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**UNIVERSITY OF DEBRECEN  
FACULTY OF HUMANITIES**

**INSTITUTE OF ENGLISH  
AND AMERICAN STUDIES  
IEAS**

**BA IN ENGLISH STUDIES**

**MA IN ENGLISH STUDIES**

**MA IN AMERICAN STUDIES**

**MA IN INSTRUCTION OF ENGLISH AS A FOREIGN  
LANGUAGE**

**DOCTORAL PROGRAMS**

**BULLETIN**

**ACADEMIC YEAR 2025/2026**

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## Table of Contents

WELCOME .....	4
UNIVERSITY OF DEBRECEN .....	5
FACULTY OF HUMANITIES .....	8
INSTITUTE OF ENGLISH AND AMERICAN STUDIES .....	9
FACULTY OF HUMANITIES CALENDAR .....	21
BA IN ENGLISH STUDIES .....	22
MA IN ENGLISH STUDIES .....	73
MA IN NORTH AMERICAN STUDIES .....	86
MA IN INSTRUCTION OF ENGLISH AS A FOREIGN LANGUAGE.....	94
DOCTORAL PROGRAMS .....	101
APPENDICES .....	105

# CHAPTER 1

## WELCOME

The aim of this booklet is to provide our international students with basic information about the Institute of English and American Studies as well as to give an overview of its curriculum. Its additional goal is to help you make the most of your stay in Debrecen and facilitate your integration into our vibrant student community. We hope you find both the academic programs and the social events offered by our institute enjoyable.

The Institute of English and American Studies has always ranked high in surveys measuring student satisfaction and the standard of teaching (including the market value of the degree and job market relations) and our Faculty of Humanities on the whole regularly performs outstandingly in surveys. The Institute of English and American Studies consists of four departments: the Department of English Linguistics, the Department of British Studies, the North American Department and the Department of English Language Pedagogy. In the first two years of the BA program, the four departments jointly provide the basic courses; in the third year (and particularly in the MA and PhD programs) you will have a choice of study in one of three fields (American, British Studies and Linguistics), which means that you will have the opportunity to take courses operating with a tighter academic focus in a smaller academic community. We take great pride in the fact that the programs offered by our Institute are considered not only academically challenging but are also highly valued in the job market, as attested by survey results.

What is more, the University of Debrecen, with its nearly thirty thousand students, has a genuine campus feeling within a city of two-hundred thousand inhabitants. As a bonus, the several hundred-strong, yet cosy community of students can enjoy the most beautiful university building in Central Europe as their academic home. Our Institute has always been famous for its bustling social life and friendly atmosphere: watch out for social events, such as trips, film clubs and parties advertised on the notice boards, on our homepage, and on Facebook at [facebook.com/ieas.unideb](https://facebook.com/ieas.unideb). Studying in a foreign country whose language is unfamiliar naturally poses some difficulties, so we would like to call your attention to the English language sources designed to help and orient both Hungarian and international students. Please visit the homepage of the Institute <https://ieas.unideb.hu/en> for general orientation and all the relevant information about the forthcoming semesters.

This booklet has been compiled to address the potential needs of international students, but if we have failed to cover anything which might be of further interest to you, do not hesitate to contact any member of the Institute.

**Dr. Balázs Venkovits**

**Director**

**Institute of English and American Studies**

## CHAPTER 2

### UNIVERSITY OF DEBRECEN

**Date of Foundation:** 1912 Hungarian Royal University of Sciences; 2000 University of Debrecen

**Legal predecessors:** Debrecen University of Agricultural Sciences; Debrecen Medical University; Wargha István College of Education, Hajdúböszörmény; Kossuth Lajos University of Arts and Sciences

**Legal status of the University of Debrecen:** a non-profit university maintained by the Count István Tisza Foundation

**Founder of the University of Debrecen:** Hungarian State Parliament

**Accreditation dates and statute numbers:** Debrecen University of Agricultural Sciences: 17 December 1996, MAB/1996/10/II/1. Debrecen Medical University: 5 July 1996, OAB/1996/6/II/6 Wargha István College of Education, Hajdúböszörmény: 5 July 1996, OAB/1996/6/II/2 Kossuth Lajos University of Arts and Sciences: 5 July 1996, OAB/1996/6/II.5. University of Debrecen: 3 October 2012, MAB/2012/8/VI/2.

**Number of Faculties at the University of Debrecen: 14**

- Faculty of Law
- Faculty of Medicine
- Faculty of Humanities
- Faculty of Health
- Faculty of Dentistry
- Faculty of Economics and Business (before 1 August 2014 the predecessors of the Faculty were the Faculty of Applied Economics and Rural Development and the Faculty of Economics and Business Administration)
- Faculty of Childcare and Adult Education
- Faculty of Pharmacy
- Faculty of Informatics
- Faculty of Agricultural and Food Sciences and Environmental Management (before 1 March 2010 the name of the Faculty was the Faculty of Agriculture)
- Faculty of Engineering
- Faculty of Public Health
- Faculty of Science and Technology
- Faculty of Music

**Number of accredited programs at the University of Debrecen:**

- 87 Bachelor's programs
- 100 Master's programs
- 10 undivided, one-tier training programs
- 23,600+ courses offered

## CHAPTER 2

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### **Number of Students at the University of Debrecen:**

29,000+ including 7,000+ international students

### **Number of full time teachers at the University of Debrecen:**

200+ college/university professors and 1,300+ Associate and assistant professors

RECTOR OF THE UNIVERSITY OF DEBRECEN	
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**CHAPTER 3**  
**FACULTY OF HUMANITIES**

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Tel.: +36 52 512 900 / 22275

## CHAPTER 4

### INSTITUTE OF ENGLISH AND AMERICAN STUDIES

#### **Management:**

**Director of the Institute:** Dr. Balázs Venkovits (Room 112)

Email: venkovits.balazs@arts.unideb.hu

**Deputy Director for Educational Affairs:** Tóthné Dr. Gabriella Espák (Room 108)

Email: espak.gabriella@arts.unideb.hu

The main decision-making and governing body of the Institute is the **Institute Council**. It consists of the chief officials of the Institute including the director and the deputy, the heads of the four departments as well as of three elected representatives from Department of British Studies, North American Department and Department of English Linguistics. The Council offers mandates to **three students** who are invited to the meetings to represent their fellow-students and who also have the right to vote. Any duly elected student representative can be a member of the Institute Council, but organizing their election is entirely the students' right and responsibility.

#### **ADMINISTRATION**

Erika Kiss, senior secretary: kiss.erika@arts.unideb.hu (Room 112)

Margarita M. Fenyvesi, study affairs: fenyvesi.margarita@arts.unideb.hu (Room 114)

Petra Patkó, study affairs: patko.petra@arts.unideb.hu (Room 114)

Szilvia Szabó, finances: szilvia.szabo@arts.unideb.hu (Room 114)

#### **DEPARTMENTS**

##### Department of British Studies:

Chair: Dr. Eszter Ureczky

Deputy chairs: Dr. György Kalmár and Dr. Marianna Gula

##### North American Department:

Chair: Dr. Éva Mathey

Deputy chairs: Dr. Tibor Glant and Dr. Imola Bülgözdi

##### Department of English Linguistics:

Chair: Dr. Éva Kardos

Deputy chair: Dr. Péter Szűcs

##### Department of English Language Pedagogy:

Chair: Dr. Ildikó Csépes

Deputy chair: Dr. Fruzsina Szabó

#### **Facebook URL:**

<https://www.facebook.com/ieas.unideb>

### INSTITUTE HISTORY

The Institute of English and American Studies is the second oldest academic center of its kind in Hungary. Its predecessor, the first Department of English, was founded in 1938. The diversity of the work at the Institute is rooted in its history: going back over 80 years, our more than thirty staff members have had ample opportunity to pursue their specialised research interests. Our distinguished former Professor László Országh (1907-1984) set the highest professional standards and is known as the father of English and American Studies in 20<sup>th</sup>-century Hungary.

