

Subject name/code:	BDI-DK-0220A Connections and Comparisons between English and Hungarian Literature
Subject coordinator:	Head of the Doctoral School
Lecturer(s) of the subject:	Dr. habil. Kinga Földváry, associate professor; Dr. habil. Gabriella Reuss, senior lecturer; Dr. Anikó Sohár, associate professor, Dr. Márta Pellérdi, associate professor
Credits:	5
Lesson type:	seminar
Brief subject description:	<ul style="list-style-type: none"> • focus on literary and cultural exchanges between Hungary, the United Kingdom, and the United States, primarily during the 19th and 20th centuries • the shift in the 19th century: increasing interest in English and American fiction, poetry, drama, and culture in general • the importance of translating English drama and poetry for Hungarian audiences • classic Hungarian translations of Anglophone literature and their impact • Anglophone translations of Hungarian literary works and their impact • close textual comparative analysis • the importance of translations
Theoretical knowledge to be acquired:	Relevant Literary Theories and Comparative Methods
Practical knowledge to be acquired:	<p>This doctoral-level seminar explores aesthetic, historical, and theoretical connections between 20th- and 21st-century English and Hungarian literatures. Moving beyond parallel national canons, the course investigates transnational modernism, avant-garde movements, postwar trauma narratives, late-socialist and post-1989 literary transformations, postmodern experimentation, migration writing, and contemporary global fiction.</p> <p>The seminar foregrounds comparative methodologies, including reception studies, translation theory, intertextual analysis, world literature paradigms, and memory studies. Particular attention is given to asymmetries of cultural circulation, canon formation, minor literatures, and the politics of language. Students engage in close reading, examining how literary forms respond to modernity, totalitarianism, exile, globalization, and digital transformation.</p> <p>The course cultivates advanced scholarly competencies: theoretical precision, comparative argumentation, textual sensitivity, and the capacity to situate literary works within broader intellectual and cultural frameworks. It also encourages reflexive awareness of the researcher's positionality in cross-cultural inquiry.</p>
List of the most important required literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	Hajdu Péter. Hungarian Literature as World Literature in <i>Literatures of the World and the Future of Comparative Literature</i> , edited by Péter Hajdu & Xiaohong Zhang, Brill 2023. 310–322. ISBN 978-90-04-54717-9.

	<p>Kiséry, András, Zsolt Komáromy, Zsuzsanna Varga (eds.). <i>Worlds of Hungarian Writing: National Literature as Intercultural Exchange</i>, Fairleigh Dickinson University Press, 2016. 9781611478402</p> <p>Zhang Longxi and Omid Azadibougar (eds) <i>The Routledge Companion to Global Comparative Literature</i>. Routledge, 2025. ISBN: 9781003276050. DOI: 10.4324/9781003276050</p> <p>Gisèle Sapiro & Delia Ungureanu (eds) <i>Pascale Casanova's World of Letters and Its Legacies</i>. Brill, 2023. ISBN 978-90-04-52287-9.</p>	
List of the most important recommended literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	<p>Bassnett, Susan. <i>Comparative Literature: A Critical Introduction</i>. John Wiley and Sons, 1993. ISBN:0631167056</p> <p>Czigány, Lóránt: <i>A History of Hungarian Literature From the Earliest Times to the mid-1970's</i>, online: http://mek.niif.hu/02000/02042/html/index.html, 1984.</p> <p>Klaniczay, Tibor (ed.). <i>A History of Hungarian literature</i>; Corvina, Budapest, 1983. ISBN 9631315428</p> <p>Menyhért, Anna, <i>Women's Literary Tradition and Twentieth-Century Hungarian Writers</i>, Brill, 2019, ISBN 978-90-04-41749-6.</p>	
Theory to practice ratio:	Number of theoretical contact hours: 0	Number of practical contact hours:26
Applied teaching methods:	<p>As a doctoral seminar, the course is discussion-driven and research-oriented. Methods include:</p> <ul style="list-style-type: none"> • Student-led seminar discussions based on weekly theoretical and primary readings • Comparative close-reading workshops • Archival and reception-history mini-projects • Conference-style paper presentations with peer commentary • Methodology roundtables on translation, circulation, and canonization <p>The instructor functions as moderator and research mentor, guiding students toward publishable-quality work.</p>	
Method of assessment:	<p>Seminar participation and leadership (25%) – Quality of engagement, theoretical rigour, and ability to facilitate discussion</p> <p>Conference-style presentation (25%) – Oral presentation of a research project with annotated bibliography</p> <p>Final research paper (50%) – Short analytical comparative essay applying theoretical framework suitable for submission to a peer-reviewed journal</p>	
Assessment criteria:	<p>Demonstration of knowledge at the forefront of comparative literary research</p> <p>Methodological originality and innovation</p> <p>Integration of interdisciplinary and transnational frameworks</p> <p>Capacity to address complex problems with intellectual independence</p> <p>Scholarly authority, precision, and ethical research practice</p>	

