

Subject name/code:	Popular Culture and Cultural Theory BAN-DK-0230A
Subject coordinator:	Head of the Doctoral School
Lecturer(s) of the subject:	Limpár Ildikó, Dr. habil., docens
Credits:	5 kredit
Lesson type:	practice
Brief subject description:	This course targets PhD students whose research may benefit from Cultural Theory and/or a closer study of popular culture. Therefore, in this course students study diverse examples of popular literature to understand its connections to classical literature, as well as the specifics of its genres, subgenres, and forms. The course aims at a productive encounter of the two main above-described scholarly activities by applying the various theoretical materials to analyzing popular narratives as well as prompting students to recognize the potential for applying cultural theoretical approaches to their own research and better understand the cultural implications of their own doctoral research projects, seeking new paths in their fields. The seminar is discussion and presentation based, aiming to allow students to acquire the necessary scholarly language (terminology, style, etc.) to discuss their own and other students' projects and present about their own research in this specific theoretical context.
Theoretical knowledge to be acquired:	
Practical knowledge to be acquired:	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 within Cultural Theory and what kind of popular texts (and/or popcultural phenomena) may be especially useful for them to discuss. Thus, the reading process will be accompanied and aided by discussing Cultural Theory, focusing on the specifically selected themes and approaches within this broad area. Foci may include issues of culture and civilization, theoretical approaches, such as psychoanalysis, structuralism and poststructuralism; examination of class, race and other identity-defining aspects of culture (Orientalism, Postcolonialism, Disability Studies, Feminist Studies, Masculinity Studies, etc.); the study of the Other, which may be directed towards the study of the monstrous (Monster Theory) or may turn into the study of the Anthropocene (Anthropocene Studies) or Posthumanism (Posthuman Studies), etc.

<p>List of the most important required literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)</p>	<p>Storey, John, ed. <i>Cultural Theory and Popular Culture: An Introduction</i>. (10<sup>th</sup> edition) Routledge, 2024. ISBN: 978-1032484082</p> <p>Storey, John. <i>Consuming Utopia: Cultural Studies and the Politics of Reading</i>. New York: Routledge, 2022. ISBN: 978-1-003-01058-6</p> <p>Burns, Gary, ed. <i>A Companion to Popular Culture</i>. Wiley-Blackwell, 2016. ISBN: 978-1405192057</p> <p>Weinstock, Jeffrey Andrew, ed. <i>The Monster Theory Reader</i>. University of Minnesota Press, 2020. ISBN: 978-1517905248</p>	
<p>List of the most important recommended literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)</p>	<p>Storey, John, ed. <i>Cultural Theory and Popular Culture: A Reader</i>. Routledge, Pearson Prentice Hall, 2006.</p> <p>Morton, Timothy. <i>Dark Ecology: For a Logic of Future Coexistence</i>. Columbia UP, 2016.</p> <p>Braidotti, Rosi. <i>The Posthuman</i>. Polity, 2013.</p> <p>Weinstock, Jeffrey Andrew, ed. <i>The Horror Theory Reader</i>. University of Minnesota Press, 2026. ISBN: 978-1517917821</p>	
<p>Theory to practice ratio:</p>	<p>Theory lessons:</p>	<p>Practice lessons: <b>2</b></p>
<p>Applied teaching methods:</p>	<p>student’s presentation (with visual aid), discussion of theoretical works, analyses of works and presentations, individual and pair /group work</p>	
<p>Method of assessment:</p>	<p>report (three-level grade)</p>	
<p>Assessment criteria:</p>	<p><b>Participation</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 cultural theoretical approach is applicable to one’s own research.</p> <p><b>Checking knowledge:</b></p>	

	<p><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 beyond the acceptable rate; their passive presence questions their preparedness in class.</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>Through the theoretical texts presented in student presentations and subsequently discussed and analyzed together, students acquire the English terminology of the key subfields 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</p>

	<p>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>
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