It was in 1938 that the English teacher training program was launched at the University of Debrecen with eight first-year students and a very small teaching staff: the Department had only two instructors at the time. Regrettably, academic life ground to a halt at the Department in 1944 during the Second World War.

Despite serious setbacks ranging from the ruined infrastructure to the lack of qualified staff after the war, teaching resumed in 1945 and work started in earnest the following year after the appointment of László Országh as Head of Department. Although Professor Országh had to start from scratch in Debrecen, he managed to lay the foundations of a new curricular policy and of a growing department until teacher training in English, French, German and Italian in Debrecen and Szeged was suspended in 1949 due to political reasons. Finally, the English Department was allowed to reorganize after seven years of forced interruption in 1957, and Professor Országh started rebuilding the Department for the second time. By the time he retired in 1968, “the grand old man of English and American Studies in Hungary” (as he was affectionately referred to) the university could boast of an internationally recognised Department of English.

Prompted by the rapid growth of student enrollment and the new demands of professional specialization, the Department of English itself became, as of January 1, 1991, a self-contained Institute made up of three departments.

### DEPARTMENTS, INSTRUCTORS

#### **Department of British Studies**

Chair: Dr. Eszter Ureczky (Room 104)

The name of the department reflects the diversity of our profile, since we offer far more than the traditional fare of literature and history. Our faculty, which can boast of internationally known scholars whose books are widely used at other universities, teach courses on film and media studies, postcolonial studies, cultural theory, gender studies, game studies, the medical humanities, as well as on popular literature and culture. Our courses also cover the culture of other English-speaking countries (Ireland, Canada, South Africa, Australia etc.) as well, as testified by books published by the faculty and several research projects. Our department participates in all the training programs of the institute, from the BA to the MA programme to various specialisations. Our students have always responded enthusiastically to the variety of our courses and activities, to the student-friendly atmosphere of the department and the encouragement they receive from our staff members: many

have applied successfully for grants to English-speaking countries, some of the best have continued their studies at famous British or North-American universities. The fact that for the past fifteen years or so, our record in the national student essay competition has been among the best in the entire university gives a glimpse into the high level of education.

Facebook URL: <https://www.facebook.com/BritishDept>

### **Department Faculty and their research interests:**

#### **PROFESSORS**

##### **Tamás Bényei**

British fiction from the late 19<sup>th</sup> century to the present, crime fiction and film, magic realism, literary and cultural theory

##### **István Rácz**

19<sup>th</sup>- and 21<sup>st</sup>-century British poetry, Romanticism, Philip Larkin, translation studies

##### **Nóra Séllei**

19<sup>th</sup>- and 20<sup>th</sup>-century English women writers' fiction and autobiography, feminist and post-structuralist theories of literature, film and culture

#### **READERS**

##### **György Kalmár**

film studies, gender studies, literary and cultural theory, contemporary European cinema

##### **György Borus**

Early Modern British history, Modern British history, Anglo-Dutch relations, translating social sciences

#### **SENIOR LECTURERS**

##### **Marianna Gula**

Irish literature and culture (James Joyce), contemporary Northern Irish fiction and film, translation studies (literary translation), popular culture (music video)

##### **Zsolt Győri**

film theory and history, film and society, British cinema, Hungarian cinema

##### **Eszter Ureczky**

contemporary British fiction, medical humanities, biopolitics, disability studies

##### **Zsófia Orosz-Réti**

science-fiction, video game studies, popular culture, cultural memory

#### **LECTURERS**

##### **Brigitta Hudácskó**

detective fiction, popular culture, television studies, the digital humanities

##### **Imre Horváth**

20th-century British poetry, creative writing, slam poetry, translation studies

### **Zsófia Novák**

Her research interests include posthumanism, ecocriticism, animal studies and affect studies, as well as weird fiction and cinema.

### **Department of English Linguistics**

Chair: Dr. Éva Kardos (Room 12)

In linguistics, we try to understand the universal underpinnings of human language. The work of our department reflects this pursuit. In our research and teaching, while our main area of interest is the study of English, we also investigate data from non-English languages such as Hungarian, Dutch, Spanish and Arabic. Our academic profile covers a wide range of linguistic disciplines including syntax, (lexical) semantics, morphology, pragmatics, linguistic typology, child language, as well as experimental and computational linguistics. We encourage our students in all of our programs to find and explore research topics that they find most interesting. We organize a variety of events to help them achieve this goal. Our scholarly activities are also complemented by an equally diverse variety of social programs. For more information, please visit the different sections of this website: <https://ieas.unideb.hu/en/department-english-linguistics> and go to our Facebook webpage (<https://www.facebook.com/del.ieas.unideb>).

### **Department Faculty and their research interests:**

#### **ASSOCIATE PROFESSORS**

##### **György Rákosi**

syntax, semantics, language acquisition, historical linguistics

##### **Enikő Tóth**

semantics, experimental pragmatics

##### **Éva Kardos**

lexical semantics, syntax

#### **ASSISTANT PROFESSORS**

##### **Attila Cserép**

lexicology, idiomatic language

##### **Ágoston Tóth**

lexicography, language technology, large language models

##### **Péter Szűcs**

syntax, information structure

##### **Erzsébet Balogh**

sociolinguistics

## **ASSISTANT LECTURERS**

### **Andrea Szávó**

syntax, lexical semantics

### **Christina Hodeib**

pragmatics, intercultural pragmatics, pragmatics-sociolinguistics interface

## **North American Department**

Chair: Dr. Éva Mathey (Room 116/1)

This university pioneered, through the efforts of László Országh in the 1960s, the introduction of American Studies in Hungarian higher education. The Institute's North American Department was founded in 1991, and it was the first to gain accreditation for a doctoral (Ph.D.) program in American Studies (1993), and, most recently, also the first to have its MA program in North American Studies accredited (2008). Besides offering a wide range of courses in American literature, history, politics, art, and popular culture, the Department, within its "New Literatures/Cultures in English" subfield, operates a full-fledged history, literature and culture program (extending hereby "American" to "North American" Studies) and selected modules in Canadian, Mexican, as well as Australian Studies. Since 1987, the Department has been authorized by the International Council for Canadian Studies to serve as a Canadian Studies Centre. Emphasizing that areas of knowledge are interdependent and that different disciplines illuminate each other, the Department places a high priority on interdisciplinarity.

Facebook URL: <https://www.facebook.com/nad.ieas.unideb>

## **Department Faculty and their research interests:**

## **ASSOCIATE PROFESSORS**

### **Tibor Glant**

American-Hungarian relations; American history and foreign policy in the twentieth century; World War I; the Trianon Treaty; the Cold War; American public opinion; American cinema (esp. race and crime); Hungarian perceptions of America, 1860s to 1914.

