

Subject name/code:	Aspects of Literary History
Subject coordinator:	Head of the Doctoral School
Lecturer(s) of the subject:	Dr. Pellérdi Márta egyetemi docens
Credits:	5
Lesson type:	Lecture
Brief subject description:	<p>The aim of the course is to familiarize doctoral students with the specific literary-historical periods, authors, and movements of English–American–Irish literature, with particular attention to literary-historical connections that span across different periods. The course seeks to expand students’ knowledge of literary history so that they are able to interpret individual works, oeuvres, and movements within their historical context, as well as to situate their own research area within a broader framework. The course develops students’ analytical and interpretive skills and promotes a historically informed approach to literary phenomena.</p>
Theoretical knowledge to be acquired:	<p>The course examines the literary-historical processes of English–American and Irish literature from the Middle Ages to the end of the nineteenth century, with particular attention to the traditions of mystical, supernatural, and fantastic literature, as well as their historical and poetic interconnections.</p> <p>The lectures begin with an analysis of the relationship between historiography and literature, presenting the distinctive features of the medieval chronicle and romance traditions, as well as prose and verse adaptations of the Arthurian legend cycle. The course then turns to the worldview of early modern English and American literature, with special focus on the literary manifestations of Puritan thought and mystical experience. A central thematic unit is devoted to the development of eighteenth- and nineteenth-century British and American prose fiction, the emergence of the Gothic novel, and the narrative and generic roles of the fantastic and the marvellous. The lectures also address the borderlands of American Romanticism and Realism, as well as the distinctive mythical, fantastic, and symbolic traditions of Irish literature.</p> <p>The course is structured around exploring the connections among different periods, genres, and national literatures, and—through close analysis of specific literary works—contributes to a deeper understanding of historical-poetic approaches and comparative literary-historical thinking. The course serves as preparatory groundwork for further thematic and research-oriented subjects within the doctoral program in English literature.</p>
Practical knowledge to be acquired:	---
List of the most important required literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	Cornwell, Neil. <i>The Literary Fantastic: From Gothic to Postmodernism</i> . London: Harvester Wheatsheaf, 1990. ISBN. 9780710813763

	<p>Renshaw, Daniel, and Neil Cocks, editors. <i>Literature, the Gothic and the Reconstruction of History: The Past as Nightmare</i>. London: Routledge, 2025. ISBN 9781032736464</p> <p>Todorov, Tzvetan. <i>The Fantastic: A Structural Approach to a Literary Genre</i>. Translated by Richard Howard, Ithaca, NY: Cornell University Press, 1975. ISBN 0801491460, 9780801491467.</p>	
List of the most important recommended literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	<p>Bloom, Clive, editor. <i>The Palgrave Handbook of Contemporary Gothic</i>. Palgrave Macmillan, 2020. ISBN 978-3030331351.</p> <p>Kechan, Ana, editor. <i>The Literary Fantastic in the 21st Century</i>. Skopje: Balkan University Press, 2024. ISBN 978-608-4868-43-9</p>	
Theory to practice ratio:	Number of theoretical contact hours: 2 hours	Number of practical contact hours:
Applied teaching methods:	<p>The course is taught primarily in the form of traditional, lecture-based instruction, supported by the use of audiovisual teaching aids. During the lectures, selected literary works and excerpts are presented and analyzed. The lectures also incorporate interactive elements, and theoretical questions that arise are discussed collectively.</p>	
Method of assessment:	oral exam (three-level grade)	
Assessment criteria:	<p>Attendance at lectures is compulsory. Assessment is designed to test knowledge of the lecture material and the required readings and takes place in the form of a three-grade oral examination. For the exam, the material to be assessed is defined in the form of set topics. After drawing a topic, students are given ten minutes to prepare, followed by an oral examination in which they demonstrate their knowledge of the literary-historical material and the required readings.</p> <p>Assessment criteria: Excellent: awarded if the responses to the questions are approximately 80% or more correct. Pass: awarded if the required literary-historical material has been acquired but the knowledge is not yet thorough (approximately 51–79%). Fail: below 50%; if the required material has not been mastered at all or if the student has not attended the lectures.</p>	
<p>How the subject contributes to the achievement of the learning outcomes at level 8 of the MKKR, as identified as learning outcomes in the doctoral school's training programme?</p> <p>Elaborate on the way in which competence elements specified in the Training and Outcome Requirements are/may be achieved (Note: do not simply copy the competence elements from the Training and Outcome Requirements)</p>	<p>The course contributes to ensuring that students acquire advanced and comprehensive knowledge of literary history; that they are able to interpret and creatively engage with the theoretical interrelations, concepts, and specialized terminology of the field; and that they are prepared for independent scholarly work. Students develop the ability to conduct independent and critical analysis, to reinterpret the historical and poetic interconnections among literary periods, movements, and works from new perspectives, and to apply and further develop the methods of literary-historical research. Students are characterized by a solid professional commitment to the study of Anglophone literatures, openness to new interpretative approaches, and sustained diligence in their work, while maintaining a responsible and reflective engagement with the theoretical and ethical dimensions of literary-historical research.</p>	