**INSTITUTE OF SOCIAL SCIENCES**

**PROGRAM INFORMATION PACKET**

**Ph.D. IN ENGLISH LITERATURE**

**GENERAL DESCRIPTION**

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| YTemblem | YEDITEPE UNIVERSITY INSTITUTE OF SOCIAL SCIENCES PHD PROGRAM IN ENGLISH LITERATURE  ACADEMIC PREPARATORY PROGRAM |

(**T**: Theoretical – **L**: Laboratory – **P**: Practice – **CR**: Course Credit – **ECTS**: Credit in the European Credit Transfer System)

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|  | **FIRST YEAR - FIRST SEMESTER** | **T** | **L** | **A** | **CR** | **ECTS** |
| CPLT 501 | Issues in Contemporary Critical Theory I | 3 | 0 | 0 | 3 | 8 |
| CPLT 509 | Masterpieces of Western Literature | 3 | 0 | 0 | 3 | 8 |
| CPLT 595 | Literary Research Methods and Ethics | 3 | 0 | 0 | 3 | 7 |
|  | TOTAL CREDIT: |  |  |  | 9 | 23 |
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|  | **FIRST YEAR - SECOND SEMESTER** | **T** | **L** | **A** | **CR** | **ECTS** |
| CPLT 502 | Issues in Contemporary Critical Theory II | 3 | 0 | 0 | 3 | 8 |
| CPLT 510 | Masterpieces of English Literature | 3 | 0 | 0 | 3 | 8 |
|  | TOTAL CREDIT: |  |  |  | 6 | 16 |

Required Number of Courses: 5/ Credits: 15 (ECTS: 39)

\*Scientific Preparation is not required for all students.

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| YTemblem | YEDITEPE UNIVERSITY INSTITUTE OF SOCIAL SCIENCES PHD PROGRAM IN ENGLISH LITERATURE |

(**T**: Theoretical – **L**: Laboratory – **P**: Practice – **CR**: Course Credit – **ECTS**: Credit in the European Credit Transfer System)

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|  | **FIRST YEAR – FIRST SEMESTER** | **T** | **P** | **L** | **CR** | **ECTS** |
| ELIT 601 | Selected Topics in Literary Theory I | 3 | 0 | 0 | 3 | 15 |
|  | ELECTIVE (1) | 3 | 0 | 0 | 3 | 15 |
|  | TOTAL CREDITS: |  |  |  | 6 | 30 |
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|  | **FIRST YEAR – SECOND SEMESTER** | **T** | **P** | **L** | **CR** | **ECTS** |
| ELIT 602 | Selected Topics in Literary Theory II | 3 | 0 | 0 | 3 | 15 |
|  | ELECTIVE (2) | 3 | 0 | 0 | 3 | 15 |
|  | TOTAL CREDITS: |  |  |  | 6 | 30 |
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|  | **SECOND YEAR - FIRST SEMESTER** | **T** | **P** | **L** | **CR** | **ECTS** |
| ELIT 695 | Literary Academic Methods and Ethics | 3 | 0 | 0 | 3 | 15 |
|  | ELECTIVE (3) | 3 | 0 | 0 | 3 | 15 |
|  | TOTAL CREDITS: |  |  |  | 6 | 30 |

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|  | **SECOND YEAR - SECOND SEMESTER** | **T** | **P** | **L** | **CR** | **ECTS** |
| ELIT 698 | English Language and Literature Doctoral Seminar | 0 | 3 | 0 | 0 | 15 |
|  | ELECTIVE (4) | 3 | 0 | 0 | 3 | 15 |
|  | TOTAL CREDITS: |  |  |  | 3 | 30 |

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|  | **THIRD YEAR – FIRST SEMESTER** | **T** | **P** | **L** | **CR** | **ECTS** |
| ELIT 699 | Doctoral Dissertation | 0 | 0 | 0 | 0 | 120 |
|  | TOTAL CREDITS: |  |  |  | 0 | 30 |

Required Number of Courses: 9/ Credits: 21 (ECTS: 240)

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| PHD PROGRAM IN ENGLISH LITERATURE (new) | | | | | | |
| **Course Code** | **Course Title** | **T** | **P** | **L** | **C** | **E** |
| ELIT 601 | Selected Topics in Literary Theory I | 3 | 0 | 0 | 3 | 15 |
| ELIT 602 | Selected Topics in Literary Theory II | 3 | 0 | 0 | 3 | 15 |
|  | Electives 1-4 | 3 | 0 | 0 | 3 | 60 |
| ELIT 695 | Literary Academic Methods and Ethics | 3 | 0 | 0 | 3 | 15 |
| ELIT 698 | English Language and Literature Doctoral Seminar | 0 | 3 | 0 | 0 | 15 |
| ELIT 699 | PHD Dissertation |  |  |  | 0 | 120 |
|  | **T:** Theoretical – **L:** Laboratory – **P:** Practice – **CR:** Course Credit – **ECTS:** Credit in the European Credit Transfer System) |  |  |  |  | 240 |

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| LIST OF ELECTIVES IN THE ENGLISH LITERATURE PHD PROGRAM | | | | | | |
| **Course Code** | **Course Title** | **T** | **P** | **L** | **C** | **E** |
| ELIT 623 | Development of English Drama I | 3 | 0 | 0 | 3 | 15 |
| ELIT 624 | Development of English Drama II | 3 | 0 | 0 | 3 | 15 |
| ELIT 625 | Selected Topics in Shakespeare and His Contemporaries | 3 | 0 | 0 | 3 | 15 |
| ELIT 626 | Romantic Poetry I | 3 | 0 | 0 | 3 | 15 |
| ELIT 627 | Romantic Poetry II | 3 | 0 | 0 | 3 | 15 |
| ELIT 628 | Romantic Prose | 3 | 0 | 0 | 3 | 15 |
| ELIT 629 | Victorian Poetry | 3 | 0 | 0 | 3 | 15 |
| ELIT 630 | Victorian Prose | 3 | 0 | 0 | 3 | 15 |
| ELIT 631 | Selected Topics in the English Novel | 3 | 0 | 0 | 3 | 15 |
| ELIT 632 | Selected Topics in English Drama | 3 | 0 | 0 | 3 | 15 |
| ELIT 633 | Selected Topics in English Poetry | 3 | 0 | 0 | 3 | 15 |
| ELIT 634 | Migration and Exile Literature | 3 | 0 | 0 | 3 | 15 |
| ELIT 635 | Comparative Mythology | 3 | 0 | 0 | 3 | 15 |
| ELIT 636 | Selected Topics in Shakespeare and World Literature | 3 | 0 | 0 | 3 | 15 |
| ELIT 637 | Contemporary English Drama | 3 | 0 | 0 | 3 | 15 |
| ELIT 638 | Irish Drama | 3 | 0 | 0 | 3 | 15 |
| ELIT 639 | Selected Topics in Postcolonial Literature | 3 | 0 | 0 | 3 | 15 |
| ELIT 640 | Selected Topics in Psychoanalytical Critical Theory | 3 | 0 | 0 | 3 | 15 |
| ELIT 641 | Selected Topics in the Modern Novel | 3 | 0 | 0 | 3 | 15 |
| ELIT 642 | Selected Topics in Gothic Studies | 3 | 0 | 0 | 3 | 15 |
| ELIT 643 | Tragedy | 3 | 0 | 0 | 3 | 15 |
| ELIT 644 | Influence and Reception in Comparative Literature | 3 | 0 | 0 | 3 | 15 |
| ELIT 645 | Literature and Social Sciences/Arts | 3 | 0 | 0 | 3 | 15 |
| ELIT 646 | From Literature to Cinema | 3 | 0 | 0 | 3 | 15 |
| ELIT 647 | Ideology and Literature | 3 | 0 | 0 | 3 | 15 |
| ELIT 648 | Politics and Literature | 3 | 0 | 0 | 3 | 15 |
| ELIT 649 | Imagology | 3 | 0 | 0 | 3 | 15 |
| ELIT 650 | 19th Century European Novel | 3 | 0 | 0 | 3 | 15 |
| ELIT 651 | Translation and Literature | 3 | 0 | 0 | 3 | 15 |
| ELIT 652 | Memory in Literature | 3 | 0 | 0 | 3 | 15 |
| ELIT 653 | Selected Topics in Comparative Literature | 3 | 0 | 0 | 3 | 15 |
| ELIT 654 | Comparative Literature and Thematology | 3 | 0 | 0 | 3 | 15 |
| ELIT 655 | Modern American Literature | 3 | 0 | 0 | 3 | 15 |
| ELIT 656 | Philosophy and Literature | 3 | 0 | 0 | 3 | 15 |
| ELIT 657 | Comparative Studies in Poetry Analysis | 3 | 0 | 0 | 3 | 15 |
| ELIT 658 | Shakespeare and Memory | 3 | 0 | 0 | 3 | 15 |
| ELIT 659 | Shakespeare: Adaptations, Receptions, and Translations | 3 | 0 | 0 | 3 | 15 |
| ELIT 660 | Shakespeare and Gothic | 3 | 0 | 0 | 3 | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in Literary Theory I | ELIT 601 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |
| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Compulsory |
| **Course Coordinator** | Oğuz Cebeci |
| **Instructors** | Oğuz Cebeci |
| **Assistants** |  |
| **Goals** | The study of concepts and assumptions on literary value and related concepts. |
| **Content** | Topics to be covered include modernity, literary taste, kitsch, evaluation as different from interpretation, literary canon formation. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Giving the necessary historical and cultural background in the evaluation of texts. | 1-4, 7, 9-10 | 1,3 | B, C |
| 2) Informing the students about the theories developed on the evaluation of texts, literary movements and the concept of kitsch. | 1-4, 7, 9-10 | 1,3 | B, C |
| 3) Showing how certain literary creations passed through a certain process of evolving throughout history. | 1-4, 7, 9-10 | 1,3 | B, C |
| 4) Informing students on the critical and analytical approaches, inter-disciplinary perspective, and gaining the abilities of discussing literary texts in relation to the concept of literary evaluation. | 1-4, 7, 9-10 | 1,3 | B, C |
| 5) Gaining the concepts and terminology that is required in the analysis of literary texts. | 1-4, 7, 9-10 | 1,3 | B, C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction and historical framework | Materials for the course provided by instructor |
| 2 | Calinescu, *Five Faces of Modernity: Modernism, Avant-Garde, Decadence, Kitsch, Postmodernism* |  |
| 3 | Dorfles, *Kitsch*, *The World of Bad Taste* |  |
| 4 | Dorfles, continued |  |
| 5 | Levine, *Highbrow-Lowbrow* |  |
| 6 | Levine, continued |  |
| 7 | Gans, *Popular Culture & High Culture, An Analysis and Evaluation of Taste* |  |
| 8 | Gans, continued |  |
| 9 | Holliday & Potts, *Kitsch Cultural Politics and Taste* |  |
| 10 | Holliday, continued |  |
| 11 | Cawelti, *Adventure, Mystery and Romance, Formula Stories as Art and Popular Culture* |  |
| 12 | Cawelti, continued |  |
| 13 | Tiffany, *My Silver Planet: A Secret History of Poetry and Kitsch* |  |
| 14 | Tiffany, continued |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Calinescu, Matei, *Five Faces of Modernity: Modernism, Avant-Garde, Decadence, Kitsch, Postmodernism*  Dorfles, Gillo, *Kitsch*, *The World of Bad Taste*  Levine, W. Lawrence*, Highbrow-Lowbrow*  Gans, J. Herbert, *Popular Culture&High Culture, An Analysis and Evaluation of Taste*  Holliday, Ruth and Potts, Tracey, *Kitsch Cultural Politics and Taste*  Cawelti, John. G. *Adventure, Mystery and Romance, Formula Stories as Art and Popular Culture*  Tiffany, Daniel, *My Silver Planet: A Secret History of Poetry and Kitsch* |
| **Additional Resources** | Foster, Hal, *The Anti-Aesthetic: Essays on Postmodern Culture*  Hassan, Ihab, *The Postmodern Turn: Essays in postmodern theory and culture*  Calinescu, Matei and Fokkema, Douwe, *Exploring Postmodernism*  Cawelti, John. G. *Mystery, Violence, and Popular Culture* |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Class Performance | 1 | 20 |
| Final Paper | 1 | 50 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **X** |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  |  | **X** |  |  |
| 5 | Awareness of professional ethics and responsibility |  | **X** |  |  |  |  |
| 6 | Effective communication skills. |  | **X** |  |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  | **X** |  |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in Literary Theory II | ELIT 602 | 2 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Compulsory |
| **Course Coordinator** | Oğuz Cebeci |
| **Instructors** | Oğuz Cebeci |
| **Assistants** |  |
| **Goals** | The study of concepts and assumptions on literary value and related concepts. |
| **Content** | Topics to be covered include modernity, literary taste, kitsch, evaluation as different from interpretation, literary canon formation. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Giving the necessary historical and cultural background in the evaluation of texts. | 1-4, 7, 9-10 | 1,2,3 | B, C, D |
| 2) Informing the students about the theories developed on the evaluation of texts, literary movements and the concept of kitsch. | 1-4, 7, 9-10 | 1,2,3 | B, C, D |
| 3) Showing how certain literary creations passed through a certain process of evolving throughout history. | 1-4, 7, 9-10 | 1,2,3 | B, C, D |
| 4) Informing students on the critical and analytical approaches, inter-disciplinary perspective, and gaining the abilities of discussing literary texts in relation to the concept of literary evaluation. | 1-4, 7, 9-10 | 1,2,3 | B, C, D |
| 5) Gaining the concepts and terminology that is required in the analysis of literary texts. | 1-4, 7, 9-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction and historical framework | Materials for the course provided by instructor |
| 2 | Calinescu, *Five Faces of Modernity: Modernism, Avant-Garde, Decadence, Kitsch, Postmodernism* |  |
| 3 | Dorfles, *Kitsch*, *The World of Bad Taste* |  |
| 4 | Dorfles, continued |  |
| 5 | Levine, *Highbrow-Lowbrow* |  |
| 6 | Levine, continued |  |
| 7 | Gans, *Popular Culture&High Culture, An Analysis and Evaluation of Taste* |  |
| 8 | Gans, continued |  |
| 9 | Holliday & Potts, *Kitsch Cultural Politics and Taste* |  |
| 10 | Holliday, continued |  |
| 11 | Cawelti, *Adventure, Mystery and Romance, Formula Stories as Art and Popular Culture* |  |
| 12 | Cawelti, continued |  |
| 13 | Tiffany, *My Silver Planet: A Secret History of Poetry and Kitsch* |  |
| 14 | Tiffany, continued |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Calinescu, Matei, *Five Faces of Modernity: Modernism, Avant-Garde, Decadence, Kitsch, Postmodernism*  Dorfles, Gillo, *Kitsch*, *The World of Bad Taste*  Levine, W. Lawrence*, Highbrow-Lowbrow*  Gans, J. Herbert, *Popular Culture & High Culture, An Analysis and Evaluation of Taste*  Holliday, Ruth and Potts, Tracey, *Kitsch Cultural Politics and Taste*  Cawelti, John. G. *Adventure, Mystery and Romance, Formula Stories as Art and Popular Culture*  Tiffany, Daniel, *My Silver Planet: A Secret History of Poetry and Kitsch* |
| **Additional Resources** | Foster, Hal, *The Anti-Aesthetic: Essays on Postmodern Culture*  Hassan, Ihab, *The Postmodern Turn: Essays in postmodern theory and culture*  Calinescu, Matei and Fokkema, Douwe, *Exploring Postmodernism*  Cawelti, John. G. *Mystery, Violence, and Popular Culture* |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Class Performance | 1 | 30 |
| Final Paper | 1 | 70 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 70 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 30 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of an example of world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **X** |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  |  | **X** |  |  |
| 5 | Awareness of professional ethics and responsibility |  | **X** |  |  |  |  |
| 6 | Effective communication skills. |  | **X** |  |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  | **X** |  |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Literary Academic Research Methods and Ethics | ELIT 695 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Compulsory |
| **Course Coordinator** | Adriana Raducanu |
| **Instructors** | Adriana Raducanu |
| **Assistants** |  |
| **Goals** | To develop students’ awareness of themselves as scholars. Students will be assessed in the practical business of scholarly presentation as well as their ability to demonstrate an informed sense of selection and evaluation in the process of information retrieval and collection. |
| **Content** | The suggested texts for reading, discussing, presenting and writing on, from a comparative perspective, cover some important ancient texts and their modern rewritings. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Develop students’ knowledge and expertise in using research resources | 1-4, 5-10 | 1,2,3 | B, C, D |
| 2) Recognise the importance in their own writing of scholarly conventions | 1-4, 5-10 | 1,2,3 | B, C, D |
| 3) Carry out an indicative literature search on a research topic | 1-4, 5-10 | 1,2,3 | B, C, D |
| 4) Demonstrate an understanding of the importance of identifying references central to their particular research topic | 1-4, 5-10 | 1,2,3 | B, C, D |
| 5) To acquire the skills necessary for oral and written presentation of research papers. | 1-3, 5-7, 9-10 | 1,2,3 | C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction | Materials for the course provided by instructor |
| 2 | Raman Selden |  |
| 3 | Raman Selden |  |
| 4 | Pelagia Goulimari |  |
| 5 | Pelagia Goulimari |  |
| 6 | Classical Criticism |  |
| 7 | Classical Criticism |  |
| 8 | David Lodge |  |
| 9 | David Lodge |  |
| 10 | Royle and Bennet |  |
| 11 | Royle and Bennet |  |
| 12 | Student Presentations and Discussions (with the contributions of the Instructor) |  |
| 13 | Student Presentations and Discussions (with the contributions of the Instructor) |  |
| 14 | Student Presentations and Discussions (with the contributions of the Instructor) |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Raman Selden, The Theory of Criticism: From Plato to the Present  Pelagia Goulimari, Literary Criticism and Theory: From Plato to Postcolonialism |
| **Additional Resources** | Raman Selden, Practising Theory and Reading Literature  Classical Literary Criticism (Penguin Classics)  David Lodge, The Art of Fiction  Nicholas Royle, Andrew Bennet, An Introduction to Literature, Criticism and Theory  Julian Wolfreys, Introducing Criticism at the 21st Century, Edinburgh University Press, 2002 |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Class Performance | 1 | 30 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  |  | **X** |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **X** |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  | **X** |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  |  | **X** |  |
| 6 | Effective communication skills. |  |  |  |  | **X** |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  |  | **X** |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  |  | **X** |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Doctoral Seminar in English Literature | ELIT 698 | 2 | 3 + 0 | 0 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Compulsory |
| **Course Coordinator** | Adriana Raducanu |
| **Instructors** | Adriana Raducanu |
| **Assistants** |  |
| **Goals** | The aim of the course is to provide the students with the skills that are necessary for conducting individual scholarly research and presenting its results satisfactorily. |
| **Content** | The course consists of two components: a) tools and sources for carrying out research: specialist bibliographies, reference sources and digital databases; the ability to select and concentrate on specific topics; assessment of reference material; plagiarism vs. allusion, paraphrase, quotation, and reporting; planning the outline; preparation of working bibliography; thesis statement; note taking; presentation of final paper according to the format adopted by the department; b) presentation and writing skills, comprehension of sophisticated critical texts; current literary terminology; familiarity with basic theoretical approaches. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To conduct individual and original research. | 1-3, 5-7, 9-10 | 1,2,3 | C, D |
| 2) To select an appropriate focus. | 1-3, 5-7, 9-10 | 1,2,3 | C, D |
| 3) To consult print and electronic media. | 1-3, 5-7, 9-10 | 1,2,3 | C, D |
| 4) To evaluate sources. | 1-3, 5-7, 9-10 | 1,2,3 | C, D |
| 5) To gain familiarity with methodologies of text analysis and their practical application, and the critical terminology used in scholarly texts and articles. | 1-3, 5-7, 9-10 | 1,2,3 | C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | General Introduction; aim and scope of the seminar; methodology and material | Materials for the course provided by instructor |
| 2 | Guided Library Tour: research facilities, access to electronic databases |  |
| 3 | Tools of research: Information on specialist bibliographies and reference sources. |  |
| 4 | Evaluation of assignments and seminar discussion. |  |
| 5 | Brief seminar presentations of topics selected |  |
| 6 | Research methodology; evaluation of sources; placing the research topic in a scholarly context; |  |
| 7 | Current literary and cultural trends; adoption of a particular theoretical viewpoint and method of treatment |  |
| 8 | Comprehension of sophisticated critical texts; current literary terminology |  |
| 9 | Preliminary discussion concerning the Term Paper; revision of the information given in the MLA Handbook on the preparation of the topic statement; working bibliography and working outline |  |
| 10 | Seminar discussion and shared evaluation of progress made so far |  |
| 11 | Taking notes from primary and secondary sources; analysis and evaluation |  |
| 12 | Writing skills: importance of writing clearly and correctly with proper indication of the sources used; whether the material is paraphrased or quoted. |  |
| 13 | Presentation skills: documentation, final bibliography, format, other items such as notes, glossaries, and indexes may be added if relevant |  |
| 14 | Students’ presentations |  |
| 15 | Students’ presentations and final shared overview |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | *MLA Handbook for Writers of Research Papers*, 7th edition, The Modern Language Association of America, New York, 2009 |
| **Additional Resources** | Peter Barry, *Beginning Theory*, Harvester, 1995  *Norton Anthology of Theory and Criticism*, ed. V. Leitch, Norton 2001  *Literary Theory: an Anthology*, eds. M. Ryan and J. Rivkin, Blackwell, 2004, 2nd ed.  Raman Selden, *Practicing Theory and Reading Literature: An Introduction*, Harvester Wheatsheaf, 1989  Gregory Castle, *The Blackwell Guide to Literary Theory*, Blackwell, 2007  Raman Selden, Peter Widdowson, Peter Brooker, *A Reader’s Guide to Contemporary Literary Theory*, 5th ed., Pearson, 2005  *A practical reader in contemporary literary theory,* eds. Peter Brooker and Peter Widdowson, Pearson Education, 1996  Julian Wolfreys, *Introducing Criticism at the 21st Century*, Edinburgh University Press, 2002  Richard Harland*, Literary Theory from Plato to Barthes, an introductory history,* Macmillan, 1999  M.H. Abrams, *A Glossary of Literary Terms,* New York: Harcourt and Brace, 1993  Chris Baldick, *Concise Dictionary of Literary Terms*, Oxford U.P.,1996  Martin Gray, *A Dictionary of Literary Terms*, 2nd ed., Longman, 1992 |