### **Balázs Venkovits**

Travel writing studies, migration studies, American-Hungarian relations, Hungarian immigration to North America, history and culture of the United States and Canada

## **ASSISTANT PROFESSORS**

### **Imola Bülgözdi**

The representation of Southern Culture in the work of women writers and contextual literary criticism, comparative study of novels and their film adaptations, analysis of popular culture, fantasy and science fiction

### **Péter Csató**

Post-structuralist literary theory/criticism, theories of interpretation, American (New) Pragmatism, the philosophy of science, contemporary American prose fiction

**Éva Mathey**

History and culture of the United States of America, Hungarian-American relations with special emphasis on the period between the world wars; the theory and practice of American democracy; Hungarian travel literature on North America; women in American history

**Judit Szathmári**

American Indian cultures, contemporary Native American literature, federal Indian policy, colonial literature

**Gabriella T. Espák**

Social history and the politics of identity in Australia, Canada, and the USA, including indigenous peoples and the phenomenon of multiculturalism, as well as their literary and cultural manifestations.

**Dorottya Mózes**

African American and Afro-Diasporic Literature, Black Culture, Postcolonial / Global Anglophone Literature, 19th & 20th Century American Literature, Gender Studies and Sociolinguistics

**Éva Pataki**

Cultural Studies, Gender Studies, and a comprehensive study of the issue of identity, postcolonial and postmodern literature, contemporary British Asian diaspora literature and film.

**Zsuzsanna Lénárt-Muszka**

Maternal bodies and subjectivities in contemporary American literature and visual culture, Black feminism, girlhood studies, Afropessimism, and Canadian literature

**ASSISTANT LECTURERS**

**Máté Gergely Balogh**

History and culture of the United States, American politics, Hungarian-American relations (focusing on the Cold War), Foreign relations of the United States in the twentieth century and today

**Department of English Language Pedagogy**

Chair: Dr. Ildikó Csépes (Room 113)

The Department of English Language Pedagogy (DELP) plays a substantial role in the training of English majors in the Institute of English and American Studies programmes. It also contributes to research activities within the institute in the field of language pedagogy by investigating especially the relationship between teacher identity and teacher training, language learning spaces, language learner profiles. DELP offers courses in applied linguistics both at BA and MA levels, including courses that explore second language acquisition, language testing, as well as the use of information technology in language learning. We also run various courses in English language teaching methodology, and provide support to trainees in their school practice. DELP is responsible for designing and administering in-house proficiency examinations within the institute: the diagnostic

language test in English for 1st-year students, called DEtect and the English Yardstick Exam (the EYE for short), which is necessary for students to pass in order to be able to start specific courses on the BA and the teacher training MA programmes.

### **Department Faculty and their research interests:**

#### **ASSOCIATE PROFESSOR**

##### **Ildikó Csépes**

Language testing and assessment, evaluation in education, language pedagogy (learning theories and teaching methods)

#### **ASSISTANT PROFESSOR**

##### **Fruzsina Szabó**

Language learning motivation, language aptitude, disadvantaged language learners

#### **INSTRUCTOR**

##### **Gabriella Hegedűs**

Shadow education and English private tutoring, language pedagogy

#### **LANGUAGE INSTRUCTORS**

##### **Attila Lénárt-Muszka**

Academic writing, translation and interpreting, business English

##### **Erzsébet Bölcskei**

Intercultural communication, translation, language assessment

### **RESEARCH CENTRES**

#### **Australian Studies Center**



IEAS became a designated Australian Studies Centre in 2007. It is a member and motivator of the Australian Studies Regional Network and is affiliated with the European Association for Studies of Australia. ASC (now under the aegis of the North American Department) offers courses and supervises thesis work in Australian literature, culture, history, politics, film, and drama. It also organises and coordinates lectures by visiting scholars from partner institutions in Hungary, Europe, and Australia. ASC promotes understanding Australia and the Asia-Pacific region by encouraging research (by faculty as well as by students willing to invest energies in such extracurricular activity), by training future teachers in regular courses, and by advising the public on various Australia-related affairs. For more details, contact Dr. Gabriella T. Espák.

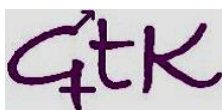
#### **Canadian Studies Centre**



Canadian Studies have been pursued at the University of Debrecen since 1984 and the Canadian Studies Centre was established in 1986 with the help of the International Council for Canadian Studies (Ottawa). We have been working very closely with the Central European Association for Canadian Studies (Brno), and

the Canadian Embassy (Budapest), too. Our activities have been manifold: we organized multidisciplinary international conferences on Canadian studies: Canada in the European Mind – Europe in the Canadian Mind (2002, 2004, 2006), an interdisciplinary conference celebrating the 150<sup>th</sup> anniversary of the Canadian Confederation in 2017 all were attended by a large number of international scholars. Members of the research group have their own special areas of interest: contemporary Canadian multicultural literatures and English-language literature in Québec (Judit Molnár), Canadian drama and theatre (Péter Szaffkó), Canadian multiculturalism and history (Gabriella Espák), immigration to Canada (Venkovits Balázs). The centre is endowed with an extensive library on Canada including various scholarly journals. All mentioned above allows us to offer a great variety of courses with significant Canadian content on BA, MA, and PhD levels, with a growing number of theses focussing on Canadian topics. The centre provides an ideal space for efficient collaboration between students and professors both inside and outside Hungary. Contact: [venkovits.balazs@arts.unideb.hu](mailto:venkovits.balazs@arts.unideb.hu)

### Gender Studies Centre



The Gender Studies Centre (GSC) has come about as a result of the emergence of scholars at IEAS, UD who, although working in partly divergent disciplines like film studies, literary theory and criticism, linguistics, psychoanalysis, philosophy, visual culture, social history or nationalism studies, have a convergent interest, sharing the conviction that all walks of life are permeated by gender inscription, and that studying these gender inscriptions is a cutting-edge approach in current literary and cultural studies. Furthermore, the way and the consequences of this cultural inscription go beyond the realm of abstract knowledge: they have an impact on how we live our everyday life, how we communicate with each other, in general: how we are positioned as subjects. Cultural inscriptions, at the same time, do not mean any pre-determinism; quite the contrary: the fact that they are not “naturally” given provides a space for a critical investigation of how and why notions of gender are created, and what vested interests play a role in naturalising gender. The task undertaken by staff members at GSC is to address these issues and to open up new vistas by offering a new set of theoretical and methodological tools.

### The Center of Irish Studies



**EFACIS**  
European Federation of Associations  
and Centres of Irish Studies

The Centre of Irish Studies, becoming affiliated with EFACIS (European Federation of Associations and Centres of Irish Studies) in 2013, has evolved from 1990 on, when the teaching of Irish Studies at the Institute of English and American Studies at the University of Debrecen was officially launched. Three members of the centre – assistant professor Csilla Bertha, professor Honoris Causa Donald E. Morse, and senior lecturer Marianna Gula – actively pursue research in the field of Irish studies and have offered a wide variety of courses on BA, MA and PhD levels reflecting their academic interests, mostly, but not exclusively focusing on twentieth century Irish literature (especially drama and fiction) and (visual as well as verbal) culture. The Centre hosted twice (in 1989 and 2003) the prestigious international conference of the International Association for the Study of Irish Literatures, and has produced several critically acclaimed publications. The Hungarian Journal of English and American Studies (HJEAS, University of Debrecen) has published five special Irish issues to date.

