

Title of the subject: The Fiction of Samuel Beckett: Creative De-Creation	Credit value: 5
Description of the subject: the brief, still informative description of the knowledge to be attained	
<p>Following in the aftermath of the radical experimentalism of his Irish predecessor and fellow literary exile James Joyce, Samuel Beckett pursued his own quixotic adventure of composing literary works that hover on the verge of a puzzling decomposition. This course focuses on the development of Beckett's prose writing from the late 1920s to the late 1980s. Students will have the opportunity to explore the distinctive minimalism of Beckett's style as it develops during this period through a selection of Beckett's prose pieces. For example: 1929: "Dante ... Bruno . Vico .. Joyce"; 1934: <i>More Pricks than Kicks</i>; 1937: Letter to Axel Kaun, 9 July 1937; 1938: <i>Murphy</i>; 1955: <i>Molloy</i>; 1956: <i>Malone Dies</i> 1958: <i>The Unnamable</i>; 1967: <i>Texts for Nothing</i>; 1973: "As the story was told"; 1975: <i>Fizzles</i>; 1976: "neither"; 1988: "Stirrings Still"; 1989: "what is the word". The experience offered by Beckett is that the more one departs from language and literature, the more one dwells in them.</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>BROWN, Llewellyn, "Bilingualism and Musicality in Samuel Beckett's <i>Textes pour rien / Texts for Nothing</i>", in: <i>Samuel Beckett Today / Aujourd'hui</i>, 2018, Vol. 30, No. 1, Special Issue: The Poetics of Bilingualism in the Work of Samuel Beckett / La poétique du bilinguisme dans l'œuvre de Samuel Beckett (2018), pp. 5-19. URL: https://www.jstor.org/stable/10.2307/26552581</p> <p>KIELY, Robert, "Samuel Beckett's <i>Murphy</i>, Work, and Astrology", in: <i>Journal of Modern Literature</i>, Vol. 40, No. 4 (Summer 2017), pp. 62-74. URL: https://www.jstor.org/stable/10.2979/jmodelite.40.4.05</p> <p>LANGLOIS, Christopher, "The Voices Unwording the Words in Beckett's <i>All Strange Away</i> and <i>Fizzles</i>", in: <i>Samuel Beckett Today / Aujourd'hui</i>, 2018, Vol. 30, No. 2, Special Issue: Beckett beyond Words / Beckett au-delà des mots (2018), pp. 266-278. URL: https://www.jstor.org/stable/10.2307/26552602</p> <p>UHLMANN, Anthony, ed., <i>Samuel Beckett in Context</i>, Cambridge, CUP, 2013, ISBN 978-1-10-703288-0</p> <p>VAN HULLE, Dirk, ed., <i>The New Cambridge Companion to Samuel Beckett</i>, Cambridge, CUP, 2015, ISBN 978-1-107-42781-5</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</p> <ul style="list-style-type: none"> - Students are thoroughly aware of the theoretical problems of English Studies, and understand the process of their historical evolution. - Students understand the methodologies of interpreting literary, philosophical, political, historical texts, and of studying cultural phenomena (film, the mass media, etc.). <p>b) skills</p> <ul style="list-style-type: none"> - 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. 	