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| **MATERIAL SHARING** | |
| **Documents** | List of critical terminology |
| **Assignments** | 1st Assignment: Topics and issues assigned by the instructor for bibliographical research in designated sources  2nd Assignment: choice of topics for student research (ref. *MLA Handbook* for selection of topic)  3rd Assignment: identification of an article preferably published after 2000) related to your topic; its synopsis (with an outline of main arguments in the format shown in the *MLA Handbook*); analysis and evaluation  4th Assignment: oral presentation of a summary of the final Term Paper, accompanied by a brief written text including the initial topic statement, working outline and working bibliography to be distributed among the seminar participants.  5th Assignment: first draft of final paper |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Assignment | 1 | 30 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  |  | **X** |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **X** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies | **X** |  |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  |  | **X** |  |
| 6 | Effective communication skills. |  |  |  |  | **X** |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  | **X** |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. | **X** |  |  |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  |  | **X** |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| PhD Dissertation | ELIT 699 | 5 | 0 + 3 | 0 | 120 |

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| **Prerequisites** | Completion of Ph.D. coursework |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Compulsory |
| **Course Coordinator** | Adriana Raducanu |
| **Instructors** |  |
| **Assistants** |  |
| **Goals** | This course is an independent study leading to the completion of the dissertation in English literatures. |
| **Content** | Reading materials and completion of the thesis will be planned individually between the student and the instructor. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore the history and theory of English literature. | 1-3, 5-7, 9-10 | 1,2,3 | C, D |
| 2) For the students to become equipped with the concepts used in the analysis of literary texts. | 1-3, 5-7, 9-10 | 1,2,3 | C, D |
| 3) To equip the students with the necessary critical approach for comparative literary studies. | 1-3, 5-7, 9-10 | 1,2,3 | C, D |
| 4) To compare literary texts. | 1-3, 5-7, 9-10 | 1,2,3 | C, D |
| 5) To discuss and contrast different positions in comparative literature. | 1-3, 5-7, 9-10 | 1,2,3 | C, D |
| 6) To compare alternative views in English literature. | 1-3, 5-7, 9-10 | 1,2,3 | C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | | |
| **Week** | **Topic**-to be decided by coordinator and student | | **Study Materials** |
| 1 | Independent study | | Materials for the course provided by instructor |
| 2 | Independent study | |  |
| 3 | Independent study | |  |
| 4 | Independent study | |  |
| 5 | Independent study | |  |
| 6 | Independent study | |  |
| 7 | Independent study | |  |
| 8 | Independent study | |  |
| 9 | Independent study | |  |
| 10 | Independent study | |  |
| 11 | Independent study | |  |
| 12 | Independent study | |  |
| 13 | Independent study | |  |
| 14 | Independent study | |  |
| 15 | Independent study | |  |
| **RECOMMENDED SOURCES** | | | |
| **Textbook** | |  | |
| **Additional Resources** | |  | |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Final Paper | 1 | 100 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 100 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE (not graded)** |  | - |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  |  | **X** |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **X** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies. |  | **X** |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility. |  |  |  | **X** |  |  |
| 6 | Effective communication skills. |  |  |  |  | **X** |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  | **X** |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  | **X** |  |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in cultural studies. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including exam week: 15x Total course hours) | 15 | 1 | 15 |
| Thesis | 1 | 2985 | 2985 |
| **Total Work Load** |  |  | 3000 |
| **Total Work Load / 25 (h)** |  |  | 120.0 |
| **ECTS Credit of the Course** |  |  | 120 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Development of English Drama I | ELIT 623 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Nina Cemiloglu |
| **Instructors** | Nina Cemiloglu |
| **Assistants** |  |
| **Goals** | This course introduces the students to various forms of Medieval English drama, and then it focuses on the drama of the Tudor and early Stuart periods. |
| **Content** | Individual plays by Thomas Kyd, Christopher Marlowe, William Shakespeare, and others are discussed in relation to the socio-political framework of their era. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1. To read drama as a work to be performed on stage. | 1-6, 9-10 | 1,3 | A, C |
| 2. To evaluate the development of the dramatic form. | 1-6, 9-10 | 1,3 | A, C |
| 3. To relate the dramatic content to the cultural-historical development. | 1-6, 9-10 | 1,3 | A, C |
| 4) To analyze different definitions of drama. | 1-4, 6-10 | 1,2,3 | B, C, D |
| 5) To gain interpretative skills used in the analysis of literary texts. | 1-4, 6-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction: Play Analysis | Materials for the course provided by instructor |
| 2 | Thomas Kyd |  |
| 3 | Christopher Marlowe |  |
| 4 | Christopher Marlowe |  |
| 5 | William Shakespeare |  |
| 6 | William Shakespeare |  |
| 7 | William Shakespeare |  |
| 8 | Ben Jonson |  |
| 9 | John Webster |  |
| 10 | John Webster |  |
| 11 | John Fletcher |  |
| 12 | John Fletcher |  |
| 13 | Thomas Middleton |  |
| 14 | General Discussion |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** | - |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Assignment | 6 | 60 |
| Final Exam | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  |  | **x** |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  |  | **x** |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **x** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  | **x** |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  | **x** |  |  |  |
| 6 | Effective communication skills. |  |  |  |  | **x** |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  | **X** |  |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. | **x** |  |  |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **x** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  |  | **X** |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Development of English Drama II | ELIT 624 | 2 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Bahar Karlidag |
| **Instructors** | Bahar Karlidag |
| **Assistants** |  |
| **Goals** | This course begins with a study of selections from Restoration and eighteenth-century drama with a special focus on neoclassicism as a basis for dramatic criticism. |
| **Content** | An overview of dramatic production in nineteenth-century England is followed by an analysis of individual works by Oscar Wilde and George Bernard Shaw. From the twentieth century, Samuel Beckett, John Osborne, Harold Pinter and Tom Stoppard are studied. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1. To read drama as a work to be performed on stage. | 1-6, 9-10 | 1,3 | A, C |
| 2. To evaluate the development of the dramatic form. | 1-6, 9-10 | 1,3 | A, C |
| 3. To relate the dramatic content to the cultural-historical development. | 1-6, 9-10 | 1,3 | A, C |
| 4) To analyse different definitions of drama. | 1-4, 6-10 | 1,2,3 | B, C, D |
| 5) To gain interpretative skills used in the analysis of literary texts. | 1-4, 6-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction | Materials for the course provided by instructor |
| 2 | Oscar Wilde |  |
| 3 | Oscar Wilde |  |
| 4 | George Bernard Shaw |  |
| 5 | George Bernard Shaw |  |
| 6 | Samuel Beckett |  |
| 7 | Samuel Beckett |  |
| 8 | John Osborne |  |
| 9 | John Osborne |  |
| 10 | Harold Pinter |  |
| 11 | Harold Pinter |  |
| 12 | Tom Stoppard |  |
| 13 | Tom Stoppard |  |
| 14 | General Discussion |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Assignment | 6 | 60 |
| Final Exam | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  |  | **X** |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  |  | **X** |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **X** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  | **X** |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  | **X** |  |  |  |
| 6 | Effective communication skills. |  |  |  |  | **X** |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  | **X** |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. | **X** |  |  |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  |  | **X** |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
|  |  |  |  |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in Shakespeare and his Contemporaries | ELIT 625 | 2 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Adriana Raducanu |
| **Instructors** | Adriana Raducanu |
| **Assistants** |  |
| **Goals** | This course examines examples of the plays of Shakespeare and his contemporaries from thematic and formal perspectives. |
| **Content** | Major themes, such as the opposition of good and evil, sin and virtue, and appearance and reality, will be discussed in the works. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Detailed textual analysis of Shakespeare’s plays. | 1-4, 6-10 | 1,2,3,5 | C, D |
| 2) Knowledge of Shakespeare’s sources and his use of them. | 1-4, 6-10 | 1,2,3,5 | C, D |
| 3) Reading of Shakespeare in terms of symbolic interpretation and metaphors. | 1-4, 6-10 | 1,2,3,5 | C, D |
| 4) Reading Shakespeare in terms of later critical approaches, in particular feminist readings. | 1-4, 6-10 | 1,2,3,5 | C, D |
| 5) Analysis and comparison of contemporary adaptations of Shakespeare. | 1-4, 6-10 | 1,2,3,5 | C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Intro. to the Elizabethan and Jacobean Era | Materials for the course provided by instructor |
| 2 | Intro. to the Elizabethan and Jacobean Era |  |
| 3 | Intro. to the Elizabethan and Jacobean Era |  |
| 4 | Cristopher Marlowe - The Jew of Malta |  |
| 5 | W. Shakespeare - The Merchant of Venice |  |
| 6 | W. Shakespeare - Titus Andronicus |  |
| 7 | J. Webster -The Duchess of Malfi |  |
| 8 | W. Shakespeare - Othello |  |
| 9 | W. Shakespeare - Hamlet |  |
| 10 | Ben Jonson – Sejanus, His Fall |  |
| 11 | W. Shakespeare – Richard III |  |
| 12 | W. Shakespeare - Macbeth |  |
| 13 | J. Fletcher – The Woman’s Prize, or the Tamer’s Tamed |  |
| 14 | W. Shakespeare – The Taming of the Shrew |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | The Arden Shakespeare Editions of Selected Plays  J. Valls Russell: Interweaving Myths in Shakespeare and His Contemporaries;  R. Meek, E. Sullivan: The Renaissance of Emotion  J. Cook: Roaring Boys: The Life and Time of Elizabethan Playwrights;  E. Esche: Shakespeare and His Contemporaries in Performance;  M. Wiggins: Shakespeare and the Drama of His Time;  D. Farley-Hills: Shakespeare and the Rival Playwrights;  Honigmann, E. A. J: Shakespeare’s Impact on His Contemporaries: |
| **Additional Resources** | C. Bradley: Shakespearean Tragedy  Stephen Greenblatt: Will in the World  Stephen Greenblatt: Hamlet in Purgatory  Jan Kott: Shakespeare our Contemporary  James Shapiro: William Shakespeare and the Year of Lear  Catherine Belsey: The Subject of Tragedy: Identity and Difference in Shakespearean Drama  Catherine Belsey: Shakespeare in Theory and Practice  Catherine Belsey: Why Shakespeare?  Catherine Belsey: Shakespeare and the Loss of Eden  Reneé Girard: A Theatre of Envy  Hester Jeffries-Lees: Shakespeare and Memory  Harold Bloom: Shakespeare: The Invention of the Human  Ed. Cary Di Pietro and Hugh Grady: Shakespeare and the Urgency of Now: Criticism and Theory in the 21st Century  Christofides, R. M William-Shakespeare and the Apocalypse: Visions of Doom from Early Modern Tragedy to Popular Culture  Garrett A. Sullivan-Memory and Forgetting in English Renaissance Drama  Lynn Enterline-The Rhetoric of the Body from Ovid to Shakespeare  Ed. Alexa Huang and Elizabeth Rivlin: Shakespeare and the Ethics of Appropriation  Stephen Greenblatt: Shakespeare’s Freedom  Antony Tatlow: Shakespeare, Brecht, and the Intercultural Sign  Colin Mc Ginn: Shakespeare’s Philosophy: Discovering the Meaning Behind the Plays  David Scott Kastan: Shakespeare after Theory  Stanley Cavell: Disowning Knowledge in Seven Plays of Shakespeare  John Drakakis: Alternative Shakespeares  Ed. Laurie Maguire: How to Do Things with Shakespeare: New Approaches, New Essays  Linda Hutcheon: A Theory of Adaptation  Margaret Jeane Kidnie: Shakespeare and the Problem of Adaptation  Ed. Margareta de Grazia and Stanley Cavell: The Cambridge Companion to Shakespeare  Robin Headlam Wells: Shakespeare’s Humanism  Ed. Patricia Parker and Geoffrey Hartman: Shakespeare and the Question of Theory  Stanley Cavell: Shakespeare, Sex and Love  The Imperial Theme, G. Wilson Knight  Terence Hawkes. Alternative Shakespeares  Janet Adelman: Suffocating Mothers  Douglas Lanier: Shakespeare and Popular Culture  Richard Wilson: Shakespeare in French Theory: King of Shadows  Ed. Jennifer Ann Bates and Richard Wilson: Shakespeare and Continental Philosophy  Peter Holland: Shakespeare: Memory and Performance  Dale Townshend: Gothic Shakespeares  Jacques Derrida: Specters of Marx  Grace Tiffany: Erotic Beasts and Social Monsters  Annabel Patterson: Shakespeare and the Popular Voice  Stephen Greenblatt: Shakespearean Negotiations  Catherine Belsey: Shakespeare and the Loss of Eden: The Construction of Family Values in Early Modern Culture  Regina Maria Schwartz: Loving Justice, Living Shakespeare  The Wheel of Fire. G. Wilson Knight |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 20 |
| Final Project | 1 | 80 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 80 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 20 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  |  | **x** |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  |  | **x** |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **x** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  |  |  | **x** |  |
| 5 | Awareness of professional ethics and responsibility | **x** |  |  |  |  |  |
| 6 | Effective communication skills. |  |  |  |  | **x** |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  |  | **x** |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  |  |  | **x** |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  |  | **x** |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  |  | **x** |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Romantic Poetry I | ELIT 626 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Graduate 's Degree |
| **Course Type** | Elective |
| **Course Coordinator** | Nina Cemiloglu |
| **Instructors** | Nina Cemiloglu |
| **Assistants** |  |
| **Goals** | The course aims at an understanding and appreciation of Romantic poetry: how to read poetry; how to analyse verse form; how poetic devices function and how to make sense of poetic license. |
| **Content** | Issues of poetic language, rhetoric, and genre, and the social context and the audience of all these works will be considered. |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To introduce period literature and highlight various defining features of poetry of the age. | 1-2, 5-6, 8-10 | 1,2,3 | A, C |
| 2) To equip the students with the knowledge necessary to interpret and discuss poetry of the period in terms of trends and meaning. | 1-2, 5-6, 8-10 | 1,2,3 | A, C |
| 3) To equip the students with the terminology necessary to analyse and discuss poetry. | 1-2, 5-6, 8-10 | 1,2,3 | A, C |
| 4) To develop an understanding of how the many different elements of poetry function together to create the overall effect the poet was aiming for. | 1-2, 5-6, 8-10 | 1,2,3 | A, C |
| 5) 5) To equip the students with the necessary critical faculties for a successful understanding of literature in general, poetry in particular. | 1-2, 5-6, 8-10 | 1,2,3 | A, C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction | Materials for the course provided by instructor |
| 2 | Readings by Thomas Gray and Thomas Warton |  |
| 3 | Readings by Anna Seward and Charlotte Smith |  |
| 4 | Readings by Wordsworth I |  |
| 5 | Readings by Wordsworth II |  |
| 6 | Readings by Wordsworth III |  |
| 7 | Readings by Coleridge I |  |
| 8 | Readings by Coleridge II |  |
| 9 | Readings by Wordsworth, Coleridge, and John Thelwall |  |
| 10 | Readings by Keats |  |
| 11 | Readings by Keats |  |
| 12 | Students’ presentations |  |
| 13 | Students’ presentations |  |
| 14 | Students’ presentations |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Gordon, George, and Lord Byron. Selected Poems. New York, NY: Oxford University Press, 2000  Keats, John. John Keats: Complete Poems. Edited by Jack Stillinger. Cambridge, MA: Harvard University Press, 1982.  Shelley, Mary. Frankenstein. Edited by Marilyn Butler. New York, NY: Oxford UP Shelley, Percy Bysshe. Selected Poems. New York, NY: Dover, 1993  Wordsworth, William, and Samuel Taylor Coleridge. Lyrical Ballads. New York, NY: Routledge, 2005. |
| **Additional Resources** | Eighteenth-Century Poetry: An Annotated Anthology. Edited by  David Fairer and Christine Gerrard. Oxford, UK: Blackwell  *Original Sonnets on Various Subjects; and Odes Paraphrased*  *from Horace.*  2nd ed. London, UK: G. Sael  *The Poems of Charlotte Smith*. Edited by Stuart Curran. New  York, NY: Oxford University Press, 1993  Wordsworth. *"Preface"* to Lyrical Ballads  *Poems,* Chiefly Written in Retirement. 1801. Reprinted by  Oxford, UK: Woodstock Books, 1989  Hazlitt, William. *"On Poetry in General."* In Selected  Writings. Edited by Jon Cook. Oxford, UK: Oxford University  Press, 1991 |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-Term | 1 | 35 |
| Class Performance | 1 | 30 |
| Final Exam | 1 | 35 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 35 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 65 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | **X** |  |  |
| 2 | The ability to review, analyse and apply the relevant literature |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  | **X** |  |  |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | **X** |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  | **X** |  |  |
| 6 | Effective communication skills. |  |  |  | **X** |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  | **X** |  |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  | **X** |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | | | | |
| Activities | Quantity | | Duration (Hour) | | Total  Workload (Hour) | |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | | 3 | | 45 | |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | | 17 | | 252 | |
| Presentation | 1 | | 18 | | 18 | |
| Final Paper | 1 | | 60 | | 60 | |
| **Total Work Load** |  | |  | | 375 | |
| **Total Work Load / 25 (h)** |  | |  | | 15.0 | |
| **ECTS Credit of the Course** | |  | |  | | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Romantic Poetry II | ELIT 627 | 2 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Nina Cemiloglu |
| **Instructors** | Nina Cemiloglu |
| **Assistants** |  |
| **Goals** | The course aims at an understanding of the development of literature in general and poetry in particular from the 1790s into the 1820s, as well as an understanding and appreciation of poetry: How to read poetry; How to analyse verse form; how poetic devices function and how to make sense of poetic license. |
| **Content** | The poetry studied will be of celebration, consolation, amusement, and reflection written during the Romantic period, by members of several classes, and by defenders of different social and religious faiths. Issues of poetic language, rhetoric, and genre, and the social context and the audience of all these works will also be considered. |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To introduce period literature and highlight various defining features of poetry of the age. | 1-2, 5-6, 8-10 | 1,2,3 | A, C |
| 2) To equip the students with the knowledge necessary to interpret and discuss poetry of the period in terms of trends and meaning. | 1-2, 5-6, 8-10 | 1,2,3 | A, C |
| 3) To equip the students with the terminology necessary to analyse and discuss poetry. | 1-2, 5-6, 8-10 | 1,2,3 | A, C |
| 4) To develop an understanding of how the many different elements of poetry function together to create the overall effect the poet was aiming for. | 1-2, 5-6, 8-10 | 1,2,3 | A, C |
| 5) 5) To equip the students with the necessary critical faculties, analytical approach, and analytical, interpretative and inference skills for a successful understanding of literature in general, poetry in particular. | 1-2, 5-6, 8-10 | 1,2,3 | A, C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction | Materials for the course provided by instructor |
| 2 | Readings by Keats and William Hazlitt |  |
| 3 | Readings by P.B. Shelley I |  |
| 4 | Readings by P.B. Shelley II |  |
| 5 | Readings by P.B. Shelley III |  |
| 6 | Readings by P.B. Shelley and Byron |  |
| 7 | Readings by Mary Shelley I |  |
| 8 | Readings by Mary Shelley II |  |
| 9 | Readings by Byron I |  |
| 10 | Readings by Byron II |  |
| 11 | Readings by Byron III |  |
| 12 | Students’ presentations |  |
| 13 | Students’ presentations |  |
| 14 | Students’ presentations |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Gordon, George, and Lord Byron. Selected Poems. New York, NY: Oxford University Press, 2000  Keats, John. John Keats: Complete Poems. Edited by Jack Stillinger. Cambridge, MA: Harvard University Press, 1982.  Shelley, Mary. Frankenstein. Edited by Marilyn Butler. New York, NY: Oxford UP Shelley, Percy Bysshe. Selected Poems. New York, NY: Dover, 1993  Wordsworth, William, and Samuel Taylor Coleridge. Lyrical Ballads. New York, NY: Routledge, 2005. |
| **Additional Resources** | Eighteenth-Century Poetry: An Annotated Anthology. Edited by  David Fairer and Christine Gerrard. Oxford, UK: Blackwell  *Original Sonnets on Various Subjects; and Odes Paraphrased*  *from Horace.*  2nd ed. London, UK: G. Sael  *The Poems of Charlotte Smith*. Edited by Stuart Curran. New  York, NY: Oxford University Press, 1993  Wordsworth. *"Preface"* to Lyrical Ballads  *Poems,* Chiefly Written in Retirement. 1801. Reprinted by  Oxford, UK: Woodstock Books, 1989  Hazlitt, William. *"On Poetry in General."* In Selected  Writings. Edited by Jon Cook. Oxford, UK: Oxford University  Press, 1991 |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-Term | 1 | 35 |
| Class Performance | 1 | 30 |
| Final Exam | 1 | 35 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 35 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 65 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | **X** |  |  |
| 2 | The ability to review, analyse and apply the relevant literature |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  | **X** |  |  |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | **X** |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  | **X** |  |  |
| 6 | Effective communication skills. |  |  |  | **X** |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  | **X** |  |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  | **X** |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | | | | |
| Activities | Quantity | | Duration (Hour) | | Total  Workload (Hour) | |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | | 3 | | 45 | |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | | 17 | | 252 | |
| Presentation | 1 | | 18 | | 18 | |
| Final Paper | 1 | | 60 | | 60 | |
| **Total Work Load** |  | |  | | 375 | |
| **Total Work Load / 25 (h)** |  | |  | | 15.0 | |
| **ECTS Credit of the Course** | |  | |  | | 15 |

