

DOCTORAL SCHOOL OF LITERATURE

PÁZMÁNY PÉTER CATHOLIC UNIVERSITY

PROGRAMME PLAN



Budapest, 2026

EDHT 23/2026 (III. 17.)

Contents

| | |
|---|----------|
| Introduction | 3 |
| The Credit Table of the Doctoral School of Literature..... | 4 |
| The Programme Plan of the Doctoral School of Literature | 4 |
| Detailed Programme Plan of the Doctoral School of Literature | 7 |

Introduction

In 2003, after the accreditation, tuition was started in the Doctoral School of Language and Literature, the predecessor institution of the PPCU's Doctoral School of Literature. Following the necessary separation of this doctoral school in 2008 as a result of the higher decrees, the Doctoral School of Linguistics received accreditation in 2008, and we developed a new tuition plan for the Doctoral School of Literature from 2009. This structure is not divided into workshops, but into two programs, which are maintained by the coherence of the topic announcements: the *Textology and Old Literature* program and the *Modern Literary Studies* program, where the former offers the opportunity for philological, textological, literary and cultural history research of old literature, while the latter brings together modern philological, literary historical and theoretical research. The Doctoral School continued to operate according to the new structure until 2024, when the *English Literature* program was added.

At PPCU's Doctoral School of Literature, students can acquire the 240 credits required to obtain the absolutorium in *three modules*. The study units in all modules are worth 5 or 10 credits. The value of the credits that can be obtained from compulsory subjects is a total of **130 credits**, the credits that can be obtained from compulsory optional subjects are a total of **110 credits**, and the credits that can be obtained from optional subjects are a total of **10 credits**. The new and final form of our course list was designed according to the research areas of the regular members and instructors of the DS.

In developing the subject structure, we strove to comply with the quality assurance goals laid down in the doctoral school's quality assurance plan, both in terms of the stated goals and in terms of practical feasibility.

The Credit Table of the Doctoral School of Literature

| | Study module | Research module | Teaching module | Total |
|---|--------------|-----------------|-----------------|------------------------|
| Compulsory | 80 | 50 | - | 130 credits |
| Compulsory elective | 30 | 70-80 | - | 100-110 credits |
| Elective | - | - | 0-10 | 0-10 credits |
| Total number of credits to collect | 110 | 120-130 | 0-10 | 240 credits |

The Programme Plan of the Doctoral School of Literature

1. Study module: Compulsory 110 credits

A/ Compulsory courses: Compulsory 80 credits (number of lessons per week for each unit: 2)

| Course | Recommended semester | | | | | | | | Type | Credit |
|--|----------------------|----|----|----|----|----|----|----|---------|--------|
| | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| PhD Research Methods | x | | | | | | | | seminar | 5 |
| Doctoral Workshop | | x | | | | | | | seminar | 5 |
| Academic Writing and Publishing | | | x | | | | | | seminar | 5 |
| Academic Conferences: Participation and Organization | | | | x | | | | | seminar | 5 |
| Aspects of Literary History | x | | | | | | | | lecture | 5 |
| Literary Critical Theory | | x | | | | | | | lecture | 5 |
| Textology and Philology | | | x | | | | | | lecture | 5 |
| Literature and Visual Culture | | | | x | | | | | lecture | 5 |
| Thesis consultation I-VIII. | x | x | x | x | x | x | x | x | seminar | 8x5 |

B/ Elective courses: Compulsory 30 credits (number of lessons per week for each unit: 2)

| Course | Recommended semester | | | | Type | Credit |
|--|----------------------|----|----|----|---------|--------|
| | 1. | 2. | 3. | 4. | | |
| Archives and Manuscripts | x | | | | seminar | 5 |
| Fantastic Literature | x | | | | seminar | 5 |
| Aspects of Irish Studies | | x | | | lecture | 5 |
| Aspects of North American Studies | | | x | | lecture | 5 |
| Connections and Comparisons between English and Hungarian Literature | | | x | | seminar | 5 |
| Popular Culture and Cultural Theory | | | x | | seminar | 5 |
| Reading Critical Literature | | | x | | seminar | 5 |
| Drama and Theatre | | | | x | seminar | 5 |
| Adaptation, translation and transfer | | | | x | seminar | 5 |
| Aspects of Shakespeare Studies | | | | x | seminar | 5 |

