

Subject name/code:	<i>Fantastic Literature / BDI-DK-0180A</i>
Subject coordinator:	Head of the Doctoral School
Lecturer(s) of the subject:	Ildikó Limpár, Dr. habil., docens
Credits:	5
Lesson type:	practice
Brief subject description:	<p>The course applies inclusive syllabus designing methodology: the course material is specified based on a pre-survey concerning students' research topics that allows a clear assessment of what theories and trends that are especially useful to discuss the fantastic and what kind of fantastic narratives related to them may be especially useful for them to discuss. Thus, the reading process will be accompanied and aided by discussing theories of the fantastic, focusing on the specifically selected themes and approaches within this broad area. Foci may include:</p> <p>the relationship between fantasy and reality; fantastic worldbuilding; the rhetorics of fantasy; the theoretical framework of the monstrous, including the relationship between psychoanalytical and sociocultural approaches; apocalypse / postapocalypse; dystopia/utopia; technophobia; posthumanism / transhumanism; posthumanist ethics; ecocritical approaches, the (post-)Anthropocene and (post)anthropocentrism; capitalism / consumerism.</p>
Theoretical knowledge to be acquired:	
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)	<p>Patricia McManus. <i>Critical Theory and Dystopia</i>. Manchester: Manchester University Press, 2022. ISBN 978-1526139757</p> <p>Cohen, Jeffrey Jerome (2020 [1996]): <i>Monster Culture. (Seven Theses)</i>. In <i>The Monster Theory Reader</i>. edited by Jeffrey Andrew Weinstock. Minneapolis, MN, University of Minnesota Press, 37–56. ISBN 978-1-5179-0525-5</p> <p>Dinello, Daniel (2005): <i>Technophobia!: Science Fiction Visions of Posthuman Technology</i>. Austin: U of Texas Press. ISBN 0-292-70986-2</p> <p>Vint, Sherryl (2020): <i>Speculative Fiction</i>. In <i>After the Human: Culture, Theory and Criticism in the 21st Century</i>. edited by Sherryl Vint. Cambridge, CUP. ISBN 978-1-108-81916-9</p>
List of the most important recommended literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	<p>Baudrillard, Jean (1998): <i>The Consumer Society: Myths and Structures</i>. London, Sage. ISBN 0 7619 5692 1</p> <p>Braidotti, Rosi. 2013. <i>The Posthuman</i>. Cambridge and Malten:Polity Press. ISBN-13: 978-0-7456-4158-4</p>

	<p>Clarke, Bruce. 2020. Machines, Als, Cyborgs, Systems. In <i>After the Human: Culture, Theory and Criticism in the 21st Century</i>, edited by Sheryll Vint. Cambridge, CUP. 91-104. ISBN 978-1-108-81916-9</p> <p>Keetley, Dawn. 2016. "Introduction: Six Theses on Plant Horror; or, Why Are Plants Horrifying?" In <i>Plant Horror: Approaches to the Monstrous Vegetal in Fiction and Film</i>, edited by Dawn Keetley and Angela Tenga. London: Palgrave Macmillan, 1–31. ISBN 978-1-137-57063-5</p>	
Theory to practice ratio:	Number of theoretical contact hours:	Number of practical contact hours: <b>2</b>
Applied teaching methods:	student's presentation (with visual aid), discussion of theoretical works, analyses of works and presentations, individual and pair /group work	
Method of assessment:	report (three-level grade)	
Assessment criteria:	<p><b><u>Participation</u></b>  <i>The maximum rate of absence from lectures and practical sessions shall be 25% of the class time.</i></p> <p><b>Expected preparation, classwork, mid-term requirements (if relevant)</b>  Student presentation on theoretical works, home preparation from the theoretical and literary works to be discussed in class, active participation in the discussions and analyses of the theoretical and literary works, end-of-semester presentation related to how a chosen theory covered in class is applicable to one's own research.</p> <p><b><u>Checking knowledge:</u></b>  <i>On a three-point scale: excellent (5), pass (3), fail (1).</i></p> <p><b>Excellent:</b> the student comes to all classes prepared; their assigned presentation is of high quality and is performed intelligently and in a manner that is easy to follow for their audience (peers); they participate actively in the discussions, asking constructive questions and making valuable observations and comments to help the on-class analyses and discussions; in their end-of-semester presentation they convincingly demonstrate a good understanding of the relevant theory and its adaptability to their own research project.</p> <p><b>Pass:</b> the students delivers and performs all the assignments but they are not sufficiently active in class, do not regularly demonstrate their in-depth pre-class preparations, give presentations that show preparation but not sufficient immersion in the material.</p> <p><b>Fail:</b> the student presentations do not demonstrate sufficient preparation and an immersion in the topic; they are not able to give a presentation in the requested manner and thus their peers are unable to follow it and make use of it; their absence is</p>	

	beyond the acceptable rate; their passive presence questions their preparedness in class.
<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  <i>(Note: do not simply copy the competence elements from the Training and Outcome Requirements)</i></p>	<p>Through the theoretical texts presented in student presentations and subsequently discussed and analyzed together, students acquire the English terminology of the key theoretical approaches that are especially useful for analyzing the fantastic and understand that literary works can be examined in a complex and nuanced manner through multiple analytical approaches. This process highlights the interrelations between theoretical frameworks and the permeability of conceptual structures. The literary text analyses associated with these theories facilitate the identification of points of convergence between theory and practice; consequently, students not only develop new perspectives on the texts analyzed in class, but also critically reflect on the practical usefulness of the theoretical models, the potential difficulties inherent in their application, and the possible need for their extension or limitation. This pedagogical approach fosters the development of critical skills and enables students to adopt innovative perspectives in their own research projects. In particular, it equips them to engage with specific phenomena or problems through approaches that may be novel within their chosen field of inquiry. This objective is especially served by the final student presentation, which focuses on the relationship between one of the theoretical frameworks introduced during the course and the student's individual research project. The work carried out throughout the course clearly encourages students to seek and apply new pathways, solutions, and methodological strategies beyond established frameworks, and to move beyond merely obvious or expedient solutions in favor of pursuing more ambitious long-term intellectual goals achievable through sustained and rigorous effort. A prerequisite for this is intensive engagement with both theoretical and practical questions, which is foregrounded in both the individual presentations and the collaborative analytical discussions.</p>