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| COURSE INFORMATION | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Romantic Prose | ELIT 628 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Nina Cemiloglu |
| **Instructors** | Nina Cemiloglu |
| **Assistants** |  |
| **Goals** | This course is meant to introduce students to some of the canonical texts of Romantic Prose. |
| **Content** | This course features a study of essays, literary criticism, political writings and novels. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) The familiarization with Romantic prose | 1-4, 5-10 | 1,2,3 | B, C, D |
| 2) For the students to gain knowledge in the intellectual and cultural background of Romantic literature in comparative contexts and to become equipped with the concepts and terminology used in the analysis of literary texts. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 3) To equip the students with the necessary critical faculties, analytical approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of Romantic literature and contemporary literary theories | 1-4, 5-10 | 1,2,3 | B, C, D |
| 4) To analyse different definitions of the “Romantic”. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 5) To discuss and contrast different positions in contemporary Romantic Studies. | 1-4, 5-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Woodring, Carl, ed. *Prose of the Romantic Period*Houghton | Materials for the course provided by instructor |
| 2 | Burke, Edmund, *Reflections of the Revolution in France*Hackett |  |
| 3 | Paine, Thomas, *The Rights of Man* Viking Penguin |  |
| 4 | Wollstonecraft, Mary, *The Vindications* Broadview |  |
| 5 | Wordsworth, Dorothy, *The Grasmere Journals* Oxford |  |
| 6 | Byron, *Lord Byron: Selected Letters and Journals* Belknap/Harvard |  |
| 7 | Sir Walter Scott (1814) Waverley |  |
| 8 | Waverley |  |
| 9 | James Hogg (1824) The Private Memoirs and Confessions of a Justified Sinner |  |
| 10 | Thomas de Quincey (1821) Confessions of an English Opium-Eater |  |
| 11 | Gothic novel-genre development |  |
| 12 | Jane Austen (1817) Northanger Abbey |  |
| 13 | Shelley (1818)   Frankenstein |  |
| 14 | Shelley (1818) Frankenstein |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | *Norton Anthology of English Literature* |
| **Additional Resources** | **Anderson, Linda.**Autobiography (New York & London: Routlege, 2001) **Broadie, Alexander (ed.)**The Cambridge Companion to the Scottish Enlightenment (Cambridge UP, 2003) **Burwick, Frederick.** Thomas de Quincey: Knowledge and Power (Palgrave Macmillan, 2001) **Chandler, James**. The Cambridge History of English Romantic Literature (Cambridge UP, 2008) **Clery, E. J.**Women’s Gothic: from Clara Reeve to Mary Shelley**.** (Tavistock, 2004) **Copeland, Edward and Juliet McMaster (ed.)** The Cambridge Companion to Jane Austen (Cambridge UP, 1997) **Crawford, Robert (ed.).**The Scottish Invention of English Literature (Cambridge UP, 1998) **Daiches, David.**The Scottish Enlightenment (Edinburgh and Aberdeen: The Saltire Society, 1986) **De Bolla, Peter, Nigel Leask, David Simpson**. Land, Nation, Culture: 1740-1840 (Palgrave Macmillan, 2005) **De Groot, Jerome.**The Historical Novel (London, New York: Routledge, 2010) **Duncan, Ian.**Scott’s Shadow: The Novel in Romantic Edinburgh (Princeton and Oxford: Princeton University Press, 2007) **Duncan, Ian and Douglas S. Mack (ed.)**The Edinburgh Companion to James Hogg (Edinburgh UP, 2012) **Levi, Susan M**. The Romantic Art of Confession (New York and Woodbridge: Camden House1998) **Lukács Georg.**The Historical Novel (London: Merlin Press, 1962) **McCalman, Ian**. An Oxford Companion to the Romantic Age: British Culture 1776-1832 (Oxford UP, 1999) **Moretti, Franco.** Atlas of the European Novel, 1800-1900 (London and New York: Verso, 1998) **Moretti, Franco.** Signs Taken for Wonders (London and New York, 1983) **Olney, James.**Memory and Narrative: the weave of life-writing**(**Chicago: University of Chicago Press, 2000) **Punter, David (ed.)**A Companion to the Gothic (Oxford: Blackwell Publishers, 2008) **Robertson, Fiona (ed.).**Edinburgh Companion to Sir Walter Scott (Edinburgh UP, 2012) **Smith, Joanna M. (ed.)**Frankenstein: complete authoritative text with biographical and historical contexts, critical history and essays from five contemporary critical perspectives. (Boston: Bedford Books of St Martin’s Press, 1992) **Smith, Sidonie, Julia Watson (eds.)**Women, Autobiography, Theory: a Reader (Madison: University of Wisconsin Press, 1998) **Townshend, Dale.**The Orders of Gothic: Foucault, Lacan and the subject of Gothic writing, 1764 –1820 (New York: AMS Press, 2007) **Wu, Duncan (ed.).**A Companion to Romanticism (Oxford: Blackwell, 1998)  Mary Poovey, *The Proper Lady and the Woman Writer* Marlon Ross, *The Contours of Masculine Desire: Romanticism and the Rise of Women's Poetry* *Re-Visioning Romanticism: British Women Writers, 1776-1837* Carol Shiner Wilson & Joel Haefner, |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Class Performance | 1 | 30 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | **X** |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **X** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  |  | **X** |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  | **X** |  |  |
| 6 | Effective communication skills. |  |  | **X** |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  |  | **X** |  |
| 10 | The ability to use sources and modern tools in order to carry out research in cultural studies. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Victorian Poetry | ELIT 629 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Nina Cemiloglu |
| **Instructors** | Nina Cemiloglu |
| **Assistants** |  |
| **Goals** | The course aims at an understanding of the development of literature in general and poetry in particular from the 1830s into the 1860s, as well as an understanding and appreciation of poetry. |
| **Content** | Issues of poetic language, rhetoric, and genre, and the social context and the audience of all these works will also be considered. |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To introduce period literature and highlight various defining features of poetry of the age. | 1-2, 5-6, 8-10 | 1,2,3 | A, C |
| 2) To equip the students with the knowledge necessary to interpret and discuss poetry of the period in terms of trends and meaning. | 1-2, 5-6, 8-10 | 1,2,3 | A, C |
| 3) To equip the students with the terminology necessary to analyse and discuss poetry. | 1-2, 5-6, 8-10 | 1,2,3 | A, C |
| 4) To develop an understanding of how the many different elements of poetry function together to create the overall effect the poet was aiming for. | 1-2, 5-6, 8-10 | 1,2,3 | A, C |
| 5) 5) To equip the students with the necessary critical faculties, analytical approach, and analytical, interpretative and inference skills for a successful understanding of literature in general, poetry in particular. | 1-2, 5-6, 8-10 | 1,2,3 | A, C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to the course, explanation of course objectives and materials, course requirements and assessment, pacing schedule and obtaining materials | Materials for the course provided by instructor |
| 2 | An overview of the Victorian Age, historical, social, and cultural highlights of the age, focusing on Victorian poetry and its defining features.  Insight into appreciation of poetry  A quick survey of Victorian poets of the early Victorian era and their works.  Highlights of Victorian poetry: form, structure and theme; lyric poetry; narrative poetry; meter; the sonnet. |  |
| 3 | The Early Victorians  Elizabeth Barrett Browning: Sonnet 43 & 14 from the Portuguese; Aurora Leigh; The Cry of the Children |  |
| 4 | Elizabeth Barrett Browning: Sonnet 21 from the Portuguese; The Runaway Slave at Pilgrim’s Point  Edward Fitzgerald: The Rubaiyat of Omar Khayyam |  |
| 5 | Alfred, Lord Tennyson: The Kraken; In Memoriam: Ring Out Wild Bells; Flower in the Crannied Wall |  |
| 6 | Sound in Victorian Poetry; Western Wind the Withheld Image (Suggestive Restraint; Parataxis)  Alfred, Lord Tennyson: Break, Break, Break; The Eagle: Tears, Idle Tears (from The Princess) |  |
| 7 | Alfred, Lord Tennyson: The Charge of the Light Brigade; The Lady of Shalott; The Splendor Falls; Sweet and Low (supplement: The Lotos-Eaters) |  |
| 8 | MIDTERM EXAM  William Makepiece Thackeray: End of Play  John Clare: Remember Dear Mary |  |
| 9 | The DRAMATIC MONOLOGUE  Alfred, Lord Tennyson: Ulysses; Morte DArthur; The Kraken; Crossing the Bar |  |
| 10 | Robert Browning: Night and Morning; Home Thoughts from Abroad; Evelyn Hope |  |
| 11 | Robert Browning: Porphyria’s Lover; Marching Along; My Last Duchess |  |
| 12 | Robert Browning: Soliloquy of a Spanish Cloister; Prospice  (supplement: The Bishop Orders His Tomb at St Praxed’s Church)  Charles Dickens: The Ivy Green  Emily Brönte: Remembrance |  |
| 13 | Arthur Hugh Clough: Say Not the Struggle Nought Availeth; The Latest Decalogue  Charles Kingsley: The Sounds of Dee; Young and Old |  |
| 14 | Matthew Arnold: Dover Beach; Requiescat; Shakespeare; The Forsaken Merman; |  |
| 15 | Matthew Arnold: Isolation: To Marguerite; Self-Dependence |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | *Norton Anthology of English Literature*  (All articles on the Victorian Age, Literature and poetry)  (All sections on poets active in the first half of the Victorian Age--1830s-1860s--and their poetry) |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-Term | 1 | 35 |
| Class Performance | 1 | 30 |
| Final Exam | 1 | 35 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 35 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 65 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | **X** |  |  |
| 2 | The ability to review, analyse and apply the relevant literature |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  | **X** |  |  |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | **X** |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  | **X** |  |  |
| 6 | Effective communication skills. |  |  |  | **X** |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  | **X** |  |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  | **X** |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | | | | |
| Activities | Quantity | | Duration (Hour) | | Total  Workload (Hour) | |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | | 3 | | 45 | |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | | 17 | | 252 | |
| Presentation | 1 | | 18 | | 18 | |
| Final Paper | 1 | | 60 | | 60 | |
| **Total Work Load** |  | |  | | 375 | |
| **Total Work Load / 25 (h)** |  | |  | | 15.0 | |
| **ECTS Credit of the Course** | |  | |  | | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Victorian Prose | ELIT 630 | 2 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Hatice Karaman |
| **Instructors** | Hatice Karaman |
| **Assistants** |  |
| **Goals** | To familiarize the students with works by Victorian novelists and their film adaptations. |
| **Content** | The course will comprise works belonging to some of the best-known Victorian novelists (Charles Dickens, the Bronte sisters, Wilkie Collins, Sir Arthur Conan Doyle, Oscar Wilde, etc.) inspired by and preserving Gothic tropes, albeit in a modified form. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Familiarizing the students with Victorian Gothic. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 2) For the students to gain knowledge in the intellectual and cultural background of Gothic literature in comparative contexts. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 3) To analyse different definitions of “Gothic”. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 4) To discuss and contrast different positions in contemporary Gothic Studies. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 5) To compare alternative views regarding the most recent developments in Gothic Studies. | 1-4, 5-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introductory Course | Materials for the course provided by instructor |
| 2 | The Journey theme: Caleb Williams, W. Godwin; Tom Jones, H. Fielding; Waverley, W. Scott |  |
| 3 | Origins of Gothic: Horace Walpole, *Castle of Otranto* |  |
| 4 | Romanticism: Mary Shelley, *Frankenstein* |  |
| 5 | Charlotte Bronte, *Jane Eyre* |  |
| 6 | Anne Bronte, *Agnes Grey* |  |
| 7 | Emily Bronte, *Wuthering Heights* |  |
| 8 | Charles Dickens, *David Copperfield* |  |
| 9 | Charles Dickens, *Great Expectations* |  |
| 10 | Wilkie Collins, *The Woman in White* |  |
| 11 | George Eliot, *Daniel Deronda* |  |
| 12 | Oscar Wilde, *Portrait of Dorian Grey* |  |
| 13 | Bram Stoker, *Dracula* |  |
| 14 | Modern and contemporary Gothic |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | *Norton Anthology of English Literature* |
| **Additional Resources** | Tabish Khair, *The Gothic, Postcolonialism and Otherness*  David Punter, *A New Companion to the Gothic*  Kelly Hurley, *The Gothic Body*  Raymond Williams, *The Country and the City*  Fredric Jameson, *The Political Unconscious* |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Class Performance | 1 | 30 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | **X** |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **X** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  |  | **X** |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  |  | **X** |  |
| 6 | Effective communication skills. |  |  |  | **X** |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in cultural studies. |  |  |  |  | **X** |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in the English Novel | ELIT 631 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Adriana Raducanu |
| **Instructors** | Adriana Raducanu |
| **Assistants** |  |
| **Goals** | To gain knowledge in the intellectual and cultural background of the English novel in comparative contexts. |
| **Content** | The course examines the development of the British and world novel from the eighteenth century to the present and analyses theories of the novel as a genre. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1. To explore the history of the novel. | 1-4, 6-10 | 1,2,3 | B, C, D |
| 2) To gain knowledge in the intellectual and cultural background of modern literature. | 1-4, 6-10 | 1,2,3 | B, C, D |
| 3) To develop the necessary critical faculties, analytical approach, and interdisciplinary vision for a successful understanding of literature. | 1-4, 6-10 | 1,2,3 | B, C, D |
| 4) To analyse different definitions of the novel. | 1-4, 6-10 | 1,2,3 | B, C, D |
| 5) To gain interpretative skills used in the analysis of literary texts. | 1-4, 6-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction | Materials for the course provided by instructor |
| 2 | Pavel, *The Lives of the Novel* |  |
| 3 | Doody, *The True Story of the Novel* |  |
| 4 | Robert, *Origins of the Novel* |  |
| 5 | Lukács, *Theory of the Novel* |  |
| 6 | Bakhtin, *The Dialogic Imagination* |  |
| 7 | Watt, *The Rise of the Novel* |  |
| 8 | McKeon, “Generic Transformation and Social Change” |  |
| 9 | Armstrong and Tennenhouse,  “The American Origins of the English Novel” |  |
| 10 | Armstrong and Tennenhouse,  “The Problem of Population and the Form of the American Novel” |  |
| 11 | Hutcheon, “Historiographic Metafiction” |  |
| 12 | Fiedler, *Love and Death in the American Novel* |  |
| 13 | Appiah, “Is the Post- in Postmodernism the Post- in Postcolonial?” |  |
| 14 | Bhabha, “The Postcolonial and the Postmodern” |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Michael McKeon, *The Theory of the Novel* |
| **Additional Resources** | Thomas Pavel, *The Lives of the Novel*  Margaret Ann Doody, *The True Story of the Novel*  Leslie Fiedler, *Love and Death in the American Novel*  Homi Bhabha, *The Location of Culture* |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 10 |
| Class Performance | 1 | 10 |
| Final Project | 1 | 80 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 80 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 20 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **x** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  | **x** |  |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **x** |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  |  | **x** |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  | **x** |  |  |
| 6 | Effective communication skills. |  |  |  | **x** |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  | **x** |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **x** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **x** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  | **x** |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in English Drama | ELIT 632 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | | - | |
| **Language of Instruction** | English | |
| **Course Level** | Doctoral | |
| **Course Type** | Elective | |
| **Course Coordinator** | Nina Cemiloglu | |
| **Instructors** | Nina Cemiloglu | |
| **Assistants** |  | |
| **Goals** | This course introduces the students to various forms of English drama, from the Elizabethan to modern periods. | |
| **Content** | Individual plays by Christopher Marlowe, William Shakespeare, Samuel Beckett, Tom Stoppard, and others are discussed in relation to the socio-political framework of their era. | |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1. To read drama as a work to be performed on stage. | 1-6, 9-10 | 1,3 | A, C |
| 2. To evaluate the development of the dramatic form. | 1-6, 9-10 | 1,3 | A, C |
| 3. To relate the dramatic content to the cultural-historical development. | 1-6, 9-10 | 1,3 | A, C |
| 4) To analyse different definitions of drama. | 1-4, 6-10 | 1,2,3 | B, C, D |
| 5) To gain interpretative skills used in the analysis of literary texts. | 1-4, 6-10 | 1,2,3 | B, C ,D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction | Materials for the course provided by instructor |
| 2 | Thomas Kyd |  |
| 3 | Christopher Marlowe |  |
| 4 | William Shakespeare |  |
| 5 | Ben Jonson |  |
| 6 | John Webster |  |
| 7 | John Fletcher |  |
| 8 | Thomas Middleton |  |
| 9 | Oscar Wilde |  |
| 10 | George Bernard Shaw |  |
| 11 | Samuel Beckett |  |
| 12 | John Osborne |  |
| 13 | Harold Pinter |  |
| 14 | Tom Stoppard |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** | - |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Assignment | 6 | 60 |
| Final Exam | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  |  | **x** |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  |  | **x** |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **x** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  | **x** |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  | **x** |  |  |  |
| 6 | Effective communication skills. |  |  |  |  | **x** |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  | **X** |  |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. | **x** |  |  |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **x** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  |  | **X** |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for out-of-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in English Poetry | ELIT 633 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Nina Cemiloglu |