2. Research module: Compulsory credit minimum 120, maximum 130 credits

A/ Compulsory courses: Compulsory 50 credits (number of lessons per week for each unit: 2)

| Course | Recommended semester | | | | Type | Credit |
|---|----------------------|----|----|----|------------------------------|--------|
| | 5. | 6. | 7. | 8. | | |
| Academic publication in Hungarian or a foreign language I-II. | x | x | | | practical note | 2x10 |
| Academic review in Hungarian or a foreign language I-II. | x | x | | | practical note | 2x5 |
| Academic presentations in Hungarian or a foreign language I-II. | x | x | | | practical note | 2x5 |
| Dissertation chapter open for public debate | x | x | | | chapter defence, pract. note | 10 |

B/ Elective courses: minimum 70, (if the student performs educational activity from 0-10 credits) **maximum 80 credits** (number of lessons per week for each unit: 2)

| Course | Recommended semester | | | | Type | Credit |
|---|----------------------|----|----|----|----------------|--------|
| | 5. | 6. | 7. | 8. | | |
| Academic publication in Hungarian or a foreign language III-V. | x | x | x | x | practical note | 3x10 |
| Academic review in Hungarian or a foreign language III-IV. | x | x | x | x | practical note | 2x5 |
| Academic presentations in Hungarian or a foreign language III-IV. | x | x | x | x | practical note | 2x5 |
| Participating in academic conference organisation I-II. | x | x | x | x | practical note | 2x5 |
| Foreign research work (with reporting obligation)* | x | x | x | x | practical note | 10 |
| Participation in the work of a research group | x | x | x | x | practical note | 10 |
| Editing, bibliography creation | x | x | x | x | practical note | 10 |
| Professional translation I-II. | x | x | x | x | practical note | 2x5 |
| Preparation of teaching aids | x | x | x | x | practical note | 5 |

Recommended mobility window: 5-7 semesters.

3. Teaching Module: minimum 0, maximum 10 credits can be obtained

No compulsory course.

Elective courses: minimum 0, maximum 10 credits

| Course | Recommended semester | | | | Type | Credit |
|---|----------------------|----|----|----|----------------|--------|
| | 5. | 6. | 7. | 8. | | |
| Teaching a university course connected to the broader topic of the PhD thesis I-II. | x | x | x | x | practical note | 2x5 |
| Teaching assistance (organisation, support) | x | x | x | x | practical note | 5 |

Detailed Programme Plan of the Doctoral School of Literature

1. Study module

The number of credits that can be obtained here is 110.

A/ Compulsory courses:

Out of the 110 credits of the Study Module, students will earn **80 credits** by completing the compulsory courses prescribed by the Doctoral School, which courses are:

PhD Research Methods

This seminar examines, through practical exercises, the varieties of research activity that are involved in doing research on English literary texts and in writing a PhD thesis, such as archival methods, biographical methods, textual analysis, discourse analysis, oral history, visual methodologies and quantitative methods. The course explores the possibilities of applying some of these methods to the PhD students' research topics. Students will examine the relations between literary and non-literary publications and the relations between published and non-published works (manuscript materials for published works in original or digitized forms, or unpublished correspondence of authors that is available through research libraries or online sources). In addition, they will be acquainted with the use of various research tools: bibliographies, research manuals, critical editions and online databases. Students will complete research exercises throughout the course, using online sources, research libraries and archives.

