

Graduate (MA & PhD) Courses

Spring 2015

This syllabus is for information purposes only. Please check the ETR for updates.

For Erasmus students:

All the courses offered by the Institute of English and American Studies are 14 weeks long, meet for two contact hours once a week, and are worth 4 ETC credits.

1. MAAM

American Intellectual History

cult, lect, 1, MAAM

Vajda Zoltán

(AM-MA-B2 American Intellectual History)

The subject is an integrative element of the MA program in American Studies. In an interdisciplinary manner it examines the various attempts at reinterpretation and appropriation of ideas of “Americanness,” “American identity” throughout American history from the Colonial period to the mid-20th century. It relies on the assumptions of new intellectual history and integrates them with the methodology and procedures of cultural studies, understanding culture in its wider conception including the phenomena of material culture as well. The subject examines the ideas and intellectual traditions generally identified as dominant and central and their consequences in the political, economic and cultural history of the USA. In the courses the original documents of the “dominant” and the subversive, occasionally marginal intellectual movements and ideas are read alongside with their later/subsequent reinterpretations in an (ideology) critical mode, completed by interdisciplinary examination of various American cultural practices.

Contemporary American Fiction

lit, lect, 1, MAAM

Ágnes Zsófia Kovács

(AM-MA-B3 American Literature and Its Context)

The course aims at introducing you to three trends in American fiction after 1945, namely postmodern metafiction, versions of neorealism, and multicultural identity prose. Based on specific readings, we will entangle texts not so much from the perspective of poetics and genres as the objective would indicate but also as sites where discourses of contemporary American culture clash and interact. We are to focus on issues like historicity, parody, intertextuality, minimalism, crisis of masculinity, intermediality, borders and relocation, hybridity, bicultural and bilingual experience, gender roles, the body, autobiographical writing. Selected texts include work by T. Pynchon, D. DeLillo, K. Vonnegut, B. E. Ellis, C. Palahniuk, T. Morrison, A. Walker, A. Tan, C. R. Lee, L. Erdrich, S. Alexie, S. Cisneros, E. Danticat.

The American Revolution and the Constitution

hist, lect, 1, MAAM

Novák György

(AM-MA-B4 Current trends in American historiography)

The aim of the course is to discuss the causes, course and consequences/results of the American revolution with the focus on the making of the Constitution(s). The latter, i.e. the making of state and federal constitutions started even before independence, and culminated in the work of the constitutional convention in 1787. The course will aim at showing how important role colonial traditions, originally imported from the old country but developed in the new world, played in creating a "*novus ordo seculorum*", and how critical covenantal ideas (both religious and civil), with their origins also in the Old World, were to the creation of the constitutions, both federal and state. Topics will include Covenants in Old England; Covenants in the Protestant tradition; Lay covenanting; Mayflower Compact and other American covenants; Colonial Fundamental Laws; The Declaration of Independence; Thoughts on Government; The Constitution; The Bill of Rights and amendments; other constitutions. The course will end with an **oral test**.

Research Methods in American Studies

sem 1 MAAM

Cristian Réka M.

(AMMAB5 Research methods)

Course objectives: This course aims to bind the pragmatic and the theoretical side of American Studies tailored to each participant's study focus. Students will first study and compare their chosen project's relationship to the major field of liberal arts and then to the more closely related contemporary American Studies; secondly, they will apply eligible theoretical categories and methods of the discipline by using basic techniques underlying interdisciplinary research procedures that are pertinent to their topics in American Studies. This course is an intensely collaborative project and aims to help students compose and present quality works by providing practical tips from early stages of planning and researching their project to the final draft and submission. We will start with the structure of each student's project or dissertation report and will decide on a theme and title for investigation (a conference paper, a thesis chapter); then we will discuss the time management; will explore how to filter research materials and how to make effective notes; will help develop a logical approach to analysis and problem-solving; will address issues of referencing; will exercise reviewing proof-reading and editing and will finally talk about the importance of feedback in revising the work. **Grading policy:** a.) participation in class and workshops (30%), b.) presentation of the research project (30%), c.) research portfolio including the annotated bibliography for each student's project with minimum 20 entries (20%), and one 2-3 pages long book/article review on a topic pertaining to the thesis of each student (20%).

The Thomas Jefferson Seminar

cult, seminar, 1, MAAM

Vajda Zoltán

AM-MA-D1 (American Political Cultures)

Belonging to the field of intellectual and cultural history, this course is designed to provide participating students with the opportunity to study aspects of Thomas Jefferson's thought. Analysing texts written by and about Jefferson, the major focus of our investigation will be on his political philosophy as well as on its ties to the contemporary American and

European context. Bearing in mind the complexity of Jefferson's thinking, another concern of the seminar will be to see how distinct aspects of it came to be intertwined with one another; for instance, how his moral philosophy may have informed his political views or his vision of black slavery. The topics to be covered will include: liberal and republican ideas in Jefferson's political thought; Jefferson's moral philosophy; the problem of nation and nationhood in his thinking; his views on slavery, education and nature; sentimental Jefferson; Jefferson and the subject of America. As one of the course requirements, students will be required to submit a research paper of 11,000-13,000 characters.