| **Instructors** | Nina Cemiloglu |
| **Assistants** |  |
| **Goals** | Authors studied will include Wilfred Owen, W.H. Auden, Dylan Thomas, Philip Larkin, Ted Hughes, and Seamus Heaney. |
| **Content** | This course provides an introduction to 20th-century British poetry from Modernism and the world wars to the postwar period. |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To highlight defining features of poetry. | 1-2, 5-6, 8-10 | 1,2,3 | A, C |
| 2) To equip students with the knowledge necessary to interpret poetry in terms of trends and meaning. | 1-2, 5-6, 8-10 | 1,2,3 | A, C |
| 3) To equip the students with the terminology necessary to analyse and discuss poetry. | 1-2, 5-6, 8-10 | 1,2,3 | A, C |
| 4) To analyse different definitions of poetry. | 1-4, 6-10 | 1,2,3 | B, C, D |
| 5) To gain interpretative skills used in the analysis of literary texts. | 1-4, 6-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction | Materials for the course provided by instructor |
| 2 | Thomas Hardy and A. E. Housman |  |
| 3 | W. B. Yeats |  |
| 4 | T.S. Eliot |  |
| 5 | Wilfred Owen |  |
| 6 | W.H. Auden |  |
| 7 | Keith Douglas |  |
| 8 | Dylan Thomas |  |
| 9 | Lawrence Durrell |  |
| 10 | Philip Larkin |  |
| 11 | Ted Hughes |  |
| 12 | Seamus Heaney |  |
| 13 | Tony Harrison |  |
| 14 | Jane Griffiths |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | *Norton Anthology of English Literature* |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-Term | 1 | 35 |
| Class Performance | 1 | 30 |
| Final Exam | 1 | 35 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 35 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 65 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | **X** |  |  |
| 2 | The ability to review, analyse and apply the relevant literature |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  | **X** |  |  |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | **X** |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  | **X** |  |  |
| 6 | Effective communication skills. |  |  |  | **X** |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  | **X** |  |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  | **X** |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | 3 | 45 |
| Hours for out-of-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Migration and Exile Literature | ELIT 634 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Mediha Gobenli Koc |
| **Instructors** | Mediha Gobenli Koc |
| **Assistants** |  |
| **Goals** | This course will examine the theme of exile in Western Literature with emphasis on English literature. |
| **Content** | The notions of exile, immigration and displacement will be analyzed mainly within the context of twentieth century social and political developments. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore the history of exile literature. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 2) For the students to gain knowledge in the intellectual and cultural background of exile and exile literature, and to become equipped with the concepts and terminology used in the analysis of literary texts. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 3) To equip the students with the necessary critical faculties, analytical approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of exile literature. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 4) To analyze different definitions of exile literature. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 5) To discuss and contrast different positions in exile literature. | 1-4, 5-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | INTRODUCTION | Materials for the course provided by instructor |
| 2 | Forced exiles |  |
| 3 | Voluntary exiles |  |
| 4 | Inner exiles |  |
| 5 | Brecht, Poems on Exile |  |
| 6 | Nâzım Hikmet, Poems on Exile |  |
| 7 | Hemingway, *The Sun Also Rises* |  |
| 8 | Hemingway, *The Sun Also Rises* |  |
| 9 | Said, *The Girl from the Golden Horn* |  |
| 10 | Sabahattin Ali, *Madonna in a Fur Coat* |  |
| 11 | Kundera, *The Unbearable Lightness of Being* |  |
| 12 | Kundera, *The Unbearable Lightness of Being* |  |
| 13 | Özdamar, *The Bridge on the Golden Horn* |  |
| 14 | Özdamar, *The Bridge on the Golden Horn* |  |
| 15 | CONCLUSION |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Dante Alighieri, *Divine Comedy*, *The Inferno*  Bertolt Brecht, poetry  Nâzım Hikmet, *Seçme Şiirler*  Ernest Hemingway, *The Sun Also Rises*  Kurban Said, *The Girl from the Golden Horn*  Sabahattin Ali, *Madonna in a Fur Coat*  Milan Kundera, *The Unbearable Lightness of Being*  Emine Sevgi Özdamar, *The Bridge on the Golden Horn* |
| **Additional Resources** | Feridun Andaç (ed.), *Sürgün Edebiyatı, Edebiyat Sürgünleri*  Paul Reiter, “Comparative Literature in Exile: Said and Auerbach”  Kader Konuk, *East West Mimesis* |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Class Performance | 1 | 30 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | **X** |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  |  | **X** |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **X** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  | **X** |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  | **X** |  |  |
| 6 | Effective communication skills. |  |  |  | **X** |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  |  | **X** |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  |  | **X** |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Comparative Mythology | ELIT 635 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Oguz Cebeci |
| **Instructors** | Oguz Cebeci |
| **Assistants** |  |
| **Goals** | Individual heroes have always played a role in shaping history, and myths have accorded a special status to those individuals for their contribution to human development. |
| **Content** | This course will discuss and analyse the theoretical works on the concepts of myth and hero developed by such critics as Rank, Dundes, Campbell. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore the meaning of myths and mythologies. | 1-3, 6-9 | 1,2,3 | B, C, D |
| 2) For the students to gain knowledge in the intellectual and cultural background of world mythologies to become equipped with the concepts and terminology used in the analysis of myths. | 1-3, 6-9 | 1,2,3 | B, C, D |
| 3) To equip the students with the necessary critical faculties, analytical approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of mythology. | 1-3, 6-9 | 1,2,3 | B, C, D |
| 4) To analyse different definitions of mythology and hero myths. | 1-3, 6-9 | 1,2,3 | B, C, D |
| 5) To discuss and contrast different positions in mythology. | 1-3, 6-9 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | General Introduction | Materials for the course provided by instructor |
| 2 | The Concept of Myth and Mythology |  |
| 3 | The Concept of Sacred and The Manifestation of The Divine |  |
| 4 | The Concept of Hero and Hero Myths |  |
| 5 | Alan Dundes and the Mediterranean Hero |  |
| 6 | Otto Rank and The Concept of Family Romance |  |
| 7 | Joseph Campbell and The Monomyth |  |
| 8 | Creation Stories of Pagan Religions |  |
| 9 | Creation Stories of Monotheistic Religions |  |
| 10 | Flood Stories of Pagan Religions |  |
| 11 | Flood Stories of Monotheistic Religions |  |
| 12 | Conflict Between Paganism and Christianity |  |
| 13 | Rise of Islam |  |
| 14 | Mythical Development in Different Antigone Plays |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Joseph Campbell, *The Hero with a Thousand Faces*  Alan Dundes, *Sacred Narrative: Reading in the Theory of Myth*  Mircea Eliade, *The Myth of Eternal Return*  Lord Raglan, *The Hero: A Study in Tradition, Myth and Drama*  Otto Rank, *The Myth of the Birth of the Hero* |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Class Performance | 1 | 30 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  | **X** |  |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **X** |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | **X** |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  | **X** |  |  |  |  |
| 6 | Effective communication skills. |  |  | **X** |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  |  | **X** |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  | **X** |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in Shakespeare and World Literature | ELIT 636 | 2 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Adriana Raducanu |
| **Instructors** | Adriana Raducanu |
| **Assistants** |  |
| **Goals** | The aim of this course is to explore the influence of Shakespeare on World literature up to the present day. |
| **Content** | Authors who may be discussed in relation to Shakespeare include Voltaire, Goethe, Pushkin, Dostoevsky, Chekhov and Brecht. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Detailed textual analysis of Shakespeare’s plays. | 1-4, 6-10 | 1,2,3,5 | C, D |
| 2) Knowledge of Shakespeare’s sources and his use of them. | 1-4, 6-10 | 1,2,3,5 | C, D |
| 3) Reading of Shakespeare in terms of symbolic interpretation and metaphors. | 1-4, 6-10 | 1,2,3,5 | C, D |
| 4) Reading Shakespeare in terms of later critical approaches, in particular feminist readings. | 1-4, 6-10 | 1,2,3,5 | C, D |
| 5) Analysis and comparison of contemporary adaptations of Shakespeare. | 1-4, 6-10 | 1,2,3,5 | C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction | Materials for the course provided by instructor |
| 2 | Winter’s Tale-Jeanette Winterson: The Gap of Time |  |
| 3 | Merchant of Venice-Howard Jacobson: Shylock is My Name |  |
| 4 | Taming of the Shrew-Anne Tyler: Vinegar Girl |  |
| 5 | King Lear-Edward St Aubyn: Dunbar; *Jane Smiley: A Thousand Acres; Lear/Cordelia (King Lear by Ben Spiller, Cordelia by Farrah Chaudhry*) |  |
| 6 | The Tempest-Margaret Atwood: Hagseed; *Neil Gaiman: The Tempest; Aimee Cesaire: A Tempest; Grace Tiffany: Ariel*, *Marina Warner: Indigo* |  |
| 7 | Othello-Tracy Chevalier: New Boy; *Toni Morrison: Desdemona* |  |
| 8 | Macbeth-Jo Nesbo: Macbeth |  |
| 9 | Hamlet-*Ian McEwan: Nutshell, Iris Murdoch: The Black Prince; John Updike: Gertrude and Claudius* |  |
| 10 | Richard III*- Josephine Tey: The Daughter of Time* |  |
| 11 | Peter Ackroyd: Shakespeare: The Biography |  |
| 12 | Stephen Greenblatt: Will in the World |  |
| 13 | Antony Burgess: Shakespeare |  |
| 14 | Mollie Hardwick: The Shakespeare Girl |  |
| 15 | Peter W. Hassinger: Shakespeare’s Daughter |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | The Arden Shakespeare |
| **Additional Resources** | Marjorie Garber: Shakespeare After All  A.C. Bradley: Shakespearean Tragedy  Stephen Greenblatt: Will in the World  Stephen Greenblatt: Hamlet in Purgatory  Jan Kott: Shakespeare our Contemporary  James Shapiro: William Shakespeare and the Year of Lear  Catherine Belsey: The Subject of Tragedy: Identity and Difference in Shakespearean Drama  Catherine Belsey: Shakespeare in Theory and Practice  Catherine Belsey: Why Shakespeare?  Catherine Belsey: Shakespeare and the Loss of Eden  Reneé Girard: A Theatre or Envy  Hester Jeffries-Lees: Shakespeare and Memory  Harold Bloom: Shakespeare: The Invention of the Human  Ed. Cary Di Pietro and Hugh Grady: Shakespeare and the Urgency of Now: Criticism and Theory in the 21st Century  Christofides, R. M William-Shakespeare and the Apocalypse: Visions of Doom from Early Modern Tragedy to Popular Culture  Garrett A. Sullivan-Memory and Forgetting in English Renaissance Drama  Lynn Enterline-The Rhetoric of the Body from Ovid to Shakespeare  Ed. Alexa Huang and Elizabeth Rivlin: Shakespeare and the Ethics of Appropriation  Stephen Greenblatt: Shakespeare’s Freedom  Antony Tatlow: Shakespeare, Brecht, and the Intercultural Sign  Colin Mc Ginn: Shakespeare’s Philosophy: Discovering the Meaning Behind the Plays  David Scott Kastan: Shakespeare after Theory  Stanley Cavell: Disowning Knowledge in Seven Plays of Shakespeare  John Drakakis: Alternative Shakespeares  Ed. Laurie Maguire: How to Do Things with Shakespeare: New Approaches, New Essays  Linda Hutcheon: A Theory of Adaptation  Margaret Jeane Kidnie: Shakespeare and the Problem of Adaptation  Ed. Margareta de Grazia and Stanley Cavell: The Cambridge Companion to Shakespeare  Robin Headlam Wells: Shakespeare’s Humanism  Ed. Patricia Parker and Geoffrey Hartman: Shakespeare and the Question of Theory  Stanley Cavell: Shakespeare, Sex and Love  Terence Hawkes. Alternative Shakespeares  Janet Adelman: Suffocating Mothers  Douglas Lanier: Shakespeare and Popular Culture  Richard Wilson: Shakespeare in French Theory: King of Shadows  Ed. Jennifer Ann Bates and Richard Wilson: Shakespeare and Continental Philosophy  Peter Holland: Shakespeare: Memory and Performance  Dale Townshend: Gothic Shakespeares  Jacques Derrida: Specters of Marx  Grace Tiffany: Erotic Beasts and Social Monsters  Annabel Patterson: Shakespeare and the Popular Voice  Stephen Greenblatt: Shakespearean Negotiations  Catherine Belsey: Shakespeare and the Loss of Eden: The Construction of Family Values in Early Modern Culture  Regina Maria Schwartz: Loving Justice, Living Shakespeare |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Final Project | 1 | 70 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 70 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 30 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  |  | **x** |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  |  | **x** |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **x** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  |  |  | **x** |  |
| 5 | Awareness of professional ethics and responsibility | **x** |  |  |  |  |  |
| 6 | Effective communication skills. |  |  |  |  | **x** |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  |  | **x** |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  |  |  | **x** |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  |  | **x** |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  |  | **x** |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Contemporary English Drama | ELIT 637 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Bahar Karlidag |
| **Instructors** | Bahar Karlidag |
| **Assistants** |  |
| **Goals** | Analysis of English Drama into our contemporary through selected works. |
| **Content** | - |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1. To read drama as a work to be performed on stage. | 1-6, 9-10 | 1,3 | A, C |
| 2. To evaluate the development of the dramatic form. | 1-6, 9-10 | 1,3 | A, C |
| 3. To relate the dramatic content to the cultural-historical development. | 1-6, 9-10 | 1,3 | A, C |
| 4) To analyze different definitions of drama. | 1-4, 6-10 | 1,2,3 | B, C, D |
| 5) To gain interpretative skills used in the analysis of literary texts. | 1-4, 6-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction | Materials for the course provided by instructor |
| 2 | O’Casey |  |
| 3 | O’Casey |  |
| 4 | Osborne |  |
| 5 | Osborne |  |
| 6 | Behan |  |
| 7 | Behan |  |
| 8 | Delaney |  |
| 9 | Delaney |  |
| 10 | The Theater Workshop |  |
| 11 | Stoppard |  |
| 12 | Stoppard |  |
| 13 | Churchill |  |
| 14 | Churchill |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Sean O’Casey, *The Plough and the Stars*  John Osborne, *Look Back in Anger*  Brendan Behan, *The Hostage*  Shelagh Delaney, *A Taste of Honey*  The Theatre Workshop, *Oh What a Lovely War!*  Tom Stoppard, *Rosenkrantz and Guildenstern are Dead*  Caryl Churchill, *Mad Forest* |
| **Additional Resources** | Raymond Williams, *Modern Tragedy* |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Term Paper and Class Performance | 1 | 60 |
| Final Exam | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  |  | **X** |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  | **X** |  |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **X** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies | **X** |  |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  |  | **X** |  |
| 6 | Effective communication skills. |  |  |  |  | **x** |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. | **X** |  |  |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **x** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  | **x** |  |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  |  | **X** |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
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| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Irish Drama | ELIT 638 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Bahar Karlidag |
| **Instructors** | Bahar Karlidag |
| **Assistants** |  |
| **Goals** | The aim of this course is to deepen the understanding of the tradition of Irish theatre through taking into consideration its social, historical and political context. |
| **Content** | The writers whose works will furnish examples are: Oscar Wilde, George Bernard Shaw, W.B. Yeats, John M. Synge, Lady Gregory, James Joyce, Samuel Beckett, and Brian Friel. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1. To read drama as a work to be performed on stage. | 1-6, 9-10 | 1,3 | A, C |
| 2. To evaluate the development of the dramatic form. | 1-6, 9-10 | 1,3 | A, C |
| 3. To relate the dramatic content to the cultural-historical development. | 1-6, 9-10 | 1,3 | A, C |
| 4) To analyse different definitions of drama. | 1-4, 6-10 | 1,2,3 | B, C, D |
| 5) To gain interpretative skills used in the analysis of literary texts. | 1-4, 6-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction: Play Analysis | Materials for the course provided by instructor |
| 2 | Goldsmith, *She Stoops to Conquer* |  |
| 3 | Goldsmith |  |
| 4 | Wilde, *The Importance of Being Earnest* |  |
| 5 | Shaw, *Arms and the Man* |  |
| 6 | Shaw |  |
| 7 | Synge, *The Playboy of the Western World* |  |
| 8 | Synge |  |
| 9 | Joyce, *Exiles* |  |
| 10 | Joyce |  |
| 11 | Beckett, *Waiting for Godot* |  |
| 12 | Beckett |  |
| 13 | Friel, *Translations* |  |
| 14 | Friel |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Oliver Goldsmith, *She Stoops to Conquer*  Oscar Wilde, *The Importance of Being Earnest*  George Bernard Shaw, *Candida*  J.M. Synge, *The Playboy of the Western World*  James Joyce, *Exiles*  Samuel Beckett, *Waiting for Godot*  Brial Friel, *Translations* |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Term Paper and Class Performance | 1 | 60 |
| Final Exam | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  |  | **X** |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  | **X** |  |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **X** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies | **X** |  |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  |  | **X** |  |
| 6 | Effective communication skills. |  |  |  |  | **x** |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. | **X** |  |  |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **x** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  | **x** |  |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  |  | **X** |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
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| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| Course Title | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in Postcolonial Literature | ELIT 639 | 2 | 3 + 0 | 3 | 15 |