## The Center for International Migration Studies



The Center for International Migration Studies was founded on March 1, 2012 at the Faculty of Arts of the University of Debrecen and became an official research center of the Faculty in April 2013. The founding members of the Center proposed the following goals:

- \* creating an interdisciplinary working environment for the research of loosely-defined migration studies,
- \* Collecting, preserving, digitizing primary sources, the creation of databases, and making them accessible in multiple languages
- \* Securing a regular forum for sharing the results of the research (conferences and academic workshops)
- \* Integrating the research results into the Faculty's Hungarian- and English-language education programs
- \* Securing and supporting publication opportunities
- \* Establishing and maintaining academic co-operations in- and outside of Hungary
- \* Applying for joint research grants in- and outside of Hungary

## INSTITUTE LIBRARY

With a collection of over 53,000 documents, our library is one of the largest institute libraries at the Faculty of Humanities. The primary focus of the collection is on British, American, Canadian, Australian, and Irish studies, which include the literature, history, and civilization of the major English-speaking nations, and also core texts on linguistics and language teaching methodology. The sections on media and gender studies have grown to be an impressive unit within the collection. Besides printed materials, academic databases containing electronic journals, books, and audiovisual content are available to library users.

The library believes that information literacy is a crucial skill for students to succeed academically and in their future careers. By offering resources and services (library tours, one-on-one consultation, e-learning support), the library aims to empower students with the necessary tools to effectively navigate and evaluate information sources, enhancing their critical thinking and research skills.

### Librarians

Lucia Sz. Főzy (Room101)

Teréz Szabó (Room 116/3)

Eszter T. Patócs (Room 101)

## INTERNATIONAL RELATIONS

### ERASMUS

**Coordinator:** Dr. György Borus

Email: [borus.gyorgy@arts.unideb.hu](mailto:borus.gyorgy@arts.unideb.hu)

Erasmus scholarships have been available both for students and academic staff at the Institute of English and American Studies for more than twenty years now. Since its inception the programme has been continually expanding. Currently we have effective student and/or staff mobility programmes with Turkish, Italian, Spanish, Portuguese, German, English, Irish, Austrian, Finnish, Croatian, Slovene, Romanian, Slovakian, Czech and Polish universities (see the full list below). The contracts with the partner institutes were renewed in 2014 within the framework of Erasmus+ when the new programme of the European Union was launched. Scholarships within the student mobility programme can be applied for twice a year (in March and October), while staff members can apply for scholarships for the full academic year at the end of September.

Our Institute and our partner institutions benefit mutually from the exchange of about half a dozen students in each term. Participation in the Erasmus exchange programme offers several benefits, providing students with a unique cultural experience, the opportunity to socialise and to become familiar with the host country, and it also lends them a glimpse into the academic and social life of another university. The language skills and confidence gained at the receiving institution later translates into more dynamic interaction in seminars and other educational activities at students' home universities. Incoming Erasmus students provide alternative cultural and academic perspectives and bring valuable insights to the discussion of various topics in seminars.

The Debrecen branch of ESN (Erasmus Student Network) and the Erasmus Buddy Program it coordinates ensure that international students feel at home at our institute and university and find their way in their new environment. They organise parties, cultural events and trips to the most beautiful parts of Hungary in order to make the Erasmus experience even more memorable.

### **Our International Partners:**

Turkey: Hacettepe University, Ankara; Canakkale Onsekiz Mart University

Italy: University of Cassino and Southern Lazio; University of Sassari

Spain: University of Granada; Universitat de les Illes Balears

Portugal: Universidade de Coimbra

Germany: Technische Universität Dortmund; Universität Paderborn; Heidelberg University of Education

The United Kingdom: University of Huddersfield; The Manchester Metropolitan University; University of Central Lancashire; Nottingham Trent University

Ireland: Institute of Technology, Sligo

Austria: Karl Franzens University of Graz

Finland: University of Eastern Finland; University of Oulu

Greece: National and Kapodistrian University of Athens; Aristotle University of Thessaloniki

Croatia: University of Rijeka

Slovenia: Univerza v Mariboru

Romania: Universitatea Babeş-Bolyai, Cluj-Napoca; Universitatea din Oradea; Partium Christian University; Sapientia Hungarian University of Transylvania

Slovakia: Comenius University, Bratislava; University of Presov

Czech Republic: Metropolitan University Prague; Palacky University, Olomouc

Poland: University of Gdansk; University of Bielsko-Biala

**International research and educational collaborations with the following universities based on memoranda of agreement:**

United States of America: Southern Utah University

Malaysia: Sunway University

Canada: Concordia University

Cuba: University of Havana

Hong Kong: The Education University of Hong Kong

**International Student Exchange Program (ISEP)**

ISEP is a network of over 300 colleges and universities in 50 countries cooperating to provide affordable international educational experiences, and access to a wide range of institutions of higher education in Africa, Asia, Europe, Latin America, Middle East, North America, and Oceania. It was established in 1979 at Georgetown University (USA) and supported by a grant from the (former) United States Information Agency until 1996. In 1997 ISEP was incorporated as an independent organization.

The University of Debrecen is an ISEP Exchange member. Three students are given the possibility to spend a semester at a chosen institution every academic year. ISEP programs are available for undergraduate and graduate students who have completed at least one year of university coursework. The GPA requirement for most programs is a 2.75. Students must also demonstrate the personal maturity necessary to study abroad, which is evaluated based on their essays and teacher recommendations. Each ISEP member university has a designated ISEP Coordinator. Your on-campus ISEP Coordinator will advise you and help you through the application and placement process. For more information please visit [www.isep.org](http://www.isep.org).

### STUDENT LIFE

The Institute, with one of the most active and vibrant student communities at the University, organizes a wide range of events for students. These include, among others, an annual excursion with the participation of students and faculty, the popular English Majors' Week, a film club, and parties both at the Institute and in the city. The International Potluck Party is organized annually with our international students as special guests. At this event you can find out more about Hungarian and foreign friends and their culture by getting acquainted with their special national dishes and you are more than welcome to present your own.

A Facebook group called International Students IEAS UD has been set up to serve as a platform for international students at the Institute of English and American Studies for exchanging information, news, and ideas to help you (as well as exchange students) in familiarizing yourselves with the institute and university life in general: <https://www.facebook.com/groups/832723540143326/>.



**CHAPTER 5**  
**FACULTY OF HUMANITIES CALENDAR**  
**Academic year 2025/2026, Faculty of Humanities, UD**

<b>Opening Ceremony</b>	7 th September 2025 (Sunday)
<b>1<sup>st</sup> SEMESTER</b>	
Registration week:	st September – 5 th September 2025 (1 week)
<b>1<sup>st</sup> semester study period:</b>	
For non-graduating students	8 th September – 12 th December 2025 (13 weeks))
For graduating students (completing studies in Jan. 2024)	8 th September – 28 th November 2025 (11 weeks)
Consultation week:	20th – 24th October 2025 (1 week)
<b>Exam period:</b>	
For non-graduating students	15 th December 2025 – 30th January 2026 (7 weeks)
For graduating students (completing studies in Jan. 2024)	1 st December – 23 rd December 2025 (4 weeks)
<b>2<sup>nd</sup> SEMESTER</b>	
Registration week	2 nd – 6 th February 2026 (1 week)
<b>2<sup>nd</sup> semester study period:</b>	
For non-graduating students	9 th February – 15th May 2026 (13 weeks)
For graduating students (Students finishing their studies in June 2025)	9 th February – 1 st May 2026 (11 weeks)
Consultation week:	30th March – 3 rd April 2026
<b>Exam period:</b>	
For non-graduating students	18th May – 3 rd July 2026 (7 weeks)
for graduating students (completing studies in June 2025)	4 th – 22nd May 2026 (3 weeks)

## CHAPTER 6

### BA IN ENGLISH STUDIES

BA in English Studies Academic Programme

2025/2026

*Note that this chapter shows general information about our programme. The accredited plan contains subject categories, we organize courses for these categories. The actual course palette changes from year to year. Your electronic course management system (Neptun) will show your choices. You can also contact us in Office 114 in the Main Building to get more information.*

#### **Basic information: training and degree requirements**

Name of the foundation training: **English Studies major**

Level of qualification: **basic degree (bachelor, BA)**

Stream to be chosen: **English Studies, North American Studies**

Qualification in English: **Philologist in English**

Area of training: **humanities, modern philology**

Training cycle: **basic (undergraduate)**

Mode of study: **full time**

Faculty responsible for training: **Faculty of Humanities**

Duration: **6 semesters**

Number of credits required for a degree: **180**

Number of contact classes: **1800**

#### **Aims**

This six-semester degree program aims to equip you with theoretical tools and a wide range of practical skills in the areas of English language, cultures, and literature so that you will utilize the acquired knowledge in relevant fields in your future job.

