*description & set texts*
BBN-ANG-112/s Introduction to Literary Studies (Bevezetés az irodalomtudományba szeminárium) in autumn 2016

Hargitai Márta Wed. 8:30-10:00 R443

Description:

The seminar is designed to supplement the lectures and introduce students to some of the most important approaches to literature. In the classes poetry, short fiction and drama will be discussed.

Requirements:

- all students should read the set texts in full and in English for the appropriate seminars;

- copies of set texts/e-texts in English should be brought in for the appropriate seminars;

- vocabulary of items should be explored beforehand at home;

- each student should present a set text processing a corresponding topic on this list (see below), i.e. 1 presentation per student;

- for the presentation a useful and detailed handout should be prepared for group-mates & teacher indicating sources;

Handouts should: - include warming-up exercises: e.g. free association, quizzes, matching exercises, etc. - summarize the main argument of the articles: preferably in the form of a gap-fill exercise - include warming-down exercises: e.g. comprehension check-questions, true-false statements - all exercises should focus on the literary work or the article.

- only published and reliable internet sources, e.g. Projectmuse and jstor databases can be used;

- no unauthorized, anonymous websites, such as Wikipedia, Essays123, shmoop, etc. are acceptable);

- for remote access to databases please go to:

<http://seaswiki.elte.hu/research/Off-Campus_Access_to_ELTE%E2%80%99s_Licensed_Web_Resources>

Students should present their chosen topics ONLY on the assigned dates!

- powerpoint and videos, film reviews and references to theatrical performances are more than welcome!

- active in class participation (continuous assessment);

- regular attendance;

- conscientious pre-class preparation;

- at least 60% at end-term test;

- for the end-term test you can bring the articles you have read (1 article/literary work) and the literary works themselves. You will be given 5-6 essay topics based on works and approaches discussed/used in the seminars from which you should choose 3.

Assessment:

based on 1, the in-class test, 2, in-class presentation , 3, classroom participation.

**Set texts to be read by every student:**

**21 Sept.:** Handout 1 (<http://seas3.elte.hu/coursematerial/HargitaiMarta/index.html>); Abrams: Orientation of Critical Theories (In: Lodge, David: Twentieth Century Literary Criticism. A Reader (27 copies at SEAS Library);

**28 Sept.** T. S. Eliot: Tradition and the Individual Talent (In: Lodge);

**5 Oct.** Shakespeare, Sonnet 18 (Shall I compare thee to a summer’s day?...) 71 (No longer mourn for me…) 130 (My Mistress’ eyes are nothing like the sun…)

**12 Oct**. Handout 2

(<http://seas3.elte.hu/coursematerial/HargitaiMarta/index.html>); Yeats: The Symbolism of Poetry (In: Lodge); Yeats, Leda and the Swan;

**19 Oct.** V.Woolf: Modern Fiction (In: Lodge)

E.M.Forster: Flat and Round Characters... (In: Lodge) **26 Oct**. no class

**2 Nov**. no class

**9 Nov.** Faulkner, “A Rose for Emily”

**16 Nov.** Faulkner, “A Rose for Emily; F. S. Fitzgerald, The Great Gatsby;

**23 Nov.”** F. S. Fitzgerald, The Great Gatsby;

**30 Nov**. T. Williams, A Streetcar Named Desire

**7 Dec**. in-class test: set texts: EVERY ITEM ABOVE + 1 topic (article) per literary work

14 Dec. retakes, farewell

Weekly syllabus

**14 Sept**. Introduction, application for presentations

Students should present their chosen topics ONLY on the assigned dates!

**21 Sept.** bring: handout 1 (<http://seas3.elte.hu/coursematerial/HargitaiMarta/index.html>);

read: Abrams: Orientation of Critical Theories (4 presentations)

**28 Sept.** bring: handout 1;

read: T. S. Eliot: Tradition and the Individual Talent (1) Martin

**5 Oct.**

read: Shakespeare,

Sonnet 18 (Shall I compare thee to a summer’s day?...) Levente Topic 2-3

Sonnet 71 (No longer mourn for me…) Anna Topic 2-3

Sonnet 130 (My Mistress’ eyes are nothing like the sun…) Anett Topic 1

Presentation topics (articles):

1, Shakespeare's Last Sonnets: Henry David Gray: Modern Language Notes, Vol. 32, No. 1 (Jan., 1917), pp. 17-21Published by: The Johns Hopkins University PressStable URL: <http://www.jstor.org/stable/2915655>

2, The Drama in Shakespeare's SonnetsAuthor(s): Robert BerkelmanSource: College English, Vol. 10, No. 3 (Dec., 1948), pp. 138-141Published by: National Council of Teachers of EnglishStable URL: <http://www.jstor.org/stable/371802>

3, Shakespeare's Sonnets: Reading for Difference Author(s): Helen VendlerSource: Bulletin of the American Academy of Arts and Sciences, Vol. 47, No. 6 (Mar., 1994),pp. 33-50Published by: American Academy of Arts & SciencesStable URL:<http://www.jstor.org/stable/3824425>

**12 Oct**. bring: handout2 (<http://seas3.elte.hu/coursematerial/HargitaiMarta/index.html>)

Yeats: The Symbolism of Poetry Bálint, topic 1

Yeats: Leda and the Swan Ádám Topic 2

Presentation topics:

1, The Poetry of W. B. Yeats Author(s): Yvor Winters Source: Twentieth Century Literature, Vol. 6, No. 1 (Apr., 1960), pp. 3-24 Published by: Hofstra University Stable URL: <http://www.jstor.org/stable/440954>

