

Subject name/code:	Aspects of North American Studies / BDI-DK-0210A
Subject coordinator:	Head of the Doctoral School
Lecturer(s) of the subject:	Palla Mária, PhD, assistant professor Pintér Károly, Dr Habil, associate professor Pellérdi Márta, PhD, associate professor Dabis Melinda, PhD, assistant professor
Credits:	5
Lesson type:	lecture
Brief subject description:	The course aims to explore seminal works from the literature of the United States and Canada in their social, cultural, and philosophical context. For this broad scope of the context, a multidisciplinary methodology is employed to examine the topics included in the lecture series. This approach allows students to broaden their understanding of a variety of literary works from different socio-geographical areas written in different literary periods. In this way, they are able to establish links between these literary works and their own doctoral research projects, which enriches their experience of developing cross-cultural connections and conducting intersectional inquiries.
Theoretical knowledge to be acquired:	The course material includes pieces of fiction, drama as well as poetry, which reveal connections between the past and the present by connecting authors with their possible literary predecessors as well as the historical background when necessary or of relevance to the research of the PhD students enrolled in the course. The thematic issues discussed may be related to the problematics of race, ethnicity, religion, regionalism, multiculturalism, identity politics, gender differences, settler-colonial and indigenous relations, migration and the various diasporas adding to the diversity and complexity of the English-speaking parts of the North American continent.
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)	Gray, Richard. <i>A History of American Literature</i> . 2 nd edition. Wiley Blackwell, 2012. ISBN: 978-1405192286 Levine, Robert S. et al., eds. <i>The Norton Anthology of American Literature</i> . Vols 1-2. 10 th edition. W. W. Norton and Co., 2022. ISBN: 978-0393884432 Sugars, Cynthia and Laura Moss. <i>Canadian Literature in English: Texts and Contexts</i> . Vols 1-2 Toronto: Pearson, 2009. ISBN: 978-0-321-31362-1
List of the most important recommended literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	Belasco, Susan, et al., eds. <i>A Companion to American Literature</i> . Vols 1-3. Wiley Blackwell, 2020. Bigsby, Christopher, ed. <i>The Cambridge Companion to Modern American Culture</i> . Cambridge: Cambridge UP, 2006. ISBN: 978-0-521-60109-2 Krölller, Eva-Marie (ed). <i>The Cambridge Companion to Canadian Literature</i> . 2 nd ed. Cambridge: Cambridge UP, 2017. ISBN: 978-1316612408

	Pryke, Kenneth G. and Walter C. Soderlund (eds). <i>Profiles of Canada</i> . Toronto: Canadian Scholars P, 2003. ISBN: 1-55130-226-8	
Theory to practice ratio:	Number of theoretical contact hours: 2	Number of practical contact hours:
Applied teaching methods:	frontal lectures with the use of visual and auditory aids, occasional interactive discussion of works from different points of view, analysis of works	
Method of assessment:	Exam	
Assessment criteria:	<p>Participation: the maximum rate of absence from the lectures shall be 25% of the class time.</p> <p>Expected preparation: independent study of course material and compulsory literature</p> <p>Checking knowledge: colloquium (with a grade of five levels). During the oral exam, aids and resources will not be allowed to be used. The examinee will pick a topic at random from a list of the thematic areas announced in advance and will proceed to discuss it in about twenty minutes.</p> <p>Assessment: The assessment will be given in the form of a mark: 1 -59% = unsatisfactory; 60-69%= satisfactory; 70-79%= average; 80-89%= good; 90-100%= excellent</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 (<i>Note: do not simply copy the competence elements from the Training and Outcome Requirements</i>)</p>	<p>By completing the course, doctoral students understand cutting-edge theoretical and methodological developments and can situate their research within broader scholarly debates. They also develop their ability to critically analyse, evaluate, and synthesize new and complex ideas while producing their own new interpretations. The lectures encourage comparative and contextual analysis across regions, periods, and cultural formations. The course develops students' capacity for the high-level analysis, evaluation, and synthesis of complex ideas expected at the doctoral level. Its multidisciplinary methodology strengthens PhD students' ability to integrate diverse theoretical perspectives, thereby supporting the independent formulation of original research questions and the production of new scholarly insights. By encouraging students to relate course materials to their own doctoral projects, the course enhances their autonomy as researchers and fosters the creation of innovative, cross-cultural, and intersectional interpretations. Engagement with ethically and socially significant themes—such as race, ethnicity, religion, settler-colonial relations, and diasporic identities—further cultivates responsible academic judgment and ethical awareness.</p>	