Doctoral Workshop

This course is designed to aid students in writing their PhD thesis and to guide them in meeting the various requirements of the PhD programme as a whole. The course will also provide help and practical guidance about the University's *Doctoral Program and Degree Regulations*. Students will be guided concerning the main requirements and deadlines they will have to meet in the course of their doctoral studies, and they will also be warned against some pitfalls they might encounter along the way. In connection with the University's Doctoral Programme regulations, students will receive guidance on various issues relating to their PhD studies. These include teaching practice at University level, managing time demands of the PhD programme in conjunction with other commitments; future career possibilities; research grant applications; managing research visits.

Academic Writing and Publishing

The seminar requests students to write a review of a monograph related to their own research area or a short article based on their own research. During the preliminary steps of writing, students will study the characteristics of academic prose, particularly brevity and precision, correct formal argumentation, and the objective and nuanced paraphrasing of academic arguments. Before writing the article, students will learn about the criteria of content, structure and form of a review or short article. The course combines the academic and practical aspects of publishing. Students will explore the leading journals and Open Access publishing opportunities in their research area, and learn about the most widespread styles in English literary journals. Students will prepare the article according to the authors' guide of a selected journal and discuss the most common authorial errors from an editorial point of view. Students will evaluate each other's writing and write a peer reflection on another article according to a chosen journal's review template. They submit the finished article to the journal of their choice to experience the academic review process as well.

Academic Conferences: Participation and Organization

Participating in scientific conferences is essential for doctoral students and established researchers alike as these events form a vital aspect of professional development, besides international and interdisciplinary collaboration. The course introduces students to strategies and skills required for successful participation in conferences and for organizing such events. The course is designed to map out various aspects of conferences with a practical approach, and to equip students with applicable skills. Understanding the importance of conferences, exploring the conference landscape, and an overview of various conference types and formats help students navigate the wide spectrum of various scientific events. Effective conference participation includes abstract submission and conference paper development as well as presentation and technological skills. The discussion will also cover soft skills, for instance, conference etiquette, networking, collaboration, and correspondence. Finally, students will gain insight into the planning and organization of academic conferences, addressing issues such as compiling and disseminating a call for papers, program development, logistics, and budgeting.

Aspects of Literary History

This course is designed to meet the specific research interests of individual PhD. students, while exploring the rich literary-historical traditions of the English-speaking world, including British,

American, Irish, Canadian, and Australian literature. The central focus of the course is on the study of the key intellectual, historical, and literary movements (such as Romanticism, Realism, Naturalism, Modernism, and Postmodernism), and the major writers connected with these movements, who have significantly influenced the literary genres of a given Anglophone country, including poetry, fiction, and drama. The course incorporates interdisciplinary methods, enabling students to connect British, American, Canadian, Irish, or Australian literature with historical, cultural, political, and philosophical contexts, encouraging students to draw connections between the past and the present. Depending on the preliminary studies and research area of the given academic year, the lectures provide background information and an overview of the major literary historical developments. Alternatively, they can focus on the literary characteristics of specific periods, such as the Early Modern or Victorian era, or postmodern literary phenomena. Similarly, the course's theme can be narrowed down to the literature of the British Isles or formal colonial countries, but a genre-based overview can also form the backbone of the course.

Literary Critical Theory

This course surveys the most influential tendencies in literary theory from the 1960s to the present. We take our departure from French structuralism and its effects on the Anglophone critical tradition and then focus on the “age of theory,” the 1970s and 1980s, when deconstruction exercised a profound impact on English Literary Studies. We discuss the impact of “theory” on traditional critical discourses, such as Marxism and feminism, and examine how “theory” contributed to the emergence of new tendencies in critical thought either by providing inspiration or by provoking criticism. Among other approaches we will discuss, for example, reader-response criticism, cultural studies, new historicism, postcolonialism, gender studies, performance studies, and ethical criticism. Finally, we will examine some recent tendencies in critical thought which attempt to transcend the legacy of “theory” by advocating a more pragmatic approach to literature (postcritique and new formalism).