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| Prerequisites | - |

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| Language of Instruction | English |
| Course Level | Doctoral |
| Course Type | Elective |
| Course Coordinator | Mediha Gobenli Koc |
| Instructors | Mediha Gobenli Koc |
| Assistants |  |
| Goals | The course will introduce students to postcolonial studies by looking at colonial literature and criticism. |
| Content | Topics will include colonization and postcolonial identities, gender, nation, and immigration. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore the history of colonialism and postcolonial literature. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 2) For the students to gain knowledge in the intellectual and cultural background of postcolonial literature, and to become equipped with the concepts and terminology used in the analysis of literary texts. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 3) To equip the students with the necessary critical faculties, analytical approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of postcolonial literature. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 4) To analyse different definitions of postcolonial literature. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 5) To discuss and contrast different positions in postcolonial criticism and literature. | 1-4, 5-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | GENERAL INTRODUCTION | Materials for the course provided by instructor |
| 2 | Theoretical background |  |
| 3 | “Gender, Nation, and Immigration in New Europe” |  |
| 4 | Colonization and postcolonial identities |  |
| 5 | Colonization and postcolonial identities |  |
| 6 | Rushdie, *Imaginary Homelands* |  |
| 7 | Rushdie, *Imaginary Homelands* |  |
| 8 | Anglo-Indian Literature |  |
| 9 | Narayan, *Under the Banyan Tree* |  |
| 10 | Narayan, *Under the Banyan Tree* |  |
| 11 | Rushdie, *Midnight‘s Children* |  |
| 12 | Rushdie, *Midnight‘s Children* |  |
| 13 | Naipaul, *Guerillas* |  |
| 14 | Naipaul, *Guerillas* |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Salman Rushdie, *Midnight’s Children*  Salman Rushdie, *Imaginary Homelands*  R.K. Narayan, *Under the Banyan Tree*  V.S. Naipaul, *Guerillas* |
| **Additional Resources** | M.D. Fletcher (ed.), *Reading Rushdie*  Leela Gandhi, *Postcolonial Theory*  Teresa Hubel, *Whose India*?  Nico Israel, *Outlandish, Writing Between Exile and Diaspora*  Edward Said, *Orientalism* |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Class Performance | 1 | 30 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | **Expertise/Field Courses** |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | **X** |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  |  | **X** |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **X** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  | **X** |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  | **X** |  |  |
| 6 | Effective communication skills. |  |  |  | **X** |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  |  | **X** |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  |  | **X** |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in Psychoanalytical Critical Theory | ELIT 640 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Oguz Cebeci |
| **Instructors** | Oguz Cebeci |
| **Assistants** |  |
| **Goals** | The aim of this course is a critical examination and general overview of psychoanalysis and the theories of literary criticism based on Freud's findings. Special attention is paid to dream interpretation methods for the purpose of textual analysis. |
| **Content** | The main reading material for this course will include Freud’s The Interpretation of Dreams, The Psychopathology of Everyday Life, Wit and Its Relation to the Unconscious as well as the works of contemporary dream interpreters such as Conigliaro and literary critics such as Holland. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore the history of psychoanalysis. | 1-3, 6-9 | 1,2,3 | B, C, D |
| 2) For the students to gain knowledge in the intellectual and cultural background of psychoanalysis and to become equipped with the concepts and terminology used in dream interpretation. | 1-3, 6-9 | 1,2,3 | B, C, D |
| 3) To equip the students with the analytical tools for using dream interpretation methods to analyse literary texts. | 1-3, 6-9 | 1,2,3 | B, C, D |
| 4) To explore different approaches to psychoanalytic literary criticism. | 1-3, 6-9 | 1,2,3 | B, C, D |
| 5) To discuss and contrast different positions in contemporary dream interpretation and its relevance for literary texts. | 1-3, 6-9 | 1,2,3 | B, C, D |
| 6) To apply different dream interpretation methods to literary texts. | 1-3, 6-9 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | General Introduction | Materials for the course provided by instructor |
| 2 | Freud and His Time |  |
| 3 | The Interpretation of Dreams |  |
| 4 | Basic Concepts: Condensation, Displacement, Dramatization, Secondary Revision |  |
| 5 | Conigliaro On Freud |  |
| 6 | Psychopathology of Everyday Life |  |
| 7 | Wit and Its Relation to Unconscious |  |
| 8 | Contemporary Dream Interpretation Methods |  |
| 9 | Contemporary Dream Interpretation Methods |  |
| 10 | Literary Criticism and Dream Interpretation |  |
| 11 | Norman Holland’s Views |  |
| 12 | Kramer’s Dream Interpretation Method and The Literary Text |  |
| 13 | Analysis of Literary Texts Through Dream Interpretation Methods |  |
| 14 | Further Application |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Oğuz Cebeci, *Psikanalitik Edebiyat Kuramı*  Vicenzo Conigliaro, *Dreams as a Tool in Psychodynamic Psychotherapy*  Sigmund Freud, *The Interpretation of Dreams*  Sigmund Freud, *Jokes and Their Relation to the Unconscious*  Sigmund Freud, *The Psychopathology of Everyday Life*  Norman Holland, *The Dynamics of Literary Response*  Milton Kramer, “Dream Translation: An Approach to Understanding of Dreams” |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Class Performance | 1 | 30 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  | |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |  | |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  | **X** |  |  |  | |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **X** |  | |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | **X** |  |  |  |  | |
| 5 | Awareness of professional ethics and responsibility |  | **X** |  |  |  |  | |
| 6 | Effective communication skills. |  |  | **X** |  |  |  | |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  | |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  | |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  | |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  | **X** |  |  |  |  | |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in the Modern Novel | ELIT 641 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Charles Sabatos |
| **Instructors** | Charles Sabatos |
| **Assistants** |  |
| **Goals** | The course examines the development of the British, American, European, and postcolonial novel from the eighteenth century to the present. |
| **Content** | Readings will focus on theorists of the novel as a genre, and may include selected texts of modern fiction. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore the history and theory of the world novel. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 2) For the students to gain knowledge in the historical background of the novel, and to become equipped with the concepts used in the analysis of fictional texts. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 3) To equip the students with the necessary critical approach, interdisciplinary vision and analytical skills for a successful understanding of comparative literary studies. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 4) To analyse different definitions of the novel and fiction. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 5) To discuss and contrast different positions in comparative literature. | 1-3, 6-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | GENERAL INTRODUCTION | Materials for the course provided by instructor |
| 2 | Milan Kundera |  |
| 3 | Frederic Jameson |  |
| 4 | Deleuze and Guattari |  |
| 5 | Gayatri Spivak |  |
| 6 | Pascale Casanova |  |
| 7 | Franz Kafka |  |
| 8 | Franz Kafka |  |
| 9 | Vámoš |  |
| 10 | Vámoš |  |
| 11 | James Joyce |  |
| 12 | James Joyce |  |
| 13 | Italo Svevo |  |
| 14 | Italo Svevo |  |
| 15 | CONCLUSION |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Franz Kafka, *The Castle*  Gejza Vámoš, *God’s Atoms*  James Joyce, *Ulysses*  Italo Svevo, *The Confessions of Zeno* |
| **Additional Resources** | Milan Kundera, *The Art of the Novel*  Frederic Jameson, “The Political Unconscious”  Gilles Deleuze & Felix Guattari, “What is a Minor Literature?”  Gayatri Spivak, “Can the Subaltern Speak?”  Pascale Casanova, *The World Republic of Letters* |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation (20) + Response Paper (20) | 1 | 40 |
| Class Performance | 1 | 20 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **X** |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | **X** |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  | **X** |  |  |  |  |
| 6 | Effective communication skills. |  |  | **X** |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  | **X** |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in cultural studies. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in Gothic Studies | ELIT 642 | 2 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Adriana Raducanu |
| **Instructors** | Adriana Raducanu |
| **Assistants** |  |
| **Goals** | After a preliminary discussion of the origins of Gothic in folktales and Renaissance tragedy, this course seeks to examine the development of the genre in the twentieth and twenty-first centuries along with its relationship with contemporary literary theory and movements. |
| **Content** | This course will offer a survey of literary theories and movements, such as Psychoanalysis, Post-structuralism, Feminism, Marxism, Post-colonialism, and Postmodernism and discuss their points of convergence with Gothic. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore contemporary trends in the field of Gothic studies and discuss the validity of the concepts of Gothic aesthetics and/or Gothic discourse. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 2) For the students to gain knowledge in the intellectual and cultural background of Gothic literature in comparative contexts and to become equipped with the concepts and terminology used in the analysis of literary texts. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 3) To equip the students with the necessary critical faculties, analytical approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of comparative literature and contemporary literary theories –with a special emphasis on their relevance to Gothic. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 4) To analyze different definitions of “Gothic”. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 5) To discuss and contrast different positions in contemporary Gothic Studies. | 1-4, 5-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction | Materials for the course provided by instructor |
| 2 | Gothic and theory (psychoanalysis, Marxism, etc.) |  |
| 3 | Gothic and theory (poststructuralism, feminism, etc.) |  |
| 4 | Global Gothic: Byron, Khair |  |
| 5 | Contemporary Gothic: Punter, Spooner |  |
| 6 | Latin American Gothic (C. Fuentes, I. Allende, J. Borges, etc.) |  |
| 7 | Central/East European Gothic (I. Kadare, M. Cartarescu, etc.) |  |
| 8 | Asian Gothic (H. Murakami, S. Rushdie, A. Adiga, etc.) |  |
| 9 | Global Anglophone Gothic (M. Faber, P. Barker, P. Carey, etc.) |  |
| 10 | North American Gothic (P. Auster, M. Atwood, E. Kostova, etc.) |  |
| 11 | Student Presentations |  |
| 12 | Student Presentations |  |
| 13 | Student Presentations |  |
| 14 | Student Presentations |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Glennis Byron, *Globalgothic*  Tabish Khair, *The Gothic, Postcolonialism and Otherness*  David Punter, *A New Companion to the Gothic*  Catherine Spooner, *Contemporary Gothic* |
| **Additional Resources** | Gothic (Fred Botting)  A New Companion to the Gothic (ed. David Punter)  Contemporary Gothic (Catherine Spooner)  Uncanny Modernity (ed. by Jo Collins and John Jervis)  Gothic Sublime (V.J. Mishra)  The Gothic Flame (Devendra Varma)  Postcolonial Imaginings (David Punter)  Empire and the Gothic: The Politics of Genre-Andrew Smith and William Hughes (eds.)  Imaginary Homelands (Salman Rushdie)  The Gothic, Postcolonialism and Otherness (Tabish Khair)  The Routledge Companion to Gothic (Catherine Spooner and Emma McEvoy)  The Gothic (David Punter and Glennis Byron)  Interrogating Interstices: Gothic Aesthetics in Postcolonial Asian and Asian American Literature (Andrew Hock Soon Ng)  Magical Realism: Theory, History, Community (ed. Louis Parkinson Zamora and Wendy B. Faris)  Contemporary Women’s Fiction and the Fantastic (Lucy Armitt)  The Uncanny (Nicholas Royle)  The Unconcept (Anneleen Masschelein)  Religion and Its Monsters (Timothy K. Beal)  Kelly Hurley, *The Gothic Body*  Jo Collins and John Jervis, eds., *Uncanny Modernity*  V.J. Mishra, *Gothic Sublime*  Adriana Raducanu, *Speaking the Language of the Night* |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Class Performance | 1 | 30 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | **X** |  |  |
| 2 | The ability to review, analyze and apply the relevant literature. |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **X** |  |
| 4 | The ability to utilize the basic concepts and issues of literary theories in developing life strategies |  |  |  |  | **X** |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  | **X** |  |  |
| 6 | Effective communication skills. |  |  |  | **X** |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  |  | **X** |  |
| 10 | The ability to use sources and modern tools in order to carry out research in cultural and Gothic studies. |  |  |  |  | **X** |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Tragedy | ELIT 643 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Hatice Karaman |
| **Instructors** | Hatice Karaman |
| **Assistants** |  |
| **Goals** | This course will explore the ethical questions raised by the possibility of ‘tragic action’ – action that one is responsible for without having freely chosen to do it. The focus will be on Sophocles’ Ajax, Oedipus Rex, Oedipus at Colonus and Antigone. The main characters’ predicament will consider topics, such as (i) blameworthiness, (ii) responsibility, and (iii) the justice of their demise. |
| **Content** | Apart from the specific plays, readings form philosophers  whose ethical views were developed in dialog with tragedy (Aristotle, Hegel, Nietzsche, Nussbaum and Williams) will be discussed. The main aim of the course will be that of distinguishing moral and ethical evaluations, and the mode in which the difference between morality and ethics is brought into focus by Sophocles’ tragic universe. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1. To encourage students to use literature as an occasion for philosophical reflection, and to consider how philosophical issues bear on the interpretation of a literary text. | 1-6, 9-10 | 1,3 | A, C |
| 2. To teach the students to learn abstractly about choice, blame and responsibility (moral philosophy). | 1-6, 9-10 | 1,3 | A, C |
| 3. To offer the students a brief survey of the history of ethics. | 1-6, 9-10 | 1,3 | A, C |
| 4) To analyse different definitions of drama. | 1-4, 6-10 | 1,2,3 | B, C, D |
| 5) To gain interpretative skills used in the analysis of literary texts. | 1-4, 6-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Intro. to Tragedy I (Sophocles, cultural context) | Materials for the course provided by instructor |
| 2 | Intro. to Tragedy II (Interiority, subjectivity in Greek tragedy) |  |
| 3 | Ajax |  |
| 4 | Ajax |  |
| 5 | Oedipus Rex |  |
| 6 | Oedipus Rex |  |
| 7 | Oedipus at Colonos |  |
| 8 | Oedipus at Colonos |  |
| 9 | Antigone |  |
| 10 | Antigone |  |
| 11 | Nietzsche on Tragedy I |  |
| 12 | Nietzsche on Tragedy II |  |
| 13 | Hegel on Tragedy I |  |
| 14 | Hegel on Tragedy II |  |
| 15 | Hegel on Tragedy III |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Sophocles’ Plays: Ajax, Oedipus Rex, Oedipus at Colonos, Antigone |
| **Additional Resources** | J. Gregories (ed.), A Companion to Greek Tragedy. Malden, MA: Blackwell, 2005.  Bernard Williams, Shame and Necessity. Berkeley: University of California Press, 1993.  Bernard Williams, Shame and Necessity. Berkeley: University of California Press, 1993.  Edward T. Jeremiah, The Emergence of Reflexivity in Greek Language and Thought. Leiden: Brill, 2012.  Eric R. Dodds, “On Misunderstanding the ‘Oedipus Rex’”. Greece & Rome, Vol. 13, No. 1 (Apr., 1966).  Aristotle, Nicomachean Ethics III.1–5.  Martha Nussbaum, The Fragility of Goodness. Cambridge: Cambridge University Press, 1986.  K. Westphal (ed.), The Blackwell Guide to Hegel’s Phenomenology of Spirit. West Sussex: Blackwell, 2009.  Friedrich Nietzsche, The Genealogy of Morals (selections) Billings and Leonard (eds.), Tragedy and the Idea of Modernity, Oxford University Press, 2015  Friedrich Nietzsche, The Birth of Tragedy (selections).  H. B. Nisbet (trans.), G.W.F. Hegel. Elements of the Philosophy of Right. Cambridge: Cambridge University Press 1991  Robert Pippin, Hegel’s Practical Philosophy. Cambridge: Cambridge University Press, 2008.  H. B. Nisbet (trans.), G.W.F. Hegel. Elements of the Philosophy of Right. Cambridge: Cambridge University Press, 1991  Terry Pinkard (trans.), Hegel’s Phenomenology of Spirit. “A.II. Perception; or thing and illusion”.  Jonathan Robinson, Duty and Hypocrisy in Hegel’s Phenomenology of Mind: An Essay in the Real and Ideal. Toronto: University of Toronto Press, 1977 (selections).  Terry Pinkard (trans.), Hegel’s Phenomenology of Spirit, Cambridge University Press, 2018. |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Assignment | 6 | 60 |
| Final Exam | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  |  | **x** |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  |  | **x** |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **x** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  | **x** |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  | **x** |  |  |  |
| 6 | Effective communication skills. |  |  |  |  | **x** |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  | **X** |  |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. | **x** |  |  |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **x** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  |  | **X** |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Influence and Reception in Comparative Literature | ELIT 644 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Charles Sabatos |
| **Instructors** | Charles Sabatos |
| **Assistants** |  |
| **Goals** | This course shows the development of comparative literary and cultural studies in their historical context, accompanied by an overview of the different approaches to the subject, with examples from selected texts. |
| **Content** | Readings include major critical theorists covering issues in cultural studies such as Orientalism and new historicism. Literary texts include examples of the captivity narrative in the American and Mediterranean contexts. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore the history of comparative cultural studies. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 2) For the students to gain knowledge in the historical background of cultural studies and comparative literature, and to become equipped with the concepts and terminology used in the analysis of literary texts. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 3) To equip the students with the necessary critical approach, interdisciplinary vision and analytical, skills for a successful understanding of comparative cultural studies. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 4) To analyse different definitions of the “captivity narrative”. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 5) To discuss and contrast different positions in comparative literature. | 1-3, 6-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | General Introduction | Materials for the course provided by instructor |
| 2 | Michel Foucault & Edward Said |  |
| 3 | Stephen Greenblatt |  |
| 4 | Miguel De Cervantes & Maria Garces |  |
| 5 | Linda Colley |  |
| 6 | John Smith & Brooke Stafford |  |
| 7 | Joe Snader |  |
| 8 | Paul Baepler |  |
| 9 | Mary Rowlandson & Pauline Strong |  |
| 10 | Royall Tyler |  |
| 11 | James Fenimore Cooper |  |
| 12 | Nancy Armstrong |  |
| 13 | Gordon Sayre |  |
| 14 | Paper Workshop |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Foucault, *Discipline and Punish*  Said, *Orientalism*  Greenblatt, *Marvellous Possessions* |
| **Additional Resources** | Cervantes, *Don Quixote* (“The Captive’s Tale”)  Garces, *Cervantes in Algiers*  Colley, *Captives: Britain, Empire, and the World*  Smith, *General History*  Stafford, “Where Mediterranean and American Captivity Narratives Meet”  Snader, “The Oriental Captivity Narrative and Early English Fiction”  Baepler, “The Barbary Captivity Narrative in Early America”  Rowlandson, *Narrative of the Captivity and Restoration*  Strong, *Captive Selves, Capturing Others*  Tyler, *The Algerine Captive*  Cooper, *The Last of the Mohicans*  Armstrong, “The Problem of Population and the Form of the American Novel”  Sayre, “Renegades from Barbary” |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation (20) + Response Paper (20) | 1 | 40 |
| Class Performance | 1 | 20 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | **X** |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **X** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | **X** |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  | **X** |  |  |  |  |
| 6 | Effective communication skills. |  |  | **X** |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in cultural studies. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Literature and Social Sciences/Arts | ELIT 645 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Catherine MacMillan |
| **Instructors** | Catherine MacMillan |
| **Assistants** |  |
| **Goals** | This course explores the multifaceted theme of cosmopolitanism, including philosophical, sociological and postcolonial approaches, in modern and contemporary literature. It will include a comparative approach with selections from several national literatures. Students are expected to make two presentations during the course, the first of a relevant theoretical work and the second an analysis of a contemporary literary work. |
| **Content** | Readings will focus on theoretical and literary texts from ancient, modern and contemporary authors. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore approaches from sociology and the other social sciences to literature. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 2) For the students to gain knowledge in the intellectual and cultural background of the social sciences, and to become equipped with the concepts and terminology used in the analysis of literary texts. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 3) To equip the students with the necessary critical faculties, analytical approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of literature. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 4) To analyse different definitions of sociology and literature. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 5) To discuss and contrast different positions in sociology. | 1-4, 5-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Course introduction | Materials for the course provided by instructor |
| 2 | Cosmopolitanism in the Western philosophical tradition from the Stoics to Kant and beyond | Nussbaum: 1997, Taylor: 2010, Cavallar: 2012, Kant: 2012  Habermas: 1998 |
| 3 | Sociological approaches to cosmopolitanism: critical cosmopolitanisms | Delanty, 2006  Beck, 1997 Mignolo, 2000 |
| 4 | Migration, postcolonialism and cosmopolitanism | Bhabha, 1994  Bhabha, 2000  Kristeva, 1991  Royle, 2003 |
| 5 | Hospitality | Derrida, 1999, 2000a, 2000b, Kant, 2012, Arendt (1962) |