After a successful completion of your English Studies BA you will have vital transferable skills that are essential for high-level employment and postgraduate studies: effective communication skills, critical thinking, problem-solving, initiative, as well as creativity, and you will gain professional competence in the following areas: You will

- have a comprehensive knowledge of the culture, literature, history, and political life of the English-speaking countries;
- be versed in the overall methods of collecting information relevant to English studies and apply basic techniques of research;

- be familiar with the social, economic, and environmental problems of the target-language countries (UK, USA, Canada, Scotland, Australia, Ireland) as well as be able to communicate and apply their knowledge of this type in their profession;
- creatively use their acquired knowledge for acting as a linguistic communicator between cultures;
- fulfill tasks of organization for local governments, particularly of cultural events in connection with English-speaking countries;
- fulfill language-related tasks for mass media organizations, insurance, university administration, journalism, film editing, and many other fields.
- fulfill tasks of international communication in tourism.

**STRUCTURE with CREDITS**

The BA program consists of THREE main components: 1. Foundation courses (12 credits); 2. Academic subjects that contain professional core, specialized, and differentiated specialized knowledge (158 credits), 3. Optional courses (10 credits).

**COMPONENTS of the BA TRAINING**

<p>1. Foundation courses:  12 credits</p>	<p>2. Academic foundation modules: 30 credits</p> <p>Courses conveying special information on the language chosen: 74 credits</p> <p>Differentiated academic subjects(specializations): 50 credits</p> <p>Diploma thesis: 4 credits</p>	<p>Optional module: 10 credits</p>
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\*See the BA thesis guidelines in the Appendices

The Academic Subjects component of the program is designed to provide you (1) with basic and specialized knowledge about the English language, linguistics, and the cultures of English speaking countries including UK, USA, Scotland, Ireland, Canada; (2) with up-to-date insights into information and communication design and technology; (3) with the opportunity to choose a module (British literature and culture track, or, Linguistics and communication track, or North American studies stream) to your liking and to deepen your knowledge in relevant fields.

CHAPTER 6

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**ACADEMIC SUBJECTS: SUBDIVISIONS**

<b>PROFESSIONAL CORE MODULES</b>  30 credits	<b>SPECIALIZED KNOWLEDGE</b>  <b>Core modules (24 credits ) + one stream module of your choice: either English orientation or North American stream (50 credits)</b>			<b>DIFFERENTIATED PROFESSIONAL KNOWLEDGE: SPECIALISATION (50 credits)</b>
General language/ linguistics module	Core modules: A. Linguistics B. Literature and culture C. History and civilization	English Orientation OR Further divided: 1. British literature and Culture track or 2. Linguistics and Communication track*	North American stream	Business English Specialisation

See the subdivision of the modules with credits assigned to them:

**1. Foundation courses 12 credits**

society and civilization, communication, information technology, basic theoretical subjects;

**2.a. Professional Core Modules 30 credits**

introduction to English linguistic studies: skills development (speaking, listening comprehension, reading comprehension, composition, essay writing; basics of linguistics, literary theory, culture, history and civilization;

**2.b. Courses conveying specialized knowledge 74 credits**

grammar, language theory, language history, applied linguistics; English-language literatures; history of English-speaking peoples;

**2.b.2. Core modules + stream modules (English Studies orientation OR North American Studies stream):**

24 + 50 credits

Those choosing a track within the English orientation are required to fulfill 5 subjects of the track of their choice; 4 more subjects can be chosen from either of the English Studies orientation tracks (British Literature and Culture or Linguistics and Communication Track) or from the North American Stream.

### 2.b.3. Diploma thesis: 4 credits

### 2.c. Differentiated academic subjects (specialization): 50 credits

Business English is available for foreign students who do not speak Hungarian.

### 3. Optional module 10 credits

#### General principles of the credit system:

1. During the six semesters of your study you are required **to collect 180 credits** to be awarded a degree.
2. An **average of 30 credits** should be obtained in **each semester**.
3. Credits can be obtained if you complete compulsory, required elective and optional courses offered during the course of your studies. The **program schedule** below shows the recommended pacing of the courses. Note that many courses in the second and third years require **prerequisite** courses, so failure of the completion of basic ones results in a slower progress of your studies.

## PROGRAM SCHEDULE

We advise that you always check up-to-date semester information and course availability at the institute website: [ieas.unideb.hu](http://ieas.unideb.hu). Thank you!

### I. Foundation modules

#### 1. Foundation Courses - 12 credits

Code	Course	Hours	Req.	Credit	Prerequisite	Semester
BTAN10000BA-K2	Essay Writing and Research	2	seminar	2		2
BTAN12000BA	British Civilisation	2	seminar	2		1
BTAN13000BA-K2	American Civilisation	2	seminar	2		2
BTAN10016BA	Introduction to Hungarian Culture 1	2	seminar	3		1
BTAN10017BA	Introduction to Hungarian Culture 2	2	seminar	3		2

CHAPTER 6

**2.a PROFESSIONAL CORE MODULES – 30 credits**

<i>A. General language/linguistics module</i>						
Code	Course	Hours	Req.	Credits	Prerequisite	Semester
BTAN10001BA	Skills Development (Reading & Speaking)	2	seminar	3		1
BTAN10002BA	Skills Development (Speaking & Listening)	2	seminar	3		2
BTAN10003BA	Skills Development (Writing & Composition)	2	seminar	3		1
BTAN10004BA-K2	Grammar in Context	2	seminar	2		1
BTAN11001BA-K2	Vocabulary Building	2	seminar	2		2
BTAN10006BA-K3	Advanced Writing and Composition	2	seminar	3		2
BTAN20001BA-K3	English Pronunciation	2	seminar	3		1
BTAN20113BA	Aspects of English	2	lecture	2		1
BTAN11006 BA	The Structure of English: The Noun Phrase and The Verb Phrase	2	lecture	3		1
BTAN11002BA-K3	Targeting the Verb Phrase	2	seminar	3		2
BTAN10009BA-K3	<i>English Yardstick Exam</i>	-	exam	3	BTAN10001BA BTAN10003BA BTAN10004BA	2

**To this point (i.e. in the 1st and 2nd semesters), the BA in English program offers the same courses to all the students majoring in English.**