Bodies Re/Presented: Gendered Identities in Visual Culture

MAAM, MAEN (Gender Track), sem, any, 1, 2

Annus Iren

(AM-MA-D3 American Arts in Their Context)

Human bodies operate as primary sites for the re/presentation, re/production and re/negotiation of identities. They are also signs that reflect social hierarchies and relations of power, encoded through visible cultural and ideological positionings and prescriptions. This course hopes to adopt a critical perspective within cultural studies in order to investigate the multifaceted ways in which the body as a sign is constructed through a permanent dialectics of internal as well as external definitions of the self, characterized by an increasing power of intersectionality that offers an unprecedented plurality and particularization of gendered experiences, identities and re/presentations. The course introduces students to critical feminist approaches to visual culture as part of cultural production, including major strategies of spectatorship, with a focus on various understandings of the gaze as a gendered and gendering constituent of visual experience. Through examples primarily drawn from contemporary American visual re/presentations, the course explores various aspects of gendered depictions of the human body (incl. images of racialized, colonized, medicalized, terrorized/victimized, ethnicized bodies), often through moments of their historical construction, within the framework of changing western, white hetero-normative dominance and of underlying currents that have aimed at negotiating and subverting this.

Requirements: Students are expected to be prepared to participate in class discussions; to give an oral presentation on one of the topics; to take the final quiz; and to submit a 15-page research project, prepared in groups of two/three.

Literature of the Black Atlantic – NEW!

lit seminar, 2, MAAM

Kovács, Ágnes Zsófia

(AM-MA-D8 Gender, Race, Class in the American Literary Canon)

Paul Gilroy's *The Black Atlantic: Modernity and Double Consciousness* (1993) has provided an influential account of Black Modernity as a counterculture of Modernity. Gilroy depicts the Black Atlantic as a space for fervent cultural and intellectual activity by members of the African diaspora traveling across national boundaries who perform culture, racial identity and ethnic identity differently than modernist notions of race, ethnicity and national culture would predict. Gilroy saw the Black Atlantic as an evolving social community imagined by its members, also having the potential to articulate claims of black political culture. -- More than twenty years after its publication, Gilroy's idea has been adapted to new contexts and interrogated from the directions of religion, performance, social and political movement. This course explores the workings of the Black Atlantic through literary and critical representations from Europe, the Caribbean and North America, with an added emphasis on the neo-slave narrative. There are several questions to look into: What articulations of blackness emerge in these representations? What forms of different national, religious, gender identifications shape

black identities? What difference does it make if we look at authors well known from the African-American literature reading list as members of the Black Atlantic community? How can the transnational project of the Black Atlantic be integrated into ideas about transnational American studies? Themes: double consciousness, diaspora, pan-Africanism, Afro Modernism, hybridity, transnational, middle passage, racial identity, rhizome, black power, neo slave narrative, satire.

Assignments: 4 short essays and weekly presentations.

Schedule

1. Frames of reference 1

W. E. B. DuBois. *The Souls of Black Folk*. Excerpts.

H. L. Gates, Jr. "The Signifying Monkey."

Toni Morrison. "Playing in the Dark."

2. Frames of reference 2

Homi Bhabha "Nation and Narration"

Frantz Fanon "National Culture"

Stuart Hall. "Cultural Identity and the Diaspora."

3. Frames of reference 3

Paul Gilroy. Ch 1, *Black Modernity as the counterculture of Modernity*

Benedict Anderson. *Imagined Communities*. ch3

4. Literature of the Black Atlantic 1: Frederick Douglass in Europe, W. E. B. Du Bois, "Little Portraits of Africa"

5. Richard Wright. *Black Power: A Record of Reactions in a Land of Pathos*. 1954.

6. James Baldwin. *Notes of a Native Son*. 1955. part 3: "Encounters on the Seine: Black meets Brown" "A Question of Identity" "Equal in Paris," "A Stranger in the Village"

7. Ishmael Reed. *Flight to Canada*. 1976.

8. Toni Morrison. *Beloved*. 1987.

9. Charles R. Johnson. *Middle Passage*. 1990.

10. Jamaica Kincaid. *A Small Place*. 1988.

12. Edwidge Danticat. *Breath, Eyes, Memory*. 1994.

13. *Transnational American Studies and the Black Atlantic 1: "Crossroads of Cultures"* Shelley Fisher Fishkin's Presidential Address to AAAS, 2004.