| 6 | Student Presentations (Theoretical Work) | To be chosen from the syllabus |
| 7 | Student Presentations (Theoretical Work) | To be chosen from the syllabus |
| 8 | Student Presentations (Theoretical Work) | To be chosen from the syllabus |
| 9 | Student Presentations (Theoretical Work) | To be chosen from the syllabus |
| 10 | Student Presentations (Theoretical Work) | To be chosen from the syllabus |
| 11 | Student Presentations (Application) | To be chosen from the syllabus |
| 12 | Student Presentations (Application) | To be chosen from the syllabus |
| 13 | Student Presentations (Application) | To be chosen from the syllabus |
| 14 | Student Presentations (Application) | To be chosen from the syllabus |
| 15 | CONCLUSION |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** | Appiah, Kwame Anthony (2006) “Cosmopolitanism: Ethics in a World of Strangers” (New York: Norton)  Beck, Ulrich (1997) ‘The Cosmopolitan Society and Its Enemies’, *Theory, Culture and Society,* 19(1-2), p. 17  Bhabha, Homi (1994) *The Location of Culture.*(London: Routledge)  Bhabha, Homi (2000) ‘Unsatisfied: Notes on Vernacular Cosmopolitanism’, in L. Garcia-Moreno and P.C. Pfeiffer (eds) *Text and Nation: Cross-Disciplinary Essays on Cultural and National Identities* (Columbia: Camden House, 1996Nussbaum, Martha C. (1997). Kant and Stoic Cosmopolitanism, in The *Journal of Political Philosophy* Volume 5, Nr 1, pp. 1–25  Cavallar, George (2012) Cosmopolitanisms in Kant's philosophy, Ethics & Global Politics, 5:2, 95-118  Delanty, Gerard ‘The Cosmopolitan Imagination: Critical Cosmopolitanism and Social Theory’*, The British Journal of Sociology* 2006 (1), pp. 25-26  Derrida. Jacques. 1999. ‘Hospitality, justice and responsibility: a dialogue with Jacques Derrida’ in *Questioning Ethics: Contemporary Debates in Philosophy*, eds. Richard  Kearney and Mark Dooley (London, Routledge), pp. 65–83  Derrida, Jacques, 2000a. *Of Hospitality.* Trans. Anne Dufourmantelle. Stanford: Stanford University Press.  Derrida, Jacques. 2000b. ‘Hostipitality’. In *Angelaki* 5(3), pp. 3-18  Sigmund Freud, ‘The Uncanny’, in J.Strachey *et al* (eds.), *The Standard Edition of the Complete Psychological Works of Sigmund Freud* vol. XVII, (London: Hogarth Press and the Institute for Psycho-Analysis, 1955), p. 340  Glick Schiller, Nina and Andrew Irving (eds) “Critical Perspectives, Relationalities and Discontents”. Berghahn: London  Kant, Immanuel, Toward Perpetual Peace and Other Writings on Politics, Peace, and History, with essays by J. Waldron, M.W. Doyle, and A. Wood, P. Kleingeld (ed.), D.L. Colclasure (trans.), New Haven: Yale University Press, 2006.  Julia Kristeva (1991) *Strangers to Ourselves,* Habermas, Jürgen (1998) “Kant's Idea of Perpetual Peace: At Two Hundred Years' Historical Remove” , in Inclusion of the Other: Studies in Political Theory [A. Luburić-Cvijanović](about:blank) and [N. Muždeka](about:blank), ‘Salman Rushdie from Postmodernism and Postcolonialism to Cosmopolitanism: Toward a Global(ized) Literature?’, [*Critique: Studies in Contemporary Fiction*](about:blank)2016 (4)  Manzanas Calvo, Ana Maria and Jesús Benito Sánchez. 2017. *Hospitality in American Literature and Culture: Spaces, Bodies, Borders.* London: Routledge  Mignolo, Walter (2000)”The Many Faces of Cosmo-polis: Border Thinking and Critical Cosmopolitanism” Royle, Nicholas (2003) *The Uncanny.* (Manchester: Manchester University Press: Shaw, Kristian (2017), “Cosmopolitanism in Twenty-First Century Fiction” Yeğenoğlu, Meyda (2012) *Islam, Migrancy and Hospitality in Europe*, (Palgrave-Macmillan: New York),  Ziarek, E (1995) ‘The Uncanny Style of Kristeva’s Critique of Nationalism’, *Postmodern Culture* 1995(2) |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Class Performance | 1 | 30 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | **X** |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  |  | **X** |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **X** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  | **X** |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  | **X** |  |  |
| 6 | Effective communication skills. |  |  |  | **X** |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  |  | **X** |  |  |
| 9 | Knowledge of issues in contemporary literature. |  |  |  |  | **X** |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| From Literature to Cinema | ELIT 646 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Emir Benli |
| **Instructors** | Emir Benli |
| **Assistants** |  |
| **Goals** | This course deals with the relationship between cinema and literature in the light of adaptation theory, providing information on the language of cinema. |
| **Content** | Novels, short stories and plays will be compared with their film adaptations. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore the history of comparative cultural studies. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 2) For the students to gain knowledge in the historical background of film studies, and to become equipped with the concepts and terminology used in the analysis of literary texts. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 3) To equip the students with the necessary critical approach, interdisciplinary vision and analytical, skills for a successful understanding of comparative cultural studies. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 4) To analyse different definitions of film studies. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 5) To compare alternative views in cinema. | 1-3, 6-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics –** to be determined by the instructor | **Study Materials** |
| 1 | GENERAL INTRODUCTION | Materials for the course provided by instructor |
| 2 | Metropolis (1927) by Thea von Harbou - Metropolis (1927) Fritz Lang |  |
| 3 | The Wizard of Oz (1900) by L Frank Baum - The Wizard of Oz (1937) by Victor Fleming |  |
| 4 | Psycho (1959) by Robert Bloch - Psycho (1960) by Alfred Hitchcock |  |
| 5 | Heart of Darkness (1902) by Joseph Conrad - Apocalypse Now (1979) by Francis Ford Coppola |  |
| 6 | The Shining (1977) by Stephen King - The Shining (1980) by Stanley Kubrick |  |
| 7 | The Body (1982) Stephen King - Stand By Me (1986) by Rob Reiner |  |
| 8 | The Silence of the Lambs (1988) by Thomas Harris - The Silence of the Lambs (1991) by Jonathan Demme |  |
| 9 | American Psycho (1991) by Bret Easton Ellis - American Psycho (2000) by Mary Harron |  |
| 10 | Persepolis (2000) by Marjane Satrapi - Persepolis (2007) by Marjane Satrapi, Winshluss |  |
| 11 | The Hobbit (1937) by JRR Tolkien - The Hobbit: An Unexpected Journey (2012) by Peter Jackson |  |
| 12 | The Godfather (1969) by Mario Puzo - The Godfather (1972) by Francis Ford Coppola |  |
| 13 | The Godfather (1969) by Mario Puzo - The Godfather (1972) by Francis Ford Coppola |  |
| 14 | COCLUSION I |  |
| 15 | CONCLUSION II |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | The literary works and the film adaptations |
| **Additional Resources** | George Bluestone - Novels Into Film (1957) Brian McFarlane - Novel to Film. An Introduction to the Theory of Adaptation (1996) Imelda Wheelan & Deborah Cartmell - Adaptations: From Text to Screen, Screen to Text (1999) James Naremore - Film and Reign of Adaptation (2000) Jakob Lothe - Narrative in Fiction and Film: An Introduction (2000) Dudley Andrew - A Companion to Literature and Film (2004)  Robert Stam - A Companion to Literature and Film (2005) Linda Hutcheon - A Theory of Adaptation (2006) David Bordwell - Poetics of Cinema (2008) |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation (20) + Response Paper (20) | 1 | 40 |
| Class Performance | 1 | 20 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | **X** |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **X** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | **X** |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  | **X** |  |  |  |  |
| 6 | Effective communication skills. |  |  | **X** |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in cultural studies. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Ideology and Literature | ELIT 647 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Mediha Gobenli Koc |
| **Instructors** | Mediha Gobenli Koc |
| **Assistants** |  |
| **Goals** | This course will focus on imaginary and narrative patterns used to represent the colonial encounter and the roles of the coloniser and the colonised. |
| **Content** |  |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore the history of ideology and literature. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 2) For the students to become equipped with the concepts and terminology used in the analysis of literary texts. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 3) To equip the students with the analytical, interpretative and inference skills for a successful understanding of ideology and literature in a comparative context. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 4) To analyse and negotiate between different definitions of “postcolonial literature”. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 5) To compare alternative views in English and world literature. | 1-3, 6-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to Postcolonial Theory | Materials for the course provided by instructor |
| 2 | Introduction to Postcolonial Theory |  |
| 3 | Anglo-Indian Literature |  |
| 4 | Anglo-Indian Literature |  |
| 5 | Roy, God of Small Things |  |
| 6 | Roy, God of Small Things |  |
| 7 | Rushdie, Shame |  |
| 8 | Rushdie, Shame |  |
| 9 | Rushdie, Shalimar, the Clown |  |
| 10 | Rushdie, Shalimar, the Clown |  |
| 11 | Desai, The Inheritance of Loss |  |
| 12 | Desai, The Inheritance of Loss |  |
| 13 | Adiga, The White Tiger |  |
| 14 | Adiga, The White Tiger |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | David Punter, *Postcolonial Imaginings*  Bart Moore-Gilbert*, Postcolonial Theory* |
| **Additional Resources** | 1. Ashis Nandy*, The Intimate Enemy* 2. Patrick Hogan and Lalita Pandit,  *Literary India*   Amit Chauduri, *Clearing a Space*   1. Tabish Khair, *Babu Fictions* 2. Amitava Kumar*, Away: The Indian Writer as Expatriate* 3. Vijay Mishra, *The Literature of the Indian Diaspora* 4. Margery Sabin*, Dissenters and Mavericks: Writings about India in English 1765-2000* 5. Priyamvada Gopal, *The Indian English Novel: Nation, History and Narration* 6. Aijaz Ahmad, *In Theory: Classes, Nations, Literature* 7. Neelam Srivastava, *Secularism in the Postcolonial Indian Novel* 8. Matt Kimmich, *Offspring Fictions* |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Class Performance | 1 | 30 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc |  |  |  | **X** |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **X** |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  | **X** |  |  |  |
| 5 | Awareness of professional ethics and responsibility. |  |  | **X** |  |  |  |
| 6 | Effective communication skills. |  |  |  | **X** |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  | **X** |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period |  |  |  |  | **X** |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Politics and Literature | ELIT 648 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Catherine MacMillan |
| **Instructors** | Catherine MacMillan |
| **Assistants** |  |
| **Goals** | This course explores selected themes in modern and contemporary European literatures, including exile, migration, gender and cultural identity. It will include a comparative approach with selections from several national literatures. |
| **Content** | Readings will focus on theoretical and literary texts from modern and contemporary authors. Students are expected to make two presentations, one of a theoretical work and the second of a literary work. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore politics in modern literature. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 2) For the students to gain knowledge in the background of modern politics, and to become equipped with the concepts used in the analysis of literary texts. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 3) To equip the students with the analytical skills for a successful understanding of politics and literature. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 4) To analyse different definitions of the novel and fiction. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 5) To discuss and contrast different positions in politics and literature. | 1-3, 6-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | GENERAL INTRODUCTION:  POLITICS AND LITERATURE | Materials for the course provided by instructor |
| 2 | Plato / Aristotle |  |
| 3 | Machiavelli / More |  |
| 4 | Claeys / Lynskey |  |
| 5 | Bhabha / Kristeva |  |
| 6 | Arendt / Derrida |  |
| 7 | Butler / Spivak |  |
| 8 | Agamben / Lyotard |  |
| 9 | Student Presentations (Theoretical Work) |  |
| 10 | Student Presentations (Theoretical Work) |  |
| 11 | Student Presentations (Theoretical Work) |  |
| 12 | Student Presentations (Application) |  |
| 13 | Student Presentations (Application) |  |
| 14 | Student Presentations (Application) |  |
| 15 | CONCLUSION |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Plato, *The Republic*  Aristotle, *Politics*  Machiavelli, *The Prince*  Thomas More, *Utopia* |
| **Additional Resources** | Gregory Claeys, *Dystopia: A Natural History*  Dorian Lynskey, *The Ministry of Truth: The Biography of Orwell’s 1984*  Homi Bhabha, *The Location of Culture, Nation and Narration*  Julia Kristeva, *Strangers to Ourselves*  Hannah Arendt, *The Origins of Totalitarianism, Eichmann in Jerusalem*  Jacques Derrida, *Rogues, The Politics of Friendship, Specters of Marx, Of Hospitality, Monolingualism of the Other*  Judith Butler and Gayatri Spivak, *Who Sings the Nation State*  Giorgio Agamben, *Homo Sacer, State of Exception, Memories of Auschwitz*  Jean-François Lyotard, *The Differend, Heidegger and the*  *Jews* |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation (20) + Response Paper (20) | 1 | 40 |
| Class Performance | 1 | 20 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **X** |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | **X** |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  | **X** |  |  |  |  |
| 6 | Effective communication skills. |  |  | **X** |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  | **X** |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in cultural studies. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Imagology | ELIT 649 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Charles Sabatos |
| **Instructors** | Charles Sabatos |
| **Assistants** |  |
| **Goals** | This course examines the way that historical experiences with the Ottoman Turks influenced the rise of national literatures in the Balkans and Central Europe. |
| **Content** | Readings will begin with captivity and travel narratives from the early modern period, and conclude with the modern and postmodernist reimagining of Ottoman history. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore the history of the image of the Turk in Europe. | 1-3, 6-7, 9-10 | 1,2,3 | B, C, D |
| 2) For the students to gain knowledge in the intellectual and cultural background of imagology studies. | 1-3, 6-7, 9-10 | 1,2,3 | B, C, D |
| 3) To equip the students with the necessary critical approach, interdisciplinary vision and analytical skills for a better understanding of the Turk in European literature. | 1-3, 6-7, 9-10 | 1,2,3 | B, C, D |
| 4) To analyse different definitions of the image of Turk in literature. | 1-3, 6-7, 9-10 | 1,2,3 | B, C, D |
| 5) To compare different positions in comparative literature. | 1-3, 6-7, 9-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | GENERAL INTRODUCTION | Materials for the course provided by instructor |
| 2 | Gingrich |  |
| 3 | Sabatos, *Frontier Orientalism* (Intro/Chap. 1) |  |
| 4 | Sabatos, *Frontier Orientalism* (Chap. 2/3) |  |
| 5 | Imagology: MacMillan & Leerssen |  |
| 6 | Sabatos, *Frontier Orientalism* (Chap. 4) |  |
| 7 | Sabatos, *Frontier Orientalism* (Chap. 5) |  |
| 8 | Place and identity: Magris |  |
| 9 | Balkan Orientalism: Istrati & Spiridon |  |
| 10 | Modernist Orientalism: Kurban Said |  |
| 11 | MIDTERM |  |
| 12 | Balkanism: Todorova |  |
| 13 | National myths: Andrić |  |
| 14 | Post-Orientalism: Bajac & Longinović |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Panait Istrati, *Kyra Kyralina*  Kurban Said, *The Girl from the Golden Horn*  Ivo Andrić, *The Bridge on the Drina*  Vladislav Bajac, *Hamam Balkania* |
| **Additional Resources** | Andre Gingrich, “Frontier Myths of Orientalism”  Charles Sabatos, *Frontier Orientalism and the Turkish Image in Central European Literature*  Catherine MacMillan, “Images of the Turk in Europe”  Joep Leerssen, “Imagology: History and Method”  Claudio Magris, *Danube*  Monica Spiridon, “Identity Discourses on Borders in Eastern Europe”  Maria Todorova, *Imagining the Balkans*  Tomislav Longinović, “The Post-Oriental Condition” |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation (20) + Midterm (20) | 1 | 40 |
| Class Participation | 1 | 20 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | **X** |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  |  | **X** |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **X** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  | **X** |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  | **X** |  |  |
| 6 | Effective communication skills. |  |  |  | **X** |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  |  | **X** |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  |  | **X** |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| 19th Century European Novel | ELIT 650 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Charles Sabatos |
| **Instructors** | Charles Sabatos |
| **Assistants** |  |
| **Goals** | This course explores selected themes in the nineteenth-century European novel, including gender and cultural identity. |
| **Content** | Readings include a comparative approach with selections from several national literatures. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore the history of the 19th century European novel. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 2) For the students to gain knowledge in the background of the modern novel, and to become equipped with the concepts used in the analysis of fictional texts. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 3) To equip the students with the necessary critical approach, interdisciplinary vision and analytical skills for a successful understanding of comparative literary studies. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 4) To analyse different definitions of the novel and fiction. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 5) To discuss and contrast different positions in comparative literature. | 1-3, 6-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | GENERAL INTRODUCTION | Materials for the course provided by instructor |
| 2 | Thomas Pavel, *The Lives of the Novel* |  |
| 3 | Margaret Ann Doody, *The True Story of the Novel* |  |
| 4 | Marthe Robert, *Origins of the Novel* |  |
| 5 | Georg Lukács, *Theory of the Novel* |  |
| 6 | Mikhail Bakhtin, *The Dialogic Imagination* |  |
| 7 | Ian Watt, *The Rise of the Novel* |  |
| 8 | Michael McKeon, “Generic Transformation and Social Change” |  |
| 9 | Balzac |  |
| 10 | Flaubert |  |
| 11 | Dostoevsky |  |
| 12 | Dostoevsky |  |
| 13 | Tolstoy |  |
| 14 | Tolstoy |  |
| 15 | CONCLUSION |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Honoré de Balzac, *Pere Goriot*  Gustave Flaubert, *Madame Bovary*  Fyodor Dostoevsky, *The Devils*  Leo Tolstoy, *Anna Karenina* |
| **Additional Resources** | Michael McKeon, *The Theory of the Novel*  Thomas Pavel, *The Lives of the Novel*  Margaret Ann Doody, *The True Story of the Novel*  Marthe Robert, *Origins of the Novel*  Georg Lukács, *Theory of the Novel*  Mikhail Bakhtin, *The Dialogic Imagination* |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation (20) + Response Paper (20) | 1 | 40 |
| Class Performance | 1 | 20 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **X** |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | **X** |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  | **X** |  |  |  |  |
| 6 | Effective communication skills. |  |  | **X** |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  | **X** |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in cultural studies. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Translation and Literature | ELIT 651 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Charles Sabatos |
| **Instructors** | Charles Sabatos |
| **Assistants** |  |
| **Goals** | This course covers major theorists in the field of translation studies, concluding with recent studies in the concept of “cultural translation.” |
| **Content** | Final projects will examine translations from a cross-cultural perspective, particularly from English to Turkish. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore the history of translation studies. | 1-3, 6-7, 9-10 | 1,2,3 | B, C, D |
| 2) For the students to gain knowledge in the intellectual and cultural background of translation studies, and to discuss the concepts and terminology used in the theory and practice of translation. | 1-3, 6-7, 9-10 | 1,2,3 | B, C, D |
| 3) To equip the students with the necessary critical approach, interdisciplinary vision and analytical skills for a better understanding of translation studies. | 1-3, 6-7, 9-10 | 1,2,3 | B, C, D |
| 4) To analyse different definitions of “cultural translation.” | 1-3, 6-7, 9-10 | 1,2,3 | B, C, D |
| 5) To compare different positions in comparative literature. | 1-3, 6-7, 9-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | GENERAL INTRODUCTION | Materials for the course provided by instructor |
| 2 | Walter Benjamin |  |
| 3 | Roman Jakobson |  |
| 4 | Vladimir Nabokov |  |
| 5 | Jorge Luis Borges |  |
| 6 | Jiri Levy |  |
| 7 | George Steiner |  |
| 8 | Dionyz Durisin |  |
| 9 | Jacques Derrida |  |
| 10 | Lori Chamberlain |  |
| 11 | Lawrence Venuti |  |
| 12 | Ozlem Berk |  |
| 13 | “Cultural Translation” |  |
| 14 | Paper Workshop |  |
| 15 | CONCLUSION |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Venuti, *The Translation Studies Reader* |
| **Additional Resources** | Benjamin, “The Task of the Translator”  Jakobson, “On Linguistic Aspects of Translation”  Nabokov, “Problems of Translation”  Borges, “The Translators of the *1001 Nights”*  Levy, *The Art of Translation*  Steiner, *After Babel*  Durisin, *What is World Literature?*  Derrida, “Who or What is Compared?”  Chamberlain, “Gender and the Metaphorics of Translation”  Venuti, “Translation, Community, Utopia”  Berk, *Translation and Westernization in Turkey* |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation (20) + Midterm (20) | 2 | 40 |
| Class Performance | 1 | 20 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 70 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 30 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply theoretical knowledge to literary research. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **X** |  |  |
| 4 | Using the concepts and issues of literary theory toward life strategies. |  |  |  | **X** |  |  |
| 5 | Awareness of professional ethics and responsibility. |  | **X** |  |  |  |  |
| 6 | Developing effective communication skills in class presentations. |  | **X** |  |  |  |  |
| 7 | Understanding the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | Understanding the importance of lifelong learning. |  | **X** |  |  |  |  |
| 9 | Knowledge of the cultural issues related to literary translation. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in cultural studies. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Memory in Literature | ELIT 652 | 1/2 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Mediha Göbenli Koç |
| **Instructors** | Mediha Göbenli Koç |
| **Assistants** |  |
| **Goals** | The course discusses from a comparative perspective the theme of memory as a way of seeing, and as an important means of solving understanding and giving meaning to the past in literary works from the past and present. |
| **Content** | Themes such as space and cultural identity, concept of time and historical consciousness, universality, transience and death will be treated in selected literary texts. |