## II. FOR STUDENTS OPTING FOR THE NORTH AMERICAN STREAM

### 2.b. SPECIALISED KNOWLEDGE

### 2.b.1 CORE MODULES: NORTH AMERICAN STREAM – 24 CREDITS

Code	Course	Hours	Req.	Credits	Prerequisite	Semester
<b><i>A. Linguistics module</i></b>						
BTAN21001BA -K3	Targeting the Noun Phrase	2	seminar	3		3
BTAN21002BA -K3	Introduction to Linguistics	2	seminar	3		3
BTAN11005BA -K3	The English Sentence	2	lecture	3		3
BTAN21003BA -K2	Challenging Grammar	2	seminar	3	BTAN10009BA	4
<b><i>B. Literature-submodule</i></b>						
BTAN22001BA	Introduction to Literature and Culture	2	lecture	3	BTAN12000BA	3
BTAN22004BA	British Literary Seminar	2	seminar	2		4
BTAN22003BA -K2	British Literature to 1945	2	lecture	2		4
BTAN22008BA -K3	Modern British Literature and Culture 1	2	seminar	3	BTAN10000BA	3
<b><i>C. History-culture submodule</i></b>						
BTAN22006BA	History of the British Isles	2	seminar	2		2

## CHAPTER 6

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### 2.b.2. North American specialisation - 50 credits

Code	Course	Hours	Req.	Credits	Prerequisite	Semester
BTAN23000BA-K2	American Literature 1	2	seminar	2	BTAN13000BA	3
BTAN23001BA-K2	American Literature 2	2	seminar	2	BTAN23000BA	4
BTAN23002BA-K2	American Literature 3	2	lecture	2	BTAN23000BA	4
BTAN33000BA-K3	American Literature 4	2	seminar	3	BTAN23001BA BTAN23002BA BTAN22009BAK2	5
BTAN23004BA-K3	History of the USA	2	seminar	3	BTAN13000BA BTAN10009BA	4
BTAN23005BA-K3	American Culture and Institutions	2	seminar	3	BTAN13000BA BTAN10009BA	3
BTAN32000BA-K3	Literary and Cultural Theory	2	lecture	3	BTAN10009BA	5
BTAN22002BA-K3	Introduction to Literature and Visual Culture	2	seminar	3	BTAN10000BA	3
BTAN33001BA-K3	Introduction to American Studies	2	lecture	3	BTAN23004BA BTAN23005BA	5
BTAN33002BA-K3	American-Hungarian Relations and Contacts	2	lecture	3	BTAN10009BA BTAN23004BA	6
BTAN33011BA	Regional and Multicultural Studies	2	lecture	3	BTAN10009BA	6
BTAN34001BA-K3	Aspects of American English	2	seminar	3	BTAN10009BA	5
BTAN33004BA-K3	Ethnic and Minority Cultures in North America	2	seminar	3	BTAN10009BA BTAN23005BA	5
BTAN33005BA-K3	Contemporary American Society	2	seminar	3	BTAN10009BA BTAN23005BA	6
BTAN33006BA-K3	Genre Studies in American Literature	2	seminar	3	BTAN23001BA BTAN23002BA	6

BTAN33010BA	American Language and Culture	2	seminar	3	BTAN10009BA	5
BTAN24000BA-K3	Introduction to Applied Linguistics	1	lecture	3	BTAN10009BA	4
BTAN330999BA	Consultation for thesis writing	0	qualified signature	1	BTAN10009BA	5
BTAN33009BA-MZV	Module closing exam (American Studies)	--	exam	2	BTAN10009BA	6

### III. FOR STUDENTS IN ENGLISH ORIENTATION

#### III/1. ENGLISH SPECIALISATION, BRITISH LITERATURE AND CULTURE TRACK

##### 2.b. SPECIALIZED KNOWLEDGE

##### 2.b.1. Core modules: English specialisation, British literature and culture track 24 credits

Code	Course	Hours	Req.	Credits	Prerequisite	Semester
<b><i>A. Linguistics module</i></b>						
BTAN21001BA-K3	Targeting the Noun Phrase	2	seminar	3		3
BTAN21002BA-K3	Introduction to Linguistics	2	seminar	3		3
BTAN11005BA-K3	The English Sentence	2	lecture	3		3
BTAN21003BA-K3	Challenging Grammar	2	seminar	3	BTAN10009BA	4
BTAN24000BA-K3	Introduction to Applied Linguistics	1	lecture	3	BTAN10009BA	4
<b><i>B. Literature-submodule</i></b>						

CHAPTER 6

BTAN23000BA-K2	American Literature 1	2	seminar	2	BTAN13000BA	3
BTAN23001BA-K2	American Literature 2	2	seminar	2	BTAN23000BA	4
BTAN23002BA-K2	American Literature 3	2	lecture	2	BTAN23000BA	4
<b><i>C. History-culture submodule</i></b>						
BTAN23005BA-K3	American Culture and Institutions	2	seminar	3	BTAN13000BA BTAN10009BA	3

**2.b.2. Within-orientation, out-of-track courses: English orientation, British literature and culture track – 20 credits**

Code	Course	Hours	Req.	Credits	Prerequisite	Semester
BTAN22006BA	History of the British Isles	2	seminar	2		2
BTAN22008BA-K3	Modern British Literature and Culture 1	2	seminar	3	BTAN10000BA	3
BTAN23004BA-K3	History of the USA	2	seminar	3	BTAN13000BA BTAN10009BA	4
BTAN22001BA	Introduction to Literature and Culture	2	lecture	3	BTAN12000BA	3
BTAN22002BA-K3	Introduction to Literature and Visual Culture	2	seminar	3	BTAN10000BA	3
BTAN22009BA-K2	Modern British Literature and Culture 2	2	seminar	2		4
BTAN22003BA-K2	British Literature to 1945	2	lecture	2		4
BTAN22004BA	British Literary Seminar	2	seminar	2		4

## 2.b.2. British literature and culture track - 30 credits

Code	Course	Hours	Req.	Credits	Prerequisite	Semester
BTAN32000BA-K3	Literary and Cultural Theory*	2	lecture	3	BTAN10009BA	5
BTAN32001BA-K3	Introduction to Irish Studies*	2	lecture	3	BTAN10009BA	5
BTAN32002BA-K3	British Society and Gender*	2	lecture	3	BTAN10009BA	6
BTAN32003BA-K3	Periods in British Literature**	2	seminar	3	BTAN10009BA	5
BTAN32004BA-K3	New Literatures and Cultures in English**	2	seminar	3	BTAN10009BA	6
BTAN32005BA-K3	Genres in British Literature and Film**	2	seminar	3	BTAN10009BA	6
BTAN32006BA-K3	Topics in British and Irish Literature and Film**	2	seminar	3	BTAN10009BA	5
BTAN32007BA-K3	Topics in British and Irish Society and Gender**	2	seminar	3	BTAN10009BA	5
BTAN32008BA-K3	Topics in British and Irish History and Culture**	2	seminar	3	BTAN10009BA	6
BTAN32009BA-K3	Consultation for thesis writing*	0	qualified signature	1	BTAN10009BA	5
BTAN32099BA-MZV	Module closing exam (British literature and culture track) *	--	exam	2	BTAN10009BA	6

\* Required courses

\*\* Required elective courses (6\*3 credits altogether)

## III/2. ENGLISH ORIENTATION, LINGUISTICS AND COMMUNICATION TRACK

### 2.b. SPECIALISED KNOWLEDGE

#### 2.b.1. Core modules: English specialisation, Linguistics and communication track - 24 credits

CHAPTER 6

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Code	Course	Hours	Req.	Credits	Prerequisite	Semester
<b>A. Linguistics submodule</b>						
BTAN21001BA-K3	Targeting the Noun Phrase	2	seminar	3		3
BTAN21002BA-K3	Introduction to Linguistics	2	seminar	3		3
BTAN11005BA-K3	The English Sentence	2	lecture	3		3
<b>B. Literature-submodule</b>						
BTAN22001BA	Introduction to Literature and Culture	2	lecture	3	BTAN12000BA	3
BTAN23000BA-K2	American Literature 1	2	seminar	2	BTAN13000BA	3
BTAN23001BA-K2	American Literature 2	2	seminar	2	BTAN23000BA	4
BTAN23002BA-K2	American Literature 3	2	lecture	2	BTAN23000BA	4
<b>C. History-culture submodule</b>						
BTAN23005BA-K3	American Culture and Institutions	2	seminar	3	BTAN13000BA BTAN10009BA	3
BTAN23004BA-K3	History of the USA	2	seminar	3	BTAN13000BA BTAN10009BA	4