14. Summary and questions

List of secondary readings

Anderson, Benedict. "The Origins of National Consciousness" In: *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (Revised Ed.). New York: Verso, 1991. 37-46.

Bhabha, Homi. "DissemiNation." In: Homi K. Bhabha, ed. *The Location of Culture*. NY: Routledge, 1994. 139-170.

Fanon, Frantz. "On National Culture" In: Homi K. Bhabha, ed. *The Location of Culture*. NY: Routledge, 1994. (1967.) 36-46.

Gilroy, Paul. *The Black Atlantic: Modernity and Double Consciousness*. Cambridge: Harvard University Press, 1993.

Hall, Stuart. "Cultural Identity and Diaspora." *Colonial Discourse and Post-colonial Theory: a Reader*. Ed. Patrick Williams and Chrisman. London: Harvester Wheatsheaf, 1994. 392-401.

Related readings

Appiah, Kwame Anthony. In *My Father's House: Africa in the Philosophy of Culture*. New York: Oxford University Press, 1992.

Barson, Tanya. *Afro Modern*. Tate Liverpool.

Bendixen, Alfred and Judith Hamera, eds. *The Cambridge Companion to American Travel Writing*. Cambridge: CUP, 2009.

Ghosh, Amitav. In *An Antique Land: History in the Guise of a Traveller's Tale*. New York: Vintage, 1994.

Research Methods: Thesis Writing

Cult/hist/lit, sem, 2, MAAM.

Dragon Zoltán

AM-MA-D9

The objective of the course is to provide a pragmatic guide and help for American Studies MA students to write their MA theses, therefore the weekly schedule and the relevant discussion is tailored to each participant's particular focus of study. The seminar touches on topics such as the structuring of the thesis, the issues of referencing, the flow of argumentation, the bibliography, the integration of secondary literature into the logic of the thesis. Besides presenting their drafts and chapters, students will also discuss submissions by fellow students and the critical-theoretical issues that come up in relation with the topics of the theses. Each student presents the main points of the arguments in their thesis, followed by drafts and chapters submitted every two weeks.

Bodyscapes in American Culture

lit, 1-2, seminar, MAAM, MAENG (?)

Cristian Réka M.

AMMASZ12 (MAAM, any course seminar);

The body has been the principal subject in Western art since the Renaissance, and it is the locus and metaphor for understanding and exploring texts in the political arena in which they exist. The focus of the seminar will be directed within the interdisciplinary academic-theoretical, popular, and political site that the human body entails through the following stages: the body battle, blindness and insight, the body politic and after, restoring art, the representation of women (from Madonna to the harem), photographic art/s, the representation of race in modern and contemporary visual arts, bodies as texts, the body and the artistic genre/s. The course offers specific theoretical background for the students working in the field of body representations, of gender, of post-colonial contexts, and of literary interpretation of the human body as a complex phenomenon. The main coursebook is Nicholas Mirzoeff's *Bodyscape. Art, Modernity and the Ideal Figure* book (New York: Routledge, 1995), complemented by texts from N. Mirzoeff, ed. *The Visual Culture Reader* (New York and London: Routledge, 1998), Peter Brooks *Body Work. Objects of Desire in Modern Narrative* (Harvard UP: Cambridge, 1993) and Réka M Cristian and Zoltán Dragon *Encounters of the Filmic Kind: Guidebook to Film Theories* (Szeged: JATEPresss, 2008). **Grading policy:** participation, discussion and team-work 20%, student presentation 40%, and one 10 pages-long (20 pages-long for graduate students) Style-Sheet-proof take-home paper on a topic commonly agreed with the course instructor 40%.

2. MAENG

Theories and Histories of Literature and Culture: from the Beginnings to the Rise of Modernism

Lit, lect, MAENG, 1
Szőnyi György Endre
ANAM-MA1

During their BA studies students of the humanities will have primarily studied modern (i.e. post-1900) theories of literature and culture but those programs have no framework for introducing the historical roots of the studied theories. It is also true that students usually would not possess the intellectual horizon to comprehend those perspectives. The purpose of the course is to familiarize MA students with the long development of literary/cultural theoretical thinking within English culture, together with their classical roots as well as European parallels.

Since cultural theory up to today relies on the major classical philosophers such as Plato and Aristotle, and poetics also refers back to ancient rhetoricians such as Quintilian, the foundations of this course provide introduction to these classical systems.

The second third of the course deals with the beginnings of English literary theory in the Renaissance and the 17th century, dealing with conceptual works (Sidney, Puttenham) as well as with literary representations demonstrating those theories (Spenser, Shakespeare, Jonson). In this part special attention is paid to the question of multimediality of cultural representations (the emblematic way of seeing, Sidney's "speaking pictures").

The third part of the course examines the further development of English literary theory from Classicism through Romanticism, a period which laid the foundations for systematic and professional scholarship.