	<p>Potential contribution to international academic discourse</p> <p>Attendance at seminars for this course is compulsory. Students may be absent from up to 3 seminars with adequate notification given to the Instructor for the reason for absences.</p> <p>Students achieve a grade of excellent (5) based on the following considerations:</p> <ol style="list-style-type: none">1. Attendance2. High quality of oral contributions to group discussion3. Perspicacity of questions directed to instructor4. One brief essay, illustrating the student's ability to present a comparative analysis convincingly. The writing is clear and scholarly. It conforms impressively to the protocols of quotation, paraphrase, citation and referencing.5. One conference-style presentation, illustrating the student's ability to present a comparative analysis convincingly. The presentation writing is clear and scholarly. There may also be certain aspects of the exercise that are not scholarly. It conforms impressively to the protocols of a comparative literary conference. <p>Students achieve a grade of pass (3) based on the following considerations:</p> <ol style="list-style-type: none">1. Attendance, but with excused absences from up to 3 seminars2. Medium quality of oral contributions to group discussion3. Basic questions directed to instructor4. One brief essay, illustrating the student's ability to present a comparative analysis. The writing may contain significant elements of confusion without being incoherent as a whole. There may also be certain aspects of the exercise that are not scholarly. The essay conforms adequately to the protocols of quotation, paraphrase, citation and referencing.5. One conference-style presentation, illustrating the student's ability to present a comparative analysis orally. The presentation may contain significant elements of confusion without being incoherent as a whole. There may also be certain aspects of the exercise that are not scholarly. The presentation conforms adequately to the protocols of a comparative literary conference. <p>Students achieve a grade of fail (1) based on the following considerations:</p> <ol style="list-style-type: none">1. Insufficient attendance, with absences of more than 3 seminars, or absences of up to 3 seminars without notification given to the instructor2. Lack of oral contributions to group discussion3. No questions or irrelevant questions directed to Instructor.
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	<p>4. One brief essay, illustrating the student's inability to present a comparative analysis in writing. The writing is unclear and unscholarly. It fails to adhere to the protocols of quotation, paraphrase, citation and referencing. Or the failure of the student to submit any essay.</p> <p>5 One conference-style presentation, illustrating the student's inability to present a comparative analysis orally. Or the failure of the student to give any presentation.</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>Upon successful completion of the course, doctoral students will demonstrate knowledge at the most advanced frontier of comparative literary studies, particularly in relation to English and Hungarian literary traditions within global modernity. They will be able to critically evaluate, refine, and, where appropriate, challenge existing theoretical paradigms in comparative literature and world literature studies.</p> <p>Doctoral students will develop the most advanced and specialized research skills required to design and implement original comparative projects. This includes formulating innovative research questions, integrating multilingual textual analysis with interdisciplinary theoretical frameworks, and addressing complex cultural-historical problems with methodological rigor.</p> <p>Doctoral students will demonstrate substantial authority, autonomy, and scholarly integrity in conducting research. They will be capable of contributing new knowledge to the field through publication-quality work and professional academic presentation. They will acquire a nuanced understanding of how literary value is constructed across linguistic and geopolitical contexts, developing a research ethos that is dialogic, ethically attentive, and internationally engaged. Furthermore, they will cultivate intellectual leadership characterized by reflexivity, ethical awareness, and sensitivity to cultural asymmetries in transnational literary exchange. Their scholarly attitude will reflect critical independence, openness to theoretical innovation, and sustained engagement with international research communities.</p>