The course is designed to accommodate students' needs. After discussing the foundations of “theory,” we will focus on those approaches which seem to be most useful for the given group of students.

Textology and Philology

This course explores textual scholarship and its evolving methodologies. We trace the transformative role of editors throughout centuries. We examine the traditional functions of

editors, and how these functions have evolved in response to changing literary and technological environments. The course demonstrates how editorial methodologies must be fine-tuned to every literary text when preparing new, scholarly editions. The course develops research student understanding of the fundamental concept of the embodiment of a literary text. Manuscripts are analysed critically, or, where manuscripts are not available, early print editions as tangible artefacts that embody the creative process and textual evolution. The course explores the intricate web of textual variants, unravelling the nuances and complexities inherent in multiple versions of a single work. Moving into the contemporary era, students address the emergence of digital textology. This course provides a comprehensive understanding of the intersection between traditional and digital textology, highlighting how technology has reshaped the landscape of textual editing and analysis.

Literature and Visual Culture

The course focuses on the encounters between literature and visual culture, with a particular emphasis on the relationship between drama and theatre, the exploration of the tension between verbal and visual elements of texts, and an examination of visual adaptations of literary works. Relying partly on the findings of book history and cultural studies, the course may also discuss visual elements of literary works, together with the theoretical and practical questions of the analysis of media and genres that also use non-verbal elements (e.g. codex, emblem book, graphic novel, children's book and illustrated book, etc). Following an introduction to the theories of visual culture, students can get acquainted with the typical verbal and visual forms of various periods in literary history (e.g. from classical ekphrasis to modern image poems), with the specific features of performative genres, and investigating the theoretical background of interpreting various media and genres, they can become familiar with the methodology of the various forms of literary visuality.

B/ Elective Courses

Students must obtain **30 credits** by completing the **elective courses** of the Study Module. These study units are announced by the teachers of the Doctoral School every semester, partly with general, comprehensive and partly current topics. The elective courses - their **credit value** without exception is **5 credits** - are the following:

Archives and Manuscripts

The seminar introduces students to a large variety of archival collections (manuscript sections of libraries, archives, museum archives, special collections of literary correspondence, reviews and reports, theatre archives, visual and film archives, private collections, etc.) and shows them ways to integrate archival methods into their individual doctoral research. Lecturers of the course will provide case studies of working with archival materials in literary research. The course will explore the history of archiving institutions from the creation of literary/theatre archives to their digitization, and will reflect on the notion of canonization through studying the relations between archival material and public access, between cultural heritage and digital humanities. Lecturers of the course will organize field trips to archival collections in Budapest. During these visits, students will be introduced into the challenges of cataloguing and preserving archival material, as well as with their potential uses in literary research.

Fantastic Literature

Fantastic literature encompasses various genres and writing modes: beyond fantasy, it includes science fiction, gothic, horror, weird, utopian and dystopian fiction, magical realist, and taproot texts. This course offers a close examination of chosen segments of fantastic literature to show how dominant and diverse the literature of the fantastic is; how it relates to reality (beyond the often-noted escapist tendencies) and what potential the fantastic has in reflecting on both reality and on future perspectives beyond the possibilities of mimetic / realist literature in its capacity of prompting readers to imagine the not yet possible (in social, cultural, environmental, scientific, etc. aspects). Readings will give an insight into the specifics that concern genres, forms as well as rhetoric and the politics of the fantastic. The primary and theoretical / critical readings will be selected based on the students' research foci to maximize the benefit they may gain from taking the course.