2.1. Applied Linguistics

Investigating spoken language

ling, 1, lect, MAEN
Szabó Gilinger Eszter
ANG-MA-AL1

This course will aim to give students a solid grounding in English phonetics and phonology; to introduce elements of English phonology that can be of importance while carrying out linguistic research; to familiarize students with methods and techniques of audio data collection, treatment, segmentation, and analysis; to lay a foundation of knowledge and skills in the linguistic description of English; to develop understanding of the phonology of English and skills in transcription; and to enable students to make independent analyses of spoken discourses.

Students will be assessed on weekly assignments (40%), a mid-term (30%) and a final paper (30%) based on individual data collection and analysis.

1. introduction
2. production of speech sounds
3. articulatory phonetics, consonants
4. articulatory phonetics, vowels
5. suprasegmental features, intonation and stress
6. mid-term exam
7. acoustics – basic concepts and analytical tools
8. the acoustic description of English consonants
9. the acoustic description of English vowels
10. perception, attitudes, perceptual phonetics – segments

11. perception, attitudes, perceptual phonetics - suprasegmentals
12. transcribing/analyzing sociolinguistic interviews
13. project presentations

Reading material:

- Ashby, Michael and John Maidment. 2005. *Introducing phonetic science*. CUP.
 Collins, B. & Mees, I.M. 2003. *Practical phonetics and phonology*. London: Routledge.
 Reetz, Henning and Allard Jongman. 2009. *Phonetics. Transcription, production, acoustics and perception*. Oxford: Wiley-Blackwell.
 Roach, Peter. 2009. *English phonetics and phonology. A practical course*. CUP.
 Ten Have, Paul. 2007. *Doing conversation analysis*. Sage.

An Introduction to Systemic Functional Grammar

ling, lecture MAEN, 1st year

Barát Erzsébet

ANGMA-AL4-2

This lecture course is one of the five mandatory lectures for students in the Applied Linguistics Track. The lecture is intended to explore key areas within systemic functional linguistics. It builds on the foundations laid by M.A.K. Halliday's *An Introduction to Functional Grammar* (2nd Edition). The course provides a model of grammar which analyses authentic texts in their social context. Students will explore SF, a linguistic theory that takes into account the contextual dimensions of language, both situational and cultural. It views language as a social semiotic resource people use to accomplish their purposes by expressing meanings in context. The aim of the course is accordingly both theoretical and analytical. It will present a general theoretical outline with descriptive illustrations from English in order to develop an understanding that it is necessary to move from an analysis done at the level of the sentence into an analysis of a more textual and contextual nature and develop a set of analytical tools which focus on the lexical and grammatical patterns of a variety of texts from different genres and registers. The major areas of linguistic means and their interaction to be covered are the following three functions of language use: The representation of experience, the enactment of speaker/addressee relationships, and the relation of language to the context in which it is unfolding. The central categories of analysis developed within them are Transitivity, Mood and Modality, Theme, Cohesion and Taxis. The course will have a textual orientation, as SFG will be particularly understood as an instrument for textual and discourse analysis, particularly for the approach called Critical Discourse Analysis. Students are given a sample text for practice at the end of each three major areas of meaning production.

Introduction to Applied Linguistics

ling, lect. 1st, MAEN

ANG-MA-AL4

Kontra Miklós

This course will serve as an overview to the field of applied linguistics. The goals of the course are threefold: (1) to introduce the general areas of enquiry in the field, (2) to read examples of applied linguistics research, and (3) to problematize the notions of theory and practice as they relate to an understanding of the social uses of language(s). The general areas covered will be the following: sociolinguistics, discourse analysis, sociopragmatics and language learning/teaching. Topics will include bilingual education, language rights, non-standard varieties of English, world Englishes, language and law, second language acquisition.

An oral exam is required.

American Dialects

ling, sem, 1-2 MAEN-AL

Fenyvesi Anna

ANG-MA-AL61, ANG-MASZ12

After a general discussion of such problems as, for instance, why languages have dialects, the past, present and future of American English dialects will be examined. Regional, social and ethnic dialects will be surveyed as well as gender and language variation and the social patterning of dialect, plus the controversial issue of teaching Standard English in American schools.

Language, Law, and Education

meth, ling, sem. 1-2 MATE, MAEN, MAAM

Kontra Miklós

ANGT-MA-111, ANG-MASZ12, AM-MA-SZ12

This course surveys some important legal and pedagogical aspects of language, primarily in the USA and Central Europe. Among others it addresses issues such as

- * Do European Americans and African Americans speak the same language? If so, what are the legal and educational consequences? And what are the consequences if they do not?
- * What social factors have brought about the English Only movement in the USA?
- * What is the impact of English Only on the 1995 State Language Law in Slovakia?
- * Is there a need for a language law in Hungary?
- * What are linguistic human rights?
- * Are the language rights violated of Hungarian Gypsy pupils who can only go to a Hungarian-language school?
- * What is forensic linguistics about?
- * Can a person be drunk if s/he has not drunk alcohol? (An analysis of the *Danube-gate* trial in Hungary)
- * The pros and cons of using textbooks imported from Hungary in Hungarian minority schools in Subcarpathia, Ukraine.
- * Does the US legal system need syntax experts?

