials of interpretation when special attention is paid to deciphering the effect of these contexts. One possible variation of this subject looks at how every age has its own, characteristic monster to express something about the culture it was conceived in. The course provides an overview of monster texts that allow students to study the evolution of monster types that provide a deeper understanding of what the author tries to communicate about the age he writes in and writes about. The course incorporates canonical, classical works of English monster narratives as well as their modern, contemporary manifestations. The primary readings assigned to students will be sufficiently contextualized by reading essays on the Gothic as well as articles in <i>Monster Studies</i> and on Fantasy theory to encourage in-depth, critical analyses both in class discussions and in writing projects, highlighting the importance of this theoretical background in their possible usage much beyond the Irish literary scene.</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>ARATA, Stephen D, "The Occidental Tourist: 'Dracula' and the Anxiety of Reverse Colonization." <i>Victorian Studies</i> 33.4 (Summer 1990): 621-645. JSTOR.</p> <p>COHEN, Jeffrey Jerome. "Monster Culture. (Seven Theses).", In: <i>Monster Theory: Reading Culture</i>, edited by Jeffrey Jerome Cohen, University of Minnesota Press, 1996, pp. 3-25.</p> <p>FREUD, Sigmund, "The 'Uncanny.'" <i>The Standard Edition of the Complete Psychological Works of Sigmund Freud</i>, Volume XVII (1917-1919): <i>An Infantile Neurosis and Other Works</i>, edited by James Strachey, The Hogarth Press and the Institute of Psychoanalysis, pp. 217-256. ISBN: 0701200677 9780701200671</p> <p>KRISTEVA, Julia, "Approaching Abjection", In: KRISTEVA, Julia, <i>Powers of Horror. An Essay on Abjection</i>, New York: Columbia University Press, 1982. ISBN 0-231-05346-0</p> <p>MENDLESOHN, Farah, "Introduction" In: MENDLESOHN, Farah, <i>Rhetorics of Fantasy</i>. Wesleyan University Press, 2008. pp. xiii-xxviii. ISBN: 0819568686</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 the theory of the fantastic and the monstrous. Students understand the methodologies of interpreting literary texts, and of studying cultural phenomena (film, the mass media, etc.). Students understand the significance of using elements of the fantastic and the monstrous to address issues stemming in reality and can decode the signification of these literary tools.</p> <p>b) skills Students can analyse and critically interpret the various manifestations of the fantastic and the monstrous in literary texts. Students can plan and conduct empirical research analyzing their findings scientifically.</p>	