Aspects of Irish Studies

This course examines a diverse range of aspects of Irish literature, particularly that of the 20th century, and some of the historical developments in Ireland that influence its literature and culture. The authors and movements selected for this course may vary, depending on the PhD thesis topics of students. Students read writing by authors such as Sheridan Le Fanu, Bram Stoker, George Moore, James Joyce, W. B. Yeats, Samuel Beckett, Elizabeth Bowen, Seamus Heaney and Emma Donoghue. The course examines these or other writers in connection with aspects of modern Irish history, from the Act of Union (1801) to contemporary times. The course addresses some of the following themes:

1. Modernism in Irish Literature
2. The Irish short story
4. Aspects of modern Irish history
5. Irish Gothic literature

Aspects of Modern British Literature

The course offers a historical or thematic selection of the most famous authors and works of twentieth and twenty-first century British literature. In this way students can get acquainted the most important trends in modern and postmodern literature, together with the social and historical context of writers' oeuvres, and their possible interpretations. By offering examples from the most significant works of prose, drama or lyric poetry, the course points out the defining moments in modern British literary history, but it also looks beyond the British Isles by discussing the English-language literature of former colonies. Themes and issues discussed may include questions of national identity and its literary manifestations, individual and collective memory, tradition and heritage, together with the impact of various types of trauma on literary representation. Beside the heritage of the Colonial Empire and postcolonialism, the course may also discuss female authors and voices, together with the examination of formal and stylistic experiments, typical genres and narrative techniques characterising the period.

Aspects of North American Studies

The course aims to explore seminal works from the literature of the United States and Canada in their social, cultural, and philosophical context. A multidisciplinary methodology may be employed in the course to examine its subjects. While focusing on authors from the contemporary period such as Margaret Atwood, Armand Garnet Ruffo, or Toni Morrison and Allen Ginsberg of Canada and the US, respectively, the course examines connections between the past and the present by connecting authors with their possible literary predecessors (Suzanne Moodie, Duncan Campbell Scott or William Faulkner, and Walt Whitman) as well as the historical background when necessary or of relevance to the research of the PhD students enrolled in the course. The literary works include pieces of fiction, drama as well as poetry; the thematic issues discussed may be related to the problematics of race, ethnicity, religion, 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.

Connections and Comparisons between English and Hungarian Literature

This elective course focuses on literary and cultural exchanges between Hungary, the United Kingdom, and the United States, primarily during the 19th and 20th centuries. Although Hungarian writers traditionally drew inspiration from mainly German and French literature, a significant shift occurred in the 19th century, partly due to Hungary's pursuit of national independence. Hungarian literature of the period began to display an increasing interest in English and American fiction, poetry, drama, and culture in general. Hungarian writers and poets began to recognize the importance of translating English drama and poetry for Hungarian audiences, as exemplified in the classic Hungarian translations of Shakespeare by Arany or Vörösmarty. Kossuth, for example, used Shakespeare to articulate people's desire for freedom. Walter Scott's historical novels left a profound impact on the novelists Jókai, Kemény, and Jósika. Conversely, Hungarian novels by Jókai and Mikszáth were relatively well-known at the turn of the century in the United Kingdom and the United States through translations, and the plays of Ferenc Molnár made a significant impact on American theatre audiences. While the course explores literary, historical, and critical contexts, it also focuses on close textual comparative analysis and the importance of translations.

Popular Culture and Cultural Theory

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. This reading process will be accompanied and aided by discussing Cultural Theory, focusing on the specific themes and approaches within this broad area that may assist the students most effectively. 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. 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.

Reading Critical Literature

The knowledge and understanding of current trends of literary theory is essential for students of the Doctoral School of Literature in order to participate in international scholarly discourse. Immersive and critical reading of theory is the basis of scientific research. Additionally, in the past decades literary research incorporated theories and methods originating in neighbouring disciplines, thus their context and relational system may not follow patterns conventional in literary studies.

The primary task of the course is to map various approaches to theoretical texts and assess their applicability with the help of the joint processing of specialized texts suitable for the students' topic. In the course students will read, interpret, discuss, and, if necessary, translate into Hungarian, selected works of literature, culture, and translation studies.