Grades will be based on class reports (30%), the mid-term exam (30%) and the final exam (40%).

Thesis Writing Seminar

Seminar, 2, MAENG

Fenyvesi Anna

ANG-MA-TW1

2.2. Gender Studies

Thesis Writing Seminar

Seminar, 2, MAENG

Zámbóné Kocic Larisa

ANG-MA-TW1

2.3. Interdisciplinary Study of Culture

The digital turn: new research methods in the humanities - NEW

sem, MAENG, 2

Péter Róbert

ANG-MA-C61

Digital technology has been transforming the study of history, literature, the arts and other fields of the humanities. An enormous amount of so far unknown and well-known material has become accessible and searchable in electronic archives in the last decade, the study of which, on the one hand, creates new methodological challenges to researchers, on the other, offers transformative research potentials in the humanities. For example, vast digital archives offer for the first time in human history the possibility to conduct comprehensive surveys and analysis of millions of books and newspapers. This course introduces students to some of the current trends and themes in digital scholarship, in particular digital history. It helps them to acquire how to use cutting edge digital research methodologies and tools such as Google N-Gram Viewer, Bookworm, Voyant and Wordseer. Students will explore, for example, long-scale patterns in historical, literary, linguistic, and cultural processes, as well as test and challenge old assumptions and interpretations such as the secularization thesis in British, American and Hungarian studies. The digital methods introduced have the potential to point to new and unexpected areas and questions of research, and open up new interpretative possibilities. We shall critically discuss what questions can be raised and answered with digital tools. With the help of case studies, we shall investigate the advantages and shortcomings of the state-of-the-art digital methods. As we use and test digital techniques week by week during the seminars, the course requires some basic computer skills.

Students are required to read the assigned readings and carry out small digital research projects week by week. At the end of the seminar they have to submit a research paper in which they adopt digital methods and tools.

COURSE SCHEDULE

1. Introduction to digital humanities

Matthew Kirschenbaum, "What is Digital Humanities and What's It Doing in English Departments?" in Matthew K. Gold ed., *Debates in the Digital Humanities* (University of Minnesota Press, 2012), 3-11

Kathleen Fitzpatrick, "The Humanities, Done Digitally" in Matthew K. Gold ed., *Debates in the Digital Humanities* (University of Minnesota Press, 2012), 12-15

Daniel Cohen, "Introducing Digital Humanities Now" in Matthew K. Gold ed., *Debates in the Digital Humanities* (University of Minnesota Press, 2012), 322-323

Rafael C. Alvarado, "The Digital Humanities Situation" in Matthew K. Gold ed., *Debates in the Digital Humanities* (University of Minnesota Press, 2012), 50-55.

Tom Scheinfeldt, "What's the beef? Does Digital Humanities have to answer questions?" in Matthew K. Gold ed., *Debates in the Digital Humanities* (University of Minnesota Press, 2012), 56-58.

Tom Scheinfeldt, "Why Digital Humanities is 'Nice'?" Matthew K. Gold ed., *Debates in the Digital Humanities* (University of Minnesota Press, 2012), 59-60.

Presentation (hereafter: P): David M. Berry, "Introduction: Understanding the Digital Humanities" in David M. Berry ed., *Understanding Digital Humanities* (New York, NY: Palgrave Macmillan, 2012), 1-20.

2. Introduction to digital history

Daniel J. Cohen and Roy Rosenzweig. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. (Philadelphia, PA: University of Pennsylvania Press, 2005), 1-17 ch. "Introduction: Promises and Perils of Digital History"

Alex Galarza, Jason Hepple and Douglas Seefeldt, "A Call to Redefine Historical Scholarship in the Digital Turn" *Journal of Digital Humanities* 1.4 (2012) <http://journalofdigitalhumanities.org/1-4/a-call-to-redefine-historical-scholarship-in-the-digital-turn/>

3. How to search in digital archives?

4. Reference manager software: Zotero, Refworks and Endnote

Daniel J. Cohen, "Zotero: Social and Semantic Computing for Historical Scholarship" *History and Technology* (2007)

<http://www.historians.org/Perspectives/issues/2007/0705/0705tec2.cfm>

5. Numbers and words: quantitative methods for scholars of texts

Hudson, Pat. "Numbers and Words: Quantitative Methods in English Studies." Gabriele Griffin, ed. *Research Methods for the Arts and Humanities*. (Edinburgh: Edinburgh UP, 2005), 131-56

6. Distant reading in literature

Franco Moretti, *Graphs, Maps, Trees* (London: Verso, 2005), 1-33.