**2.b.2. Within-orientation, out-of-track courses: English specialisation, Linguistics and communication track - 20 credits**

Code	Course	Hours	Req.	Credits	Prerequisite	Semester
BTAN21003BA-K3	Challenging Grammar	2	seminar	3	BTAN10009BA	4

BTAN24000BA-K3	Introduction to Applied Linguistics	1	lecture	3	BTAN10009BA	4
BTAN22006BA	History of the British Isles	2	seminar	2		2
BTAN22003BA-K2	British Literature to 1945	2	lecture	2		4
BTAN22004BA	British Literary Seminar	2	seminar	2		4
BTAN22008BA-K3	Modern British Literature and Culture 1	2	seminar	3	BTAN10000BA	3
BTAN22009BA-K2	Modern British Literature and Culture 2	2	seminar	2		4
BTAN22002BA-K3	Introduction to Literature and Visual Culture	2	seminar	3	BTAN10000BA	3

### 2.b.2. Linguistics and communication track - 30 credits

Code	Course	Hours	Req.	Credits	Prerequisite	Semester
BTAN40001BA	Syntax and Morphology **	2	seminar	3	BTAN10009BA	5-6
BTAN40002BA	Language Acquisition **	2	seminar	3	BTAN10009BA	5-6
BTAN31005BA-K3	Semantics and Pragmatics **	2	seminar	3	BTAN10009BA	5-6
BTAN40006BA-K3	Computers and Language **	2	seminar	3	BTAN10009BA	5-6
BTAN40029BA	Varieties of English **	2	seminar	3	BTAN10009BA	5-6
BTAN40015BA	Introduction to Language Teaching Methods **	2	seminar	3	BTAN10009BA	5-6
BTAN40025BA-K3	Topics in Language Research **	2	seminar	3	BTAN10009BA	5-6
BTAN40016BA-K3	The Study of Sounds **	2	seminar	3	BTAN10009BA	5-6

## CHAPTER 6

BTAN40017BA	The Social and Discourse Aspects of Language **	2	seminar	3	BTAN10009BA	5-6
BTAN40007BA	Evaluation and Assessment **	2	seminar	3	BTAN10009BA	5-6
BTAN40022BA	Child Language **	2	seminar	3	BTAN10009BA	5-6
BTAN40023BA	The Science of Words **	2	seminar	3	BTAN10009BA	5-6
BTAN40026BA	Advanced Topics in Language Studies **	2	seminar	3	BTAN10009BA	5-6
BTAN40027BA	Experimental Linguistics **	2	seminar	3	BTAN10009BA	5-6
BTAN40028BA	Topics in Digital Humanities **	2	seminar	3	BTAN10009BA	5-6
BTAN40009BA	Consultation for thesis writing	0	qualified signature	1	BTAN10009BA	6
BTAN40099BA MZV	Module closing exam (Linguistics and communication track) *	--	exam	2	BTAN10009BA	6

\*\* Required elective courses.

Complete 9 required elective courses.

### IV. FOR ALL STUDENTS MAJORING IN ENGLISH STUDIES, BA

#### 2.b.3. Undergraduate thesis

Code	Course	Hours	Req.	Credits	Prerequisite	Semester
BTAN30009BA	Thesis	0	seminar	4		6
	Final examination	--	exam	0		6

#### 2.c. Differentiated professional knowledge - 50 credits

## Business English specialization

Code	Course	Hours	Req.	Credits	Prerequisite	Semester
BTAN25016BA	An Introduction to the World of Business	2	lecture	5	BTAN10009BA	3.
BTAN25017BA	Advertising	2	lecture	5	BTAN10009BA	4.
BTAN25018BA	Regularities and Variations	2	lecture	5	BTAN25016BA	5.
BTAN27014BA	Skills Development	2	seminar	3	BTAN10009BA	3.
BTAN25007BA	English in Advertising and the Media	2	seminar	3	BTAN25016BA	5
BTAN35006BA	English for Specific Purposes	2	seminar	3	BTAN10009BA	3.
BTAN25019BA	Intercultural Communication	2	seminar	3	BTAN10009BA	3.
BTAN25005BA	Business Correspondence	2	seminar	3	BTAN10009BA	4.
BTAN35002BA	The Internet for Business	2	seminar	3	BTAN10009BA	4.
BTAN25010BA	The Terminology of Business English	2	seminar	3	BTAN25016BA	5.
BTAN25015BA	Business Presentations	2	seminar	3	BTAN25016BA	6.
BTAN25002BA	A Multimedia Course in Business English	2	seminar	3	BTAN25016BA	6.
BTAN37010BA	Verbal and Visual Communication	2	seminar	3	BTAN25016BA	6.
BTAN27001BA	Introduction to Information Technology*	2	seminar	3	BTAN10009BA	3.-6.
BTAN27017BA	Special Topics in Writing*	2	seminar	3	BTAN10009BA	3.-6.
BTAN25003BA	Resources for Business English*	2	seminar	3	BTAN10009BA	3.-6.
BTAN35019BA	Real-Life Business*	2	seminar	3	BTAN10009BA	5.-6.

## CHAPTER 6

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BTAN35099BA -K5	Module closing exam	0	seminar	5	BTAN10009BA	6.
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\*These courses, when available, can substitute any of the three-credit courses in the Business English specialisation.

The 50 credits of the Business English specialisation come from the required courses (3x5 credits), required options (10x3 credits) and the module closing exam (5 credits).

### 3. OPTIONAL MODULE 10 credits

To complete optional courses for the sum of 10 credits, students may choose from the full range of courses on offer in the Institute of English and American Studies, as well as courses from elsewhere of the University of Debrecen.

#### ASSESSMENT

1. A SEMINAR course is evaluated with a grade on a scale from 1 to 5 (where 5 is excellent, 1 is failure and no credits). Details of the exact policy are included in the seminar's syllabus available on the website of the institute. Seminar attendance is obligatory: if you miss more than 3 classes for any reason, you will not get a grade.

2. A LECTURE course is evaluated with an oral or written EXAM, the details of which can also be found in the syllabus of the relevant lecture and can be downloaded from the institute website.

3. THREE COMPREHENSIVE exams are included in the three-year program:

(A) the ENGLISH YARDSTICK EXAM at the end of the FIRST YEAR;

(B) the STREAM/TRACK specialization exam at the end of the THIRD YEAR;

(C) the FINAL exam at the end of the THIRD YEAR.

#### (A) The English Yardstick Exam

The end-of-year language proficiency exam for first-year students at IEAS, the English Yardstick Exam (the EYE for short) is a skills-based exam that measures students' competence in English in relation to the requirements set for second-year students pursuing a full-time undergraduate course. The exam is designed to test general English as well as English for Academic Purposes (EAP). The EYE is intended to measure language proficiency described at [Level C1 of the Common European Framework of Reference](#).