Using the method of close reading and, if necessary, translation, we explore the interpretation possibilities and paths of thought offered by specialist texts. We examine the reasoning, the chain and structure of arguments, the support of the statements and the conclusion, the explanation of technical terms and the justification for their use, the connection of the writing to other relevant literary and theoretical texts, the fit and legitimacy of the references. We discuss the strengths and weaknesses, virtues and flaws of the text. In this way, students will learn to recognize high-quality scholarly research, and it will be easier for them to navigate among theories and their application, and create texts are embedded in scholarly discussion.

Drama and Theatre

Drama, theatre and puppetry have played an important role in English literary and cultural tradition since the Middle Ages. Moreover, itinerant Early Modern English players had a remarkable influence on performing culture across Europe. Thus this course will examine the different yet interconnected media of drama, theatre, and puppet / material theatre within the context of the Anglo-American drama, theatre, and puppet theatre history. The course will concentrate on the potentials of the dramatic text both on the page and the stage. It will deal with the ways the dramatic text is produced on the (puppet) stage, moreover, it will analyse the reception of plays and productions.

Students will engage in investigating the conventions of a theatre performance - including those of writing, acting and spectating (censorship, repertoire, and staging). 1-3 theatre visits will be required during the semester, followed by close reading of the text and the production, and study writing. A key task is to analyse a performance along with its playtext/promptbook in

order to learn about the approach towards the research methodology of such non-final theatrical documents, and maybe enhance it further. Finally, the course intends to contextualize/conceptualize spectatorial, interpretive, and reception strategies.

Adaptation, translation and transfer

The course intends to investigate forms of transfer taking place between cultures, nations, countries, genres, media, etc that have become more and more significant in literary and cultural studies since the second half of the 20th century. These formerly marginalised fields of research, which contributed to the establishment of new interdisciplinary fields (translation, adaptation, transfer studies) by focusing on various types of transfer, together with a revision of certain terms, including translation, adaptation, and even the concept of authorship, have by now gained a defining role within the discourse of literary and cultural studies. Since neither national literatures, nor world literature could exist without translation, the examination of the processes, the result and the impact of literary translation – and at least a superficial awareness of the findings of these fields – is vital for the in-depth interpretation of any literary or cultural phenomenon. Adaptation is present in contemporary literary and visual culture in a variety of ways, and by placing these into a theoretical context, traditional approaches to literary and cultural studies can also be enriched as a result.

Aspects of Shakespeare Studies

The course is designed to introduce students to the study of early modern English literature and Shakespeare's work, while providing comprehensive and diverse knowledge of the methods and research questions useful for the study of English Renaissance literature. Rather than offering comprehensive lexical knowledge, it will draw on the current findings of Shakespeare scholarship to introduce students to directions and research methods that are not only essential to their understanding of modern English literature but are also useful for their own research. Among other topics, the course will address issues of textual criticism, the problem of canon formation, theatre history, women's literature, the relationship between popular culture and Shakespeare, and questions of genre history. Students will be asked to reflect on the theoretical questions raised during the seminar in the context of their own research, and write an essay based on their own research that is linked to an early modern English literary work.

2. Research Module:

Within the framework of the Research Module, the credits to be obtained from the compulsory courses are **50 credits**, the credits to be obtained from the elective courses are: **minimum 70, maximum 80 credits**. The credits that can be obtained here are primarily approved by the supervisor.

A/ Compulsory courses:

Academic publications in Hungarian or a foreign language I-II.

During the three-year training, the doctoral student is expected to prepare at least two studies on his dissertation topic. A written work accepted for publication by a journal or other peer-reviewed professional publication can be accepted, the evaluation is the responsibility of the supervisor. Credit value: 10 credits.

Academic review in Hungarian or a foreign language I-II.

During the first two years of the training, each student must prepare at least two reviews (description and evaluation of fiction or literature) and, if possible, publish them in a professional journal. A written work accepted for publication can be accepted, the evaluation is the responsibility of the supervisor. Credit value: 5 credits.