P: Franco Moretti, "Style, Inc. Reflections on Seven Thousand Titles (British Novels, 1740–1850)" *Source: Critical Inquiry* 36.1 (2009), 134-158. Available at <http://emc.english.ucsb.edu/emc-courses/Novel-Mediation-S2011/novel-mediation/Articles/Moretti.style.pdf>

7. Culturomics - the Google N-Gram Viewer and Bookworm

Michel, J. B., et al. "Quantitative Analysis of Culture Using Millions of Digitized Books." *Science* 331.6014 (2011): 176-182.

<http://www.culturomics.org/Resources/faq>

<http://arxiv.culturomics.org/>

Mills Kelly, "Visualizing Millions of Words" in Matthew K. Gold ed., *Debates in the Digital Humanities* (University of Minnesota Press, 2012), 402-403

P: Daniel Cohen, "From Babel to Knowledge: Data Mining Large Digital Collections"

P: Peter Norvig's lecture "Theorizing from Data"

<http://www.youtube.com/watch?v=nU8DcBF-qo4>

8. How to analyse vast amount of newspapers?

Róbert Péter, "Researching (British Digital) Press Archives with New Quantitative Methods" *Hungarian Journal for English and American Studies* 17.2 (2011): 283-300.

P: Bob Nicholson, "The Digital Turn: Exploring the methodological possibilities of digital newspaper archives" *Media History* 19.1 (2013): 59-73.

9. Exploring the methodological possibilities of digital newspaper archives

Bob Nicholson, "Counting Culture; or how to read Victorian newspapers from a distance" *Journal of Victorian Culture* 17.2 (2012): 238-246.

P: Andrew J. Torget and Jon Christensen, "Mapping Texts: Visualizing American Historical Newspapers" *Journal of Digital Humanities* 1.3 (2012)

<http://journalofdigitalhumanities.org/1-3/mapping-texts-project-by-andrew-torget-and-jon-christensen/>

Andrew J. Torget and Jon Christensen, "Building New Windows into Digitized Newspapers" *Journal of Digital Humanities* 1.3 (2012) <http://journalofdigitalhumanities.org/1-3/building-new-windows-into-digitized-newspapers-by-andrew-torget-and-jon-christensen/>

10. Prospecting Victorian words and ideas

Frederick W. Gibbs and Dan Cohen, "A Conversation with data: prospecting Victorian words and ideas" *Victorian Studies* 54.1 (2011): 69-77.

P: Patrick Leary, "Googling the Victorians" *Journal of Victorian Culture* 10.1 (2007): 72-86

11. Wordseer

Aditi Muralidharan and Marti A. Hearst, "Supporting Exploratory Text Analysis in Literature Study" *Literary and Linguistic Computing* (forthcoming in 2013)

<http://www.eecs.berkeley.edu/~aditi/papers/lc-sensemaking.pdf>

P: Aditi Muralidharan and Marti A. Hearst, "WordSeer: Exploring Language Use in Literary Text"

<http://www.eecs.berkeley.edu/~aditi/papers/hcir11-wordseer.pdf>

12. Spatial analysis and history

White, Richard. "What Is Spatial History?" *Spatial History Project*.

<http://www.stanford.edu/group/spatialhistory/cgi-bin/site/pub.php?id=29>.

P: Ian Gregory, "Using GIS to explore historical texts: examples from Lake District literature" <https://historyspot.org.uk/podcasts/digital-history/using-gis-explore-historical-texts>

P: Mapping the Republic of Letters <http://republicofletters.stanford.edu/casestudies/index.html>

P: Will Thomas and Edward Ayers, "The Difference Slavery Made: A Close Analysis of Two American Communities," <http://www.vcdh.virginia.edu/AHR/>

13. Digital research in practice: data cleansing and visualization

14. Debates in digital humanities / history

Lev Manovich, "Trending: The Promises and the Challenges of Big Social" Data" Matthew K. Gold ed., *Debates in the Digital Humanities* (University of Minnesota Press, 2012), 460-475

P: Tim Hitchcock, "Confronting the digital or how academic history writing lost the plot" *Cultural and Social History* 10.1 (2013): 9-23

P: Ayers, "The Pasts and Futures of Digital History,"

<http://www.vcdh.virginia.edu/PastsFutures.html>

P: Bernhard Reider and Theo Röhle, "Digital Methods: Five Challenges" in David M. Berry ed. *Understanding Digital Humanities* (New York, NY: Palgrave Macmillan, 2012), 67-84

Digital research tools wiki:

<https://digitalresearchtools.pbworks.com/w/page/17801672/FrontPage>

Further Selected Reading List

Burke, Peter. *New Perspectives on Historical Writing*. University Park, Pa, Pennsylvania State UP, 2001.