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| **Learning Outcomes** |  | **Teaching Methods** | **Assessment Methods** |
| 1) To provide a historical and cultural background of literature on memory, time and space. | 1,2,3,4,8,9 | 1,2,3 | B, C, D |
| 2) To equip the students with knowledge in theories about memory, time and space. | 1,2,3,4,7,8 | 1,2,3 | B, C, D |
| 3) To develop an understanding of how various literary works evolved and developed throughout history. | 1,2,3,4,7,8 | 1,2,3 | B, C, D |
| 4) To equip the students with the necessary critical faculties, analytical approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of literature in various genres and forms. | 1,2,3,4,7,9 | 1,2,3 | B, C, D |
| 5) To read, study, analyze and evaluate texts representative of various literary periods and genres. | 1,2,3,4,8 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 9: Simulation, 12: Case Study |
| **Assessment Methods:** | A: Testing, B: Presentation, C: Homework, D: Class Performance |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | General Introduction | Materials for the course provided by instructor |
| 2 | Definition: Collective Memory, Time and Space |  |
| 3 | Aristotle, On Memory and Reminiscence |  |
| 4 | Historical Background and Theories (concepts) on Memory |  |
| 5 | Frances A. Yates, “The Art of Memory in Greece” |  |
| 6 | Benjamin, “Theses on the Philosophy of History” |  |
| 7 | Bergson, *Matter and Memory* |  |
| 8 | Halbwachs, *The Collective Memory* |  |
| 9 | Proust, *Swann’s Way* |  |
| 10 | Proust |  |
| 11 | Woolf: *To the Lighthouse* |  |
| 12 | Woolf |  |
| 13 | Tanpınar, *Time Regulation Institute* |  |
| 14 | Tanpınar |  |
| 15 | CONCLUSION |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Aristotle, “On Memory and Reminiscence”  Marcel Proust, *Swann’s Way*  Ahmet Hamdi Tanpınar, *Saatleri Ayarlama Enstitüsü*  Walter Benjamin, “The Image of Proust”  Virginia Woolf, *To the Lighthouse* |
| **Additional Resources** | Erich Auerbach, *Mimesis*  Henri Bergson, *Matter and Memory*  Maurice Halbwachs, *The Collective Memory*  Frances Yates, *The Art of Memory* |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Class Performance | 1 | 30 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAMME** | | | | | | | |
| No | Programme Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | **X** |  |  |
| 2 | The ability to review, analyse and apply the relevant literature |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis |  |  |  | **X** |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies. |  |  | **X** |  |  |  |
| 5 | Awareness of professional ethics and responsibility. |  |  |  |  | **X** |  |
| 6 | Effective communication skills. |  |  | **X** |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  | **X** |  |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  |  |  | **X** |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  | **X** |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in Comparative Literature | ELIT 653 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English | |
| **Course Level** | Doctoral | |
| **Course Type** | Elective | |
| **Course Coordinator** | Charles Sabatos | |
| **Instructors** | Charles Sabatos | |
| **Assistants** |  | |
| **Goals** | | This course shows the development of comparative literary and cultural studies in their historical context, accompanied by an overview of the different approaches to the subject, with examples from selected texts. |
| **Content** | | This course will evaluate the interaction of Mediterranean space and identity as concepts and their reflections in literature. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore the history of the novel. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 2) For the students to gain knowledge in the background of the modern novel, and to become equipped with the concepts used in the analysis of fictional texts. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 3) To equip the students with the necessary critical approach, interdisciplinary vision and analytical skills for a successful understanding of comparative literary studies. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 4) To analyse different definitions of the novel and fiction. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 5) To discuss and contrast different positions in comparative literature. | 1-3, 6-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | INTRODUCTION | Materials for the course provided by instructor |
| 2 | Orhan Pamuk, “A Guide to Being Mediterranean” |  |
| 3 | Sharon Kinoshita, “Mediterranean Literature” |  |
| 4 | Miriam Cooke, *Mediterranean Passages* |  |
| 5 | Miriam Cooke, *Mediterranean Passages* |  |
| 6 | Renee Silverman, *Mediterranean Modernism* |  |
| 7 | MIDTERM |  |
| 8 | Fernand Braudel, *The Mediterranean and the Mediterranean World* |  |
| 9 | The Mediterranean in Ancient Literature |  |
| 10 | The Mediterranean in English Literature |  |
| 11 | The Mediterranean in Turkish Literature |  |
| 12 | Interpretation of selected texts |  |
| 13 | Interpretation of selected texts |  |
| 14 | Interpretation of selected texts |  |
| 15 | CONCLUSION |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Orhan Pamuk, “A Guide to Being Mediterranean”  Sharon Kinoshita, “Mediterranean Literature”  Miriam Cooke, *Mediterranean Passages*  Renee Silverman, *Mediterranean Modernism*  Fernand Braudel, *The Mediterranean and the Mediterranean World* |
| **Additional Resources** | Liz Behmoaras, *Akdenizlilik, kimlik ve entelektüalizm üzerine*  *yüzyıl sonu tanıklıkları*  Emel Kefeli, *Edebiyat coğrafyasında Akdeniz*  Predrag Matvejević, *Mediteranski breviar* |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Class Performance | 1 | 30 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  | **X** |  |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **X** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | **X** |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  | **X** |  |  |  |  |
| 6 | Effective communication skills. |  |  | **X** |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  |  | **X** |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  | **X** |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Comparative Literature and Thematology | ELIT 654 | 2 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Charles Sabatos |
| **Instructors** |  |
| **Assistants** |  |
| **Goals** | **Taking Comparative Literature and its main schools as a point of departure, this course examines hermeneutics, imagology and translation in the context of contemporary textual and cultural approaches such as gender and critical theory.** |
| **Content** | Literary texts include classic and modern prose, with a focus on British and European representations of the Ottoman Empire. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore the history of comparative cultural studies. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 2) To become equipped with the concepts and terminology used in the analysis of literary texts. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 3) To equip the students with the necessary critical approach, interdisciplinary vision and analytical, skills for a successful understanding of comparative cultural studies. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 4) To analyse different definitions of “world literature”. | 1-3, 6-10 | 1,2,3 | B, C, D |
| 5) To discuss and contrast different positions in comparative literature. | 1-3, 6-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | GENERAL INTRODUCTION | Materials for the course provided by instructor |
| 2 | Bassnett |  |
| 3 | Montagu |  |
| 4 | Yeğenoğlu |  |
| 5 | Augustinos |  |
| 6 | Schick |  |
| 7 | Byron |  |
| 8 | Sharafuddin |  |
| 9 | Loti |  |
| 10 | Barthes |  |
| 11 | Woolf |  |
| 12 | Roessel |  |
| 13 | Brodsky |  |
| 14 | Makdissi |  |
| 15 | CONCLUSION |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Bassnett, *Comparative Literature*  Lady Mary Montagu, *Letters*  Lord Byron, “The Giaour”  Pierre Loti, *Aziyade*  Virginia Woolf, *Orlando* |
| **Additional Resources** | Meyda Yeğenoğlu, *Colonial Fantasies*  Olga Augustinos, “Eastern Concubines, Western Mistresses”  Irvin Cemil Schick, *The Erotic Margin*  Mohammed Sharafuddin, *Islam and Romantic Orientalism*  Roland Barthes, “The Death of the Author,” “Loti’s *Aziyade”*  David Roessel, “The Significance of Constantinople in *Orlando”*  Joseph Brodsky, “Flight from Byzantium”  Usama Makdissi, “Ottoman Orientalism” |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation (20) + Response Paper (20) | 1 | 40 |
| Class Performance | 1 | 20 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **X** |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | **X** |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  | **X** |  |  |  |  |
| 6 | Effective communication skills. |  |  | **X** |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  | **X** |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in cultural studies. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Modern American Literature | ELIT 655 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Charles Sabatos |
| **Instructors** | Charles Sabatos |
| **Assistants** |  |
| **Goals** | This course explores important political and cultural themes in modern American literature. |
| **Content** | Readings will focus on the contribution of immigrant authors to the multicultural mosaic of American society. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore the history of American society. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 2) For the students to gain knowledge in the intellectual and cultural background of American literature in comparative contexts. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 3) To equip the students with the necessary analytical, interpretative and inference skills for a successful understanding of comparative literature. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 4) To analyse different definitions of “American identity.” | 1-4, 5-10 | 1,2,3 | B, C, D |
| 5) To discuss and contrast different positions in American Studies. | 1-4, 5-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction | Materials for the course provided by instructor |
| 2 | Sollers, *Ethnic Modernism* |  |
| 3 | Kafka, *Amerika* |  |
| 4 | Kafka, *Amerika* |  |
| 5 | Cather, *My Antonia* |  |
| 6 | Cather, *My Antonia* |  |
| 7 | Adamic, *Laughing in the Jungle* |  |
| 8 | Adamic, *Laughing in the Jungle* |  |
| 9 | Roth, *Call it Sleep* |  |
| 10 | Roth, *Call it Sleep* |  |
| 11 | Bell, *Out of This Furnace* |  |
| 12 | Bell, *Out of This Furnace* |  |
| 13 | Nabokov, *Pnin* |  |
| 14 | Nabokov, *Pnin* |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Frank Kafka, *Amerika*  Willa Cather, *My Antonia*  Louis Adamic, *Laughing in the Jungle*  Henry Roth, *Call it Sleep*  Thomas Bell, *Out of This Furnace*  Vladimir Nabokov, *Pnin* |
| **Additional Resources** | Werner Sollers, *Ethnic Modernism* |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation (20) + Midterm (20) | 2 | 40 |
| Class Performance | 1 | 20 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 70 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 30 |
| **Total** |  | **100** |
| **COURSE CATEGORY** | Expertise/Field Courses | |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of American and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **X** |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  |  | **X** |  |  |
| 5 | Awareness of professional ethics and responsibility. |  | **X** |  |  |  |  |
| 6 | Effective communication skills. |  | **X** |  |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  | **X** |  |  |  |  |
| 9 | An understanding of issues in American literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Philosophy and Literature | ELIT 656 | 1 | 3 + 0 | 3 | 10 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Hatice Karaman |
| **Instructors** | Hatice Karaman |
| **Assistants** |  |
| **Goals** | This course covers critical theories as key philosophical, sociological, aesthetical and cultural instruments of modern thought. |
| **Content** |  |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To recognize the German concept of enlightenment as self-liberation (Kant, Schiller, Hegel, Marx). | 1-3, 6-7, 9-10 | 1,2,3 | B, C, D |
| 2) To see Odysseus as an ambiguous figure of Greek mythology due to his fight with Polyphemus. | 1-3, 6-7, 9-10 | 1,2,3 | B, C, D |
| 3) To understand that enlightenment has the task of the demythologization of myths. | 1-3, 6-7, 9-10 | 1,2,3 | B, C, D |
| 4) To discuss Adorno’s and Horkheimer’s main thesis that enlightenment can return to barbarism. | 1-3, 6-7, 9-10 | 1,2,3 | B, C, D |
| 5) To apply this position to the current metaphysical and economical world crisis. | 1-3, 6-7, 9-10 | 1,2,3 | B, C, D |
| 6) To explain the cultural industry as a production of wares of standardization. | 1-3, 6-7, 9-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | INTRODUCTION | Materials for the course provided by instructor |
| 2 | Adorno/Horkheimer: Dialectic of Enlightenment: Preface |  |
| 3 | Dialectic of Enlightenment: The Concept of Enlightenment |  |
| 4 | Dialectic of Enlightenment: Odysseus or Myth and Enlightenment |  |
| 5 | Dialectic of Enlightenment: The Cultural Industry |  |
| 6 | Dialectic of Enlightenment: Limits of Enlightenment |  |
| 7 | Adorno: Minima Moralia |  |
| 8 | Minima Moralia: Selected Aphorisms |  |
| 9 | Jacques Derrida: Writing and Difference |  |
| 10 | Writing and Difference |  |
| 11 | Writing and Difference |  |
| 12 | Emmanuel Levinas: Totality and Infinity |  |
| 13 | Totality and Infinity |  |
| 14 | Totality and Infinity |  |
| 15 | CONCLUSION |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Theodor Adorno & Max Horkheimer: Dialectic of Enlightenment.  Theodor Adorno: Minima Moralia. Reflections on a Damaged Life.  Jacques Derrida: Writing and Difference.  Emmanuel Levinas: Totality and Infinity. |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation (20) + Midterm (20) | 2 | 40 |
| Class Performance | 1 | 20 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 70 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 30 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply theoretical knowledge to literary research. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **X** |  |  |
| 4 | Using the concepts and issues of literary theory toward life strategies. |  |  |  | **X** |  |  |
| 5 | Awareness of professional ethics and responsibility. |  | **X** |  |  |  |  |
| 6 | Developing effective communication skills in class presentations. |  | **X** |  |  |  |  |
| 7 | Understanding the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | Understanding the importance of lifelong learning. |  | **X** |  |  |  |  |
| 9 | Knowledge of the cultural issues related to contemporary literature. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in cultural studies. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Comparative Studies in Poetry Analysis | ELIT 657 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Oğuz Cebeci |
| **Instructors** | Oğuz Cebeci |
| **Assistants** |  |
| **Goals** | This course aims to make a comparative study of modern English, European, and Turkish poets and poetic movements. |
| **Content** |  |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To compare classical and modern poetry. | 1-4, 7, 9-10 | 1,2,3 | B, C |
| 2) For the students to gain knowledge in the concepts and terminology used in the analysis of literary texts. | 1-4, 7, 9-10 | 1,2,3 | B, C |
| 3) To equip the students with analytical, interpretative and inference skills for a successful understanding of literature. | 1-4, 7, 9-10 | 1,2,3 | B, C |