Academic presentations in Hungarian or a foreign language I-II.

During the training, students must participate at least twice in a conference at home or abroad with a presentation. Considering the frequency of conferences organized specifically for doctoral students, this cannot be considered an excessive expectation. Credit value: 5 credits.

Dissertation chapter open for public debate

We want to help our doctoral students to start writing their dissertation during the three-year doctoral training period. In this, the present unit can provide a strong incentive, which makes it mandatory for all students to submit a chapter of their thesis, of any length and topic, to a public discussion at any time during the six semesters of the training. The doctoral student can receive 10 credits for "defending" their chapter.

B/ Elective courses:

Additional elective courses of the Research Module worth a **minimum of 70 and a maximum of 80 credits:**

Academic publications in Hungarian or a foreign language III-V.

Our goal is to train our doctoral students to become independently publishing scientists, therefore we evaluate the writing and publication of three additional studies in addition to the mandatory ones with 10 credits each. Monitoring and evaluation is the task of the supervisor.

Academic review in Hungarian or a foreign language III-IV.

In addition to the mandatory ones, it is possible to publish two additional reviews, worth 5 credits each.

Academic presentations in Hungarian or a foreign language III-IV.

In addition to the mandatory ones, it is possible to add two presentation participations, worth 5 credits each.

Participating in academic conference organization I-II.

It is extremely important that doctoral students participate in scientific organization and gain experience and professional contacts in this field as well. Therefore, they can count their active participation in the organization of scientific symposia twice, worth 5 credits each.

Foreign research work (with reporting obligation)

If the doctoral student has the opportunity to spend some time abroad at a partner institution or at an international research site, he can receive 10 credits after submitting a written report for his scientific work there.

Participation in the work of a research group

Our school highly values the active participation of researchers in various group research projects (be they grant-supported or independent initiatives). After a detailed and documented written report, the supervisor can credit the doctoral student's work with 10 credits.

Editing, bibliography creation

Scientific creative editorial work and the preparation of bibliographies are significant and very productive in the Hungarian scientific community, which can be evaluated by the doctoral student's supervisor or other teacher in the amount of 10 credits.

Professional translation

The professional translation work can be evaluated by the student's supervisor or another teacher twice, each worth 5 credits.

Preparation of teaching aids

The doctoral student can receive 5 credits for the preparation of teaching aids, which are absolutely necessary for university teaching.

3. Teaching Module

There are **no compulsory courses** in the Teaching Module. The student can obtain a **minimum of 0 and a maximum of 10 credits** from the following **elective courses**:

Teaching a university course connected to the broader topic of the PhD thesis I-II.

According to experience, holding a literary history or theory seminar for graduate students deepens the knowledge of doctoral students in an extraordinary way, and provides an opportunity for a certain control and reflection of their dissertation. The supervisor can award 5 credits each.

Teaching assistance (organisation, support)

The doctoral student can receive 5 credits for his help in graduate training and for his participation in conference organization at the teacher's suggestion.

PPCU FHSS

Doctoral School of Literature subjects/topics for the first part of the complex examination¹

Aspects of Literary History

Literary Critical Theory

Textology and Philology

Literature and Visual Culture

Aspects of Irish Studies

Aspects of Irish Studies

Aspects of North American Studies

Professional translation

In the second part, the candidate presents the committee the planned dissertation.