Cristianini, Nello, "Automatic Discovery of Patterns in Media Content" in Giancarlo, Raffaele and Giovanni Manzini eds., *Combinatorial Pattern Matching* (Berlin: Springer, 2011), 2-13.

Deswarte, Richard. "Growing the 'Faith in Numbers': Quantitative Digital Resources and Historical Research in the Twenty-First Century." *Journal of Victorian Culture* 15.2 (2010): 281-286.

Earhart, Amy E., and Andrew W. Jewell. *The American Literature Scholar in the Digital Age*. Ann Arbor: U of Michigan P, 2011.

Feinstein, C. H., and Mark Thomas. *Making History Count: A Primer in Quantitative Methods for Historians*. Cambridge: CUP, 2002.

Kantner, Cathleen, Amelie Kutter, Andreas Hildebrandt and Mark Püttcher, "How to get rid of the noise in the Corpus: Cleaning Large Samples of Digital Newspaper Texts" *International Relations Online Working Paper* (July 2011).

Liddle, Dallas. "Reflections on 20,000 Victorian Newspapers: 'Distant Reading' the Times using the Times Digital Archive." *Journal of Victorian Culture* 17.2 (2012): 230-237.

Schreibman, Susan, et al. *A Companion to Digital Humanities*. Vol. 26. Oxford: Blackwell, 2004.

Schwartz, T. "Culturomics: Periodicals Gauge Culture's Pulse." *Science* 332.6025 (2011): 35-36.

Stefan Klink, Michael Ley, Emma Rabbidge, Patrick Reuther, Bernd Walter, Alexander Weber, "Browsing and Visualizing Digital Bibliographic Data" in Oliver Deussen, Charles D. Hansen, Daniel A. Keim, DietmarSaupe eds. *VisSym 2004, Symposium on Visualization, Konstanz, Germany, May 19-21, 2004* (Eurographics Association, 2004), 237-242.

Thesis Writing Seminar

Seminar, 2, MAENG
Kérchy Anna
ANG-MA-TW1

3. MATE

Regular courses

Second Language Acquisition

meth, 1, sem, MATE
Don Peckham
ANGTMA5

This course will consider topics in second language acquisition which are of particular interest to teachers and learners of languages. The focus will be on the learners, their language, the internal processes which affect acquisition, and effects of instruction. In doing this, a variety of topics will be touched on including: the effect of previously learned languages on the learning of additional languages; interaction and input; cognitive process and language learning; individual differences including the effects of age and learning strategies on language learning; questions of what constitutes possible and best classroom practices in general; English as a lingua franca; and issues concerning 3rd and additional language acquisition.

Language Proficiency for Teachers

meth, 2, sem, MATE
Doró Katalin
ANGTMA10

This advanced level language course for intending English teachers has two principal aims: To provide a high-level refresher course for intending teachers, focusing on language in use; To enable trainees to use correct and appropriate language in classroom interactions. Advanced level students generally reach a language-learning plateau at which point they feel that no further discernible progress is possible and that any remaining errors in their language use are by this point fossilized. This course will challenge that view, taking a reflective and discovery-based approach. It is hoped that participants will develop the critical skills necessary to assess their relative strengths and weaknesses, and individual guidance will be given on how to improve particular skills or sub-skills. In-class tasks will concentrate on the grammar of contemporary English; the lexical approach and chunking; vocabulary-building through extensive reading; listening and speaking practice through the use of authentic recordings from the mass media; proficiency practice materials. In addition, participants will have the opportunity to practise delivering classroom instructions and explanations using age- and level-appropriate language. Assessment will be by means of a final C-1 level language test for teachers.

Aspects of Contemporary British Culture

meth, 2, sem, MATE

Tápainé Balla Ágnes

ANGTMA8

This seminar course will take as its starting point the problematic notion of 'Britishness' and consider the issue of multiple and overlapping identities in a modern multicultural state. Wherever possible, parallels will be drawn with Hungary and Hungarian cultural identity. Each week of the course will have a specific thematic focus that will be addressed by means of mini-lectures and presentations, and discussions based on TV and video clips and printed handouts. Themes to be considered will include several aspects of British culture and everyday life. Assessment will be by means of one substantial piece of writing on any aspect of the course. It will include guidelines for the incorporation of that element of British culture into an English language teaching course in Hungary.

English Language Teaching Methodology 2: Skills and Practices

meth, 1, sem, MATE

Bukta Katalin

ANGTMA12

The course is the second part of the core methodology training for intending English teachers and covers the following areas: teaching the four skills (listening; speaking; reading; writing); dealing with errors, lesson planning; testing (theory in language testing; test construction and evaluation techniques; language testing in Hungary; item banks); independence and autonomy in language learning. A variety of teaching modes will be employed including mini-lectures, peer micro-teaching, student presentations, pair- and groupwork, problem solving, discovery learning, loop-input, etc. The course will be assessed on the basis of preparation for and participation in class and a written assignment to be completed by the end of the semester.