| 4) To analyze different definitions of poetry. | 1-4, 7, 9-10 | 1,2,3 | B, C |
| 5) To discuss and contrast different positions in comparative literature. | 1-4, 7, 9-10 | 1,2,3 | B, C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics-**to be decided by the instructor | **Study Materials** |
| 1 | General Introduction | Materials for the course provided by instructor |
| 2 | Concepts of Metaphor, Simile, Metonymy and Synecdoche |  |
| 3 | Philosophical Perspective: Hawkes, Kreitman And Brittan |  |
| 4 | Vico, Kant And Romantics |  |
| 5 | Contemporary Philosophy on Metaphor: Cassirer, Langer |  |
| 6 | Contemporary Theory on Metaphor: Richards, Jakobson, Lodge |  |
| 7 | Cognitive Science on Metaphor: Johnson And Lakoff |  |
| 8 | Lakoff And Turner |  |
| 9 | Psychoanalysis on Metaphor: Freud And Sharpe |  |
| 10 | Thought Processes and The Working of Human Mind |  |
| 11 | Unconscious Fantasy and Its Representation in Metaphor: Holland, Rycroft, Modell, And Arlow |  |
| 12 | Noy, Rose and Borbely |  |
| 13 | Conceptual Metaphors In Poetry |  |
| 14 | Textual Analysis and Application |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Hawkes, Terence; Metaphor  Langer, Susanne; Philosophy in a New Key  Lodge, David; The Modes of Modern Writing  Lakoff, G; Johnson,M; Metaphors we live by  Lakoff, G; Turner, M; More than cool reason |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Class Performance | 1 | 30 |
| Final Paper | 1 | 70 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 70 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 30 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **X** |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  |  | **X** |  |  |
| 5 | Awareness of professional ethics and responsibility |  | **X** |  |  |  |  |
| 6 | Effective communication skills. |  | **X** |  |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  | **X** |  |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Shakespeare and Memory | ELIT 658 | 2 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Adriana Raducanu |
| **Instructors** | Adriana Raducanu |
| **Assistants** |  |
| **Goals** | This course aims to explore the relationship between memory, identity, art and emotion in selected Shakespearean plays from the perspective of the interdisciplinary field of Memory Studies. |
| **Content** | After a general introduction to the Elizabethan play as a genre, this course will focus on W. Shakespeare’s Roman plays. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore memory in Shakespeare’s selected plays. | 1-3, 5, 8-10 | 1,2,3 | A, B |
| 2) To explore the relationship between memory, identity, art and feelings in some of the most representative of Shakespeare’s works, the Roman plays. The theoretical framework will be the interdisciplinary one of *memory studies*. | 1-3, 5, 8-10 | 1,2,3 | A, B |
| 3) To equip the students with the necessary critical faculties, analytical approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of Shakespeare’s Roman plays. | 1-3, 5, 8-10 | 1,2,3 | A, B |
| 4) To analyse selected Roman plays by Shakespeare | 1-3, 5, 8-10 | 1,2,3 | A, B |
| 5) To equip the students with knowledge of Shakespeare as a playwright and his intellectual and cultural background | 1-3, 5, 8-10 | 1,2,3 | A, B |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to Memory Studies | Materials for the course provided by instructor |
| 2 | Introduction to Memory Studies |  |
| 3 | W. Shakespeare and the Art of Memory |  |
| 4 | Coriolanus |  |
| 5 | Coriolanus |  |
| 6 | Coriolanus |  |
| 7 | Julius Caesar |  |
| 8 | Julius Caesar |  |
| 9 | Julius Caesar |  |
| 10 | Antony and Cleopatra |  |
| 11 | Antony and Cleopatra |  |
| 12 | Antony and Cleopatra |  |
| 13 | Titus Andronicus |  |
| 14 | Titus Andronicus |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | The Arden Shakespeare Editions of Plays |
| **Additional Resources** | [Hester Lees-Jeffries](https://www.booksamillion.com/search?id=7843535927797&type=author&query=Hester+Lees-Jeffries), Shakespeare and Memory  Paul Cantor, Shakespeare’s Rome Paul Cantor, Shakespeare's Roman Trilogy: The Twilight of theAncient World Robert s. Miola, Shakespeare’s Rome  Stephen Greenblatt, Shakespearean Negotiations  David Bevington, Tudor Drama and Politics: A Critical Approach to Topical Meaning  Geoffrey Bullough, Narrative and Dramatic Sources of Shakespeare  Jonathan Dollimore, Radical Tragedy: Religion, Ideology and Power in the Drama of Shakespeare and His Contemporaries.  Richard Helgerson, Forms of Nationhood: The Elizabethan Writing of England  Frances A. Yates - The Art of Memory  Emily Keightley and Michael Pickering - The Mnemonic Imagination  Astrid Erll, Ansgar Nünning (Eds.) - A Companion to Cultural Memory Studies  Aleida Assmann - Cultural Memory and Western Civilization  Svetlana Boym - The Future of Nostalgia |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-term | 1 | 30 |
| Class performance | 1 | 20 |
| Final Exam | 1 | 50 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | **x** |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  |  | **x** |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  | **x** |  |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies. |  | **x** |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  | **x** |  |  |  |
| 6 | Effective communication skills. |  | **X** |  |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  | **X** |  |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  |  | **x** |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  | **X** |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Shakespeare: Adaptations, Receptions, and Translations | ELIT 659 | 2 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Adriana Raducanu |
| **Instructors** | Adriana Raducanu |
| **Assistants** |  |
| **Goals** | This course will discuss novels based on different aspects of Shakespeare’s life, imagined biographies. |
| **Content** |  |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore adaptations of different aspects of Shakespeare’s life, imagined biographies. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 2) For the students to gain knowledge in the intellectual and cultural background of Shakespeare in comparative contexts and to become equipped with the concepts and terminology used in the analysis of literary texts. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 3) To equip the students with the necessary critical faculties, analytical approach, and interdisciplinary vision for a successful understanding of comparative literature. | 1-4, 5-10 | 1,2,3 | B, C, D |
| 4) To analyse different definitions of “adaptation.” | 1-4, 5-10 | 1,2,3 | B, C, D |
| 5) To discuss and contrast different positions in Shakespeare Studies. | 1-4, 5-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Intro. to Adaptation Theory | Materials for the course provided by instructor |
| 2 | Intro. to Adaptation Theory |  |
| 3 | Virginia Woolf: A Room of One’s Own |  |
| 4 | Laura Shamas: The Other Shakespeare |  |
| 5 | Doris Gwaltney: Shakespeare’s Sister |  |
| 6 | Judith Beard: Romance of the Rose |  |
| 7 | Grace Tiffany: My Father Had a Daughter: Judith Shakespeare’s Tale |  |
| 8 | Mollie Hardwick: The Shakespeare Girl |  |
| 9 | Peter W. Hassinger: Shakespeare’s Daughter |  |
| 10 | Germaine Greer: Shakespeare’s Wife |  |
| 11 | Germaine Greer: Shakespeare’s Wife |  |
| 12 | Simon Hawke: The Slaying of the Shrew |  |
| 13 | Erica Jong: Serenissima |  |
| 14 | Conclusion |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Margaret Jeane Kidnie: Shakespeare and the Problem of Adaptation  Ed. Alexa Huang and Elizabeth Rivlin: Shakespeare and the Ethics of Appropriation  Christofides, R. M William-Shakespeare and the Apocalypse: Visions of Doom from Early Modern Tragedy to Popular Culture  Linda Hutcheon: A Theory of Adaptation |
| **Additional Resources** | Marjorie Garber: Shakespeare After All  A.C. Bradley: Shakespearean Tragedy  Stephen Greenblatt: Will in the World  Stephen Greenblatt: Hamlet in Purgatory  Jan Kott: Shakespeare our Contemporary  James Shapiro: William Shakespeare and the Year of Lear  Catherine Belsey: The Subject of Tragedy: Identity and Difference in Shakespearean Drama  Catherine Belsey: Shakespeare in Theory and Practice  Catherine Belsey: Why Shakespeare?  Catherine Belsey: Shakespeare and the Loss of Eden  Reneé Girard: A Theatre of Envy  Hester Jeffries-Lees: Shakespeare and Memory  Harold Bloom: Shakespeare: The Invention of the Human  Ed. Cary Di Pietro and Hugh Grady: Shakespeare and the Urgency of Now: Criticism and Theory in the 21st Century  Garrett A. Sullivan-Memory and Forgetting in English Renaissance Drama  Lynn Enterline-The Rhetoric of the Body from Ovid to Shakespeare  Stephen Greenblatt: Shakespeare’s Freedom  Antony Tatlow: Shakespeare, Brecht, and the Intercultural Sign  Colin Mc Ginn: Shakespeare’s Philosophy: Discovering the Meaning Behind the Plays  David Scott Kastan: Shakespeare after Theory  Stanley Cavell: Disowning Knowledge in Seven Plays of Shakespeare  John Drakakis: Alternative Shakespeares  Ed. Laurie Maguire: How to Do Things with Shakespeare: New Approaches, New Essays  Ed. Margareta de Grazia and Stanley Cavell: The Cambridge Companion to Shakespeare  Robin Headlam Wells: Shakespeare’s Humanism  Ed. Patricia Parker and Geoffrey Hartman: Shakespeare and the Question of Theory  Stanley Cavell: Shakespeare, Sex and Love  Terence Hawkes. Alternative Shakespeares  Janet Adelman: Suffocating Mothers  Douglas Lanier: Shakespeare and Popular Culture  Richard Wilson: Shakespeare in French Theory: King of Shadows  Ed. Jennifer Ann Bates and Richard Wilson: Shakespeare and Continental Philosophy  Peter Holland: Shakespeare: Memory and Performance  Dale Townshend: Gothic Shakespeares  Jacques Derrida: Specters of Marx  Grace Tiffany: Erotic Beasts and Social Monsters  Annabel Patterson: Shakespeare and the Popular Voice  Stephen Greenblatt: Shakespearean Negotiations  Catherine Belsey: Shakespeare and the Loss of Eden: The Construction of Family Values in Early Modern Culture  Regina Maria Schwartz: Loving Justice, Living Shakespeare |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Class Performance | 1 | 30 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics, etc. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  | **X** |  |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis |  |  |  | **X** |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  |  | **X** |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  | **X** |  |  |
| 6 | Effective communication skills. |  |  |  | **X** |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  | **X** |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice |  |  | **X** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  | **X** |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including exam week: 15x Total course hrs) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Shakespeare and Gothic | ELIT 660 | 1 | 3 + 0 | 3 | 15 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Doctoral |
| **Course Type** | Elective |
| **Course Coordinator** | Adriana Raducanu |
| **Instructors** | Adriana Raducanu |
| **Assistants** |  |
| **Goals** | To familiarise students with the connections between Shakespeare’s plays and the Gothic; more specifically, with the contribution of Shakespeare’s works to the theorization of the Gothic genre. |
| **Content** |  |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1. To explore the history of Gothic. | 1-4, 6-10 | 1,2,3 | B, C, D |
| 2) For the students to gain knowledge in the intellectual and cultural background of Gothic literature and to become equipped with the concepts and terminology used in the analysis of literary texts. | 1-4, 6-10 | 1,2,3 | B, C, D |
| 3) To equip the students with the necessary critical faculties, analytical approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of Gothic literature. | 1-4, 6-10 | 1,2,3 | B, C, D |
| 4) To analyse different definitions of “Gothic”. | 1-4, 6-10 | 1,2,3 | B, C, D |
| 5) To discuss and contrast different positions in Gothic Studies. | 1-4, 6-10 | 1,2,3 | B, C, D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Gothic Studies -Introduction | Materials for the course provided by instructor |
| 2 | Shakespeare and the Gothic |  |
| 3 | *Castle of Otranto*-Novel and Preface |  |
| 4 | T. Love Peacock *Nightmare Abbey*, Jane Austen *Northanger Abbey* |  |
| 5 | Mary Shelley *Matilda*, Shakespeare *King Lear* |  |
| 6 | Shakespeare *Romeo and Juliet*, M.G. Lewis *The Monk* |  |
| 7 | *Richard III* |  |
| 8 | *Richard III* |  |
| 9 | *Hamlet* |  |
| 10 | *Hamlet* |  |
| 11 | Shakespeare *Hamlet*, B. *Stoker Dracula* |  |
| 12 | Shakespeare *Hamlet*, B. *Stoker Dracula* |  |
| 13 | *Macbeth* |  |
| 14 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Christy Desmet and Anne Williams (eds.), *Shakespearean Gothic;*  John Drakakis and Dale Townshend (eds.), *Gothic Shakespeares*  Arden Shakespeare Editions of Plays |
| **Additional Resources** | J. Derrida, Specters of Marx  P. Armstrong, *Shakespeare in Psychoanalysis*  N. Royle, The Uncanny  J. Bate, Shakespeare and the English Romantic Imagination  H. Bloom, The Anxiety of Influence  S. Booth, Indefinition of Tragedy  S. Bruhm, Gothic Bodies: The Politics of Pain in Romance Fiction  E. Burke, A Philosophical Inquiry into the Origin of Our Ideas of the Sublime and the Beautiful  M. de Grazia, Shakespeare Verbatim: The Reproduction of Authenticity and the 1790 Apparatus  M. Dobson, The Making of the National Poet; Shakespeare, Adaptation and Authorship  J. Dusinberre, Shakespeare and the Nature of Women  J. Adelmann, Suffocating Mothers  M. Gamer, Romanticism and the Gothic: Genre, Reception and Canon Formation  M. Garber, Shakespeare’s Ghost Writers  T. Hawkes (ed.), Coleridge’s Writings on Shakespeare: A Selection of the Essays, Notes and Lectures of S.T. Coleridge on the Poems and Plays of Shakespeare  I. Haywood, The Making of History: A Study of the Literary Forgeries of James Macpherson and Thomas Chatterton in Relation to Eighteen Century Ideas of History and Fiction  D. Long Hoeveler, Gothic feminism: The Professionalization of Gender from Charlotte Smith to the Brontes  J. Kristeva, Powers of Horror: An Essay on Abjction  D. Lanier, Shakespeare and Modern Popular Culture  C. Lehmann, Shakespeare Remains: Theatre to Film, Early Modern to Postmodern  Articles on the topic from J-Store, Oxford Journals online, etc. |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 10 |
| Class Performance | 1 | 10 |
| Final Project | 1 | 80 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 80 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 20 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **x** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  | **x** |  |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **x** |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  |  | **x** |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  | **x** |  |  |
| 6 | Effective communication skills. |  |  |  | **x** |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  | **x** |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **x** |  |  |  |
| 9 | Knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **x** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  | **x** |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
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| Course Duration (Including exam week: 15x Total course hrs) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 17 | 252 |
| Presentation | 1 | 18 | 18 |
| Final Paper | 1 | 60 | 60 |
| **Total Work Load** |  |  | 375 |
| **Total Work Load / 25 (h)** |  |  | 15.0 |
| **ECTS Credit of the Course** |  |  | 15 |