¹ [...] *In the theoretical part of the complex exam, the candidate takes an exam in at least two subjects/topics, the list of subjects/topics is included in the programme plan of the doctoral school. The theoretical exam may also have a written part. [...] (Excerpt from the document „A komplex vizsga általános elvei és szabályai” - The text was accepted at the meeting of the National Doctoral Council on February 12, 2016, amended at the meeting of April 15, 2016).*

Appendix 1

Learning Outcomes

The doctoral program expands and develops the knowledge of the PhD student across various aspects of English Literary Studies, develops their research practice skills, their abilities to move within and across disciplinary fields in the domain of English Studies, formulating new perspectives through theoretical frameworks and/or uncovering new information relating to the topics that they are exploring. Guiding students in preparing for academic conference presentations and research publications, the program instils the requisite professional attitudes towards PhD studies. It also facilitates the development of independent thinking and strategies, enabling students to advance diverse topics within the field of English Literary studies in new directions.

The foundation for the orientation of the PhD student is initiated in their study of PhD Research Methods. Here, the student acquires knowledge of the general and specific characteristics of PhD research practices, possessing knowledge of research methodologies required for the pursuit of their PhD thesis topics. Further advancing their studies across a diverse range of disciplines within the field of English Studies, the PhD student will be introduced to the panoply of issues involved in the subfield of Irish Studies. This not only equips the student with a high-level understanding of this field, it enables them to adapt this knowledge to the discipline within which they pursue their PhD thesis topic, thereby transferring the skills and learning acquired in one disciplinary area to another. As part of this process, the student advances interdisciplinary skills in moving between historical, aesthetic, philosophical, cultural-theoretical and other approaches to the body of literary works that is the primary focus of their PhD thesis project. The student's study of literary critical theory provides them with a framework through which they can orient their research in cross-disciplinary fashion, engaging a selection of such areas of enquiry as theories of ethics and culture, psychoanalytic theory, humanism/posthumanism, structuralism/poststructuralism, gender criticism, postmodernism and postcolonialism.

Based on the competency matrices associated with the course descriptions, the English-language program of the doctoral school develops the following competencies from among the level descriptors corresponding to Level 8 of the MKKR:

KNOWLEDGE: on completion of the training, the doctoral student

| |
|---|
| Possesses the subject knowledge of the discipline, including general and specific characteristics, main directions and well-defined boundaries, agreed and contested links within the discipline at a research level. |
|---|

| |
|--|
| Has an in-depth understanding of the discipline, and disciplinary sub-field, theories and the conceptual systems and terminology that underpin them. |
|--|

| |
|---|
| Possesses the relevant knowledge of the research methodology required for independent research in a specific discipline or field. |
|---|

SKILLS: on completion of the training, the doctoral student

| |
|--|
| Has the ability to creatively analyse the disciplinary field, synthesise and develop new perspectives on broad and specific relations and undertake appropriate evaluative and critical work. |
| Can apply and develop various ways specific knowledge is acquired and problems are solved in the field of specialisation. |
| Has the ability to creatively develop novel and up until now unknown practical aspects of conceptual issues. |
| Has the ability to develop and design new projects, as well as conduct research in a given discipline, develop new techniques and approaches |
| Has the ability to identify unforeseen problems related to the field, and explore theoretical and practical context in detail at a research level to solve these problems. |
| Has the ability to to construct and communicate new connections relevant to his/her field of specialisation, and to construct and communicate comprehensive links relevant to personal and community life. |

ATTITUDE: on completion of the training, the doctoral student

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| Can represent and develop - in his/her own field - those relations which contribute to the process of human self-creation through the specificity of the scientific field. |
| Possesses interest and learning capacity that enables one to identify and solve unforeseen research problems in the field, which are currently not yet transparent. |
| His/her general attitude is a firm professional commitment, a persistent dedication to the search for new paths and an acceptance of the need for perseverance. |

AUTONOMY AND RESPONSIBILITY: on completion of the training, the doctoral student

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| Develops and initiates new areas of knowledge and new practices with creative autonomy. |
| Can take a leadership role as well as exhibit a high level of cooperation in the formulation of theoretical and practical issues. |
| Has the ability to play the role of an equal discussion partner with professionals in the field. |
| He/she will be responsible for raising and responding to new ethical questions in relation to the theoretical and practical issues of his/her profession. |