Reading

Harmer, J. (2008) *The Practice of English Language Teaching*. Longman: London.

Ur, P. (1997) *A Course in Language Teaching*. CUP: Cambridge.

Classroom Practices in Focus

meth, 1, sem, MATE

Tápainé Balla Ágnes

ANGTMA13

The course has the principal aim of preparing trainees to engage in structured and insightful observation in language classes. Trainees will be guided towards an appreciation and understanding of key features of teaching-learning situations, including instructional language; presentation techniques; eliciting responses; praise and encouragement; language choice; classroom management; classroom dynamics; dealing with disciplinary issues; mixed ability classes; individual learner styles and strategies; eliciting feedback; lesson evaluation. Trainees will be expected to engage in live observation of English language classes in primary or secondary schools. Assessment will be based on a piece of written work documenting the rationale, the implementation and the results of a series of focussed observations.

Current Approaches to North-American Culture

lit, hist/cult, ling, 1-2, sem, MATE

Balogh Erzsébet

ANGTMA9

The primary aim of the course is to study how American national identity is constructed and (re)conceptualized in texts from post-World War II American literature and culture. The course will seek to address factors (like American myths, immigration, globalization, multiculturalism, mass culture, and imperialism) that affect, shape, and challenge the ever-changing concept of "Americanness." Authors selected for the course come from a multi-ethnic background that includes African-American, Asian-American, Mexican-American, and Dominican-American voices. Simultaneously, the course provides theoretical and practical considerations for the integration of literary works, lyrics, films, comic strips into language teaching. Much emphasis will be placed on developing an awareness of the linguistic and stylistic features of texts in order to encourage students' active involvement in the production of meaning.

Language, Law, and Education

meth, ling. sem. 1-2 MATE, MAEN, MAAM

Kontra Miklós

ANGT-MA-111, ANG-MASZ12, AMMA-SZ12

This course surveys some important legal and pedagogical aspects of language, primarily in the USA and Central Europe. Among others it addresses issues such as

* Do European Americans and African Americans speak the same language? If so, what are the legal and educational consequences? And what are the consequences if they do not?

* What social factors have brought about the English Only movement in the USA?

* What is the impact of English Only on the 1995 State Language Law in Slovakia?

* Is there a need for a language law in Hungary?

* What are linguistic human rights?

* Are the language rights violated of Hungarian Gypsy pupils who can only go to a Hungarian-language school?

* What is forensic linguistics about?

* Can a person be drunk if s/he has not drunk alcohol? (An analysis of the Danube-gate trial in Hungary)

* The pros and cons of using textbooks imported from Hungary in Hungarian minority schools in Subcarpathia, Ukraine.

* Does the US legal system need syntax experts?

Grades will be based on class reports (30%), the mid-term exam (30%) and the final exam (40%).

Correspondence courses

5. PhD in English Literature and Culture

PhD research seminar

PhD, seminar

Barát Erzsébet

This course is one of the two research seminars mandatory for PhD students in the "English and American Literatures and Culture" doctoral program. The seminar has a flexible thematics: presentations by professors and students as well as guest speakers will comprise the curriculum. The language of the classes is mostly Hungarian but the students who take it for credit will have to compile a week-to-week journal in English which will be evaluated by their supervisors.

Bodyscapes in American Culture

PhD, sem

Cristian Réka M.

The body has been the principal subject in Western art since the Renaissance, and it is the locus and metaphor for understanding and exploring texts in the political arena in which they exist. The focus of the seminar will be directed within the interdisciplinary academic-theoretical, popular, and political site that the human body entails through the following stages: the body battle, blindness and insight, the body politic and after, restoring art, the representation of women (from Madonna to the harem), photographic art/s, the representation of race in modern and contemporary visual arts, bodies as texts, the body and the artistic genre/s. The course offers specific theoretical background for the students working in the field of body representations, of gender, of post-colonial contexts, and of literary interpretation of the human body as a complex phenomenon. The main coursebook is Nicholas Mirzoeff's *Bodyscape. Art, Modernity and the Ideal Figure* book (New York: Routledge, 1995), complemented by texts from N. Mirzoeff, ed. *The Visual Culture Reader* (New York and London: Routledge, 1998), Peter Brooks *Body Work. Objects of Desire in Modern Narrative* (Harvard UP: Cambridge, 1993) and Réka M Cristian and Zoltán Dragon *Encounters of the Filmic Kind: Guidebook to Film Theories* (Szeged: JATEPresss, 2008). **Grading policy:** participation, discussion and team-work 20%, student presentation 40%, and one 10 pages-long (20 pages-long for graduate students) Style-Sheet-proof take-home paper on a topic commonly agreed with the course instructor 40%.