2, The Rapist in "Leda and the Swan"Author(s): W. C. BarnwellSource: South Atlantic Bulletin, Vol. 42, No. 1 (Jan., 1977), pp. 62-68Published by: South Atlantic Modern Language AssociationStable URL: <http://www.jstor.org/stable/3199055>

3, On Yeats's Poem "Leda and the Swan"Author(s): Leo SpitzerSource: Modern Philology, Vol. 51, No. 4 (May, 1954), pp. 271-276Published by: The University of Chicago PressStable URL: <http://www.jstor.org/stable/435175>

**19 Oct**. read: V. Woolf: Modern Fiction (In: Lodge) Réka

E. M. Forster: Flat and Round Characters... (In: Lodge) Renáta

**26 Oct**. no class

**2 Nov**.: Holiday, no class

**9 Nov**.: read: Faulkner, “A Rose for Emily”;

Presentation topics:

1, Emily's Rose of Love: Thematic Implications of Point of View in Faulkner's "A Rose forEmily"Author(s): Helen E. NebekerSource: The Bulletin of the Rocky Mountain Modern Language Association, Vol. 24, No. 1(Mar., 1970), pp. 3-13Published by: Rocky Mountain Modern Language AssociationStable URL: <http://www.jstor.org/stable/1346461> + Emily's Rose of Love: A PostscriptAuthor(s): Helen E. NebekerSource: The Bulletin of the Rocky Mountain Modern Language Association, Vol. 24, No. 4(Dec., 1970), pp. 190-191Published by: Rocky Mountain Modern Language AssociationStable URL: <http://www.jstor.org/stable/1346728> Anna

2, The Structure of "A Rose for Emily"Author(s): Floyd C. WatkinsSource: Modern Language Notes, Vol. 69, No. 7 (Nov., 1954), pp. 508-510Published by: The Johns Hopkins University PressStable URL: <http://www.jstor.org/stable/3039622> Gergő

**16 Nov**. read: Faulkner, “A Rose for Emily”; F. S. Fitzgerald, The Great Gatsby;

Presentation topics (Faulkner):

3, One of the topics discussed in the book below

Miss Emily’s character Dóri/chronology/interpretation of the title/ metaphors/ opposition of the South and the North/ interpretation of the short story/narration/ time/ society/ structure/ humour/ horror/ etc.

In: **William Faulkner A Rose for Emily Edited by M. Thomas Inge** Virginia Commonwealth University The Merrill Literary Casebook Series Edward P. J. Corbett, Editor Charles E. Merrill Publishing Company A Bell & Howell Company Columubs, Ohio 1970 (1 copy at SEAS Library))

Presentation topics (Gatsby):

1, Unreliable Narration in "The Great Gatsby"Author(s): Thomas E. BoyleSource: The Bulletin of the Rocky Mountain Modern Language Association, Vol. 23, No. 1(Mar., 1969), pp. 21-26Published by: Rocky Mountain Modern Language AssociationStable URL:<http://www.jstor.org/stable/1346578>

2, The Artifact in Imagery: Fitzgerald's The Great Gatsby Author(s): M. BettinaSource: Twentieth Century Literature, Vol. 9, No. 3 (Oct., 1963), pp. 140-142 Published by: Hofstra UniversityStable URL: <http://www.jstor.org/stable/441031> Chen

3, The Eyes of Dr. Eckleburg: A Re-Examination of "The Great Gatsby"Author(s): Tom BurnamSource: College English, Vol. 14, No. 1 (Oct., 1952), pp. 7-12Published by: National Council of Teachers of EnglishStable URL: <http://www.jstor.org/stable/371821> Márton

**23 Nov.** read: F. S. Fitzgerald, The Great Gatsby;

Presentation topics:

4, Dust and Dreams and the Great GatsbyAuthor(s): John FraserSource: ELH, Vol. 32, No. 4 (Dec., 1965), pp. 554-564Published by: The Johns Hopkins University PressStable URL: <http://www.jstor.org/stable/2872258> Eszter

5, Gatsby: False Prophet of the American DreamAuthor(s): Roger L. PearsonSource: The English Journal, Vol. 59, No. 5 (May, 1970), pp. 638-642+645Published by: National Council of Teachers of EnglishStable URL: <http://www.jstor.org/stable/813939> Lilla

6, Sangria in the Sangreal: "The Great Gatsby" as Grail Quest Author(s): D. G. Kehl and Allene CooperSource: Rocky Mountain Review of Language and Literature, Vol. 47, No. 4 (1993), pp. 203-217Published by: Rocky Mountain Modern Language Association Stable URL:<http://www.jstor.org/stable/1348307>

**30 Nov.** read/watch: T. Williams, A Streetcar Named Desire;

1, The Plays of Tennessee WilliamsAuthor(s): Henry PopkinSource: The Tulane Drama Review, Vol. 4, No. 3 (Mar., 1960), pp. 45-64Published by: The MIT PressStable URL: <http://www.jstor.org/stable/1124844> Júlia

2, Authorizing History: Victimization in "A Streetcar Named Desire"Author(s): Anca Vlasopolos Source: Theatre Journal, Vol. 38, No. 3, Performance of Textual History (Oct., 1986), pp. 322-338Published by: The Johns Hopkins University PressStable URL:<http://www.jstor.org/stable/3208047> Máté

3, “OUT, OUT BRIEF CANDLE” Shakespearean Echoes in A Streetcar Named Desire by LYNN SERMIN MESKILL Université de Paris XIII-IUT (copy provided)

**7 Dec**.: in-class test

**14 Dec.** re-takes; evaluation, farewell

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