The exam consists of four sections: a Listening Test, a Reading Test, a Writing Test, and a Speaking Test. While the Reading and the Writing Tests focus on measuring EAP, the Listening and Speaking Tests are designed to test general English.

The written exam (Listening, Reading and Writing) is administered in a computer room: the Listening and Reading tests in the morning, the Writing papers in the afternoon on the day the exam is scheduled. The use of mono- or bilingual dictionaries is not allowed in any components of the EYE, as in both the productive and receptive tasks students are expected to demonstrate their own

knowledge of English vocabulary. This feature of the exam is intended to generate a positive washback effect on students' vocabulary learning habits.

The following table shows an overview of the EYE in the order of administering the different components of the exam:

Mode	Skills/Paper	Length	No. of tasks	Weighting
Written	Listening	30 min.	3-4	25%
	Reading	40 min.	2-3	25%
	Writing	60 min.	1	25%
Oral	Speaking	ca. 20 min./pair	2	25%

The score for each paper and the total score for the EYE are expressed in percentages. Students' performance in the four sections is equally weighted (4 x 25%= 100%). Students' subscores and final scores, which will be converted into grades, as well as the pass marks for each paper will be announced only after all the tests (both the written and oral parts) have been administered. In order to earn an overall pass, students must pass all the exam components. This means that if a student fails any one component, s/he has failed the whole exam and so a total score will not be computed in such cases. The final score of a student who has failed one or more exam components is invalid even if his/her score is above the overall pass mark.

All students must take the EYE in the May-June examination period (there are no exam dates in the exam period in winter). There are three exam dates announced in May-June in order to comply with the examination regulations of the university. However, the third exam (EYE3) will be primarily administered as a resit exam. Anyone who has failed an exam component in EYE1 or EYE2 will be required to retake only the failed exam component(s).

Students can take the EYE only if they have registered for the exam via NEPTUN. For the EYE speaking exam students must sign up in pairs in the institute office (Room 114). The dates of the examinations will be announced minimum 1 month prior to the exam. For quality assurance reasons, the oral resit exams in EYE3 will be digitally recorded to make the re-evaluation of the exam performances possible. Those students who fail to comply with this regulation will be automatically excluded from the re-evaluation procedure.

Students with special needs (e.g. students with a visual or hearing difficulty) are asked to contact the institute office by the end of April so that special arrangements can be made for them.

For more information on the EYE please see:

<https://ieas.unideb.hu/en/students-department-english-language-pedagogy>

**(B) STREAM/TRACK specialization module closing exam: British Studies, Linguistics and Communication, and North American Studies.**

The stream (track) specialisations conclude with a TWO-CREDIT examination, which consists of a

## CHAPTER 6

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WRITTEN AND ORAL part. The written part of the exam is a seminar paper or home essay (or a self-sufficient chapter from the BA thesis) of 5-12 pages submitted by the student. The submitted paper, chosen by the student, will ideally give an accurate idea of the student's main interest as well as his/her strengths. It is important that the submitted paper be a 'clean copy' rather than the copy that bears the instructor's corrections and comments.

The purpose of the oral part of the examination is to get an idea of the student's main interests, general level of knowledge as well as his/her familiarity with English as an academic field of studies. The conversation, lasting about 15 minutes, takes as its starting point the text submitted by the student.

### (C) FINAL EXAM:

The final exam comprises five parts (out of the three parts II.1, II.2 and II.3, only two will be included in the exam, as shown below):

- I.1 Language Skills Assessment (written)
- I.2 Language Skills Assessment (oral)
- II.1 British culture and civilization (oral)
- II.2 American culture and civilization (oral)
- II.3 Linguistics and communication (oral)
- III. Defense of the Thesis

The performance of each of the examinees shall be assessed by an examination committee through a scale of five grades (1-5). The final grade of the final exam shall be calculated as the mathematical average of the individual grades received in the following five exam-parts: Language Skills Assessment (written), Language Skills Assessment (oral), Defense of the Thesis and, out of the three parts II.1, II.2 and II.3, the respective part corresponding to the stream specialization of the examinee, and one of the remaining two parts (decided by drawing lots on the premises on the day of the examination). If any of the individual grades is a failing grade (1), the overall grade of the final exam shall also be a failing grade (1).

The written exam shall precede the oral exam; passing the former is a precondition of taking the latter form of Language Skills Assessment. The result of the final exam shall be announced by the chair of the examination committee at the end of the oral exam.

### **Detailed description of the Final Exam**

#### **I. Language Skills Assessment**

The purpose of this part of the examination is to measure the language proficiency of English majors in areas related to their stream specialization field. Based upon the criteria for Level C1 of the Common European Framework of Reference for Languages, the following skills in functional language use shall be assessed:

Written text comprehension (acquisition of information, search for and identification of arguments):  
The examinee can understand each detail of a wide range of texts that belong to his/her field of specialization.

f]Writing: The examinee can express him/herself in clear, well-structured text on topics related to

his/her field of specialization, can highlight essential and important issues, can support his/her views with complementary ideas, arguments and appropriate examples, and wind up his/her train of thought with an adequate conclusion.

Spoken production: The examinee can present clear, detailed descriptions of specific complex subjects by integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. S/he can use his/her broad range of language skills to select the linguistic forms and style required and appropriate for the message. S/he can consistently maintain a high level of grammatical correctness even in a continuous process of communication.

The comprehension of spoken English during the examination shall not be assessed separately. However, in the course of spoken interaction, the examinee is expected to follow the examiners and to respond to questions asked in an acceptable manner.

## **Exam parts**

The exam comprises two parts: a written task (I.1) (summary writing) and an oral exam part (I.2).

**I.1 For the written task of summary writing**, the examinee shall receive a text related to his/her chosen stream and track within the BA program.

Stream: North American Studies

Stream: English Studies

Tracks: British Literature and Culture; Linguistics and Communication

The examinee is expected to produce a summary of 250-300 words of an original text of 600-800 words. Assessment shall be implemented through an analytical scale including the following aspects: ideas / communication quality, structure / text cohesion, linguistic accuracy / grammatical correctness, linguistic appropriateness / proper vocabulary. The maximum score is 20 points.

**I.2 In the oral part of the exam**, the language aspect of the oral performance of the candidate on a topic from the BA final exam list of topics shall be marked by a separate assessor. The assessment shall be completed on an analytical scale, in relation to: coherence and fluency of the oral performance, application of responsive/interactive skills, linguistic accuracy, and appropriacy of vocabulary and pronunciation.

The maximum score is 20 points. Out of the maximum scores of 20 points each, the pass mark at the written and the oral part of the examination is 60% (12 points). The grading scale shall be as follows:

0-11 failure

12-13 satisfactory

14-15 medium

16-17 good

18-20 excellent

## **LISTS OF TOPICS**

### **II.1 American Culture and Civilization**

1. The geography of the United States. Geographical regions and natural landscapes.

## CHAPTER 6

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Cultural regions in the U.S.A. Culture- and region-specific icons, emblems and images of America.

Stereotypy. The contributions of literature and popular culture to the iconography of the U.S.A.

2. The American system of government (1). Federal and state institutions. Checks and balances.

The American Constitution and civil liberties. Constitutional amendments. The judicial system: the courts and the law.

3. The American system of government (2). Political parties and the election system. The process of electing a president and the electoral college. Lobbyism.

4. Race and ethnicity in America. The ethnic composition of the American population. Major ethnic groups and minorities. Civil rights movements in the U.S.A. The concepts of the melting pot, cultural pluralism, and multiculturalism.

5. The US, the nation of immigrants. Immigration history and federal immigration policies—past and present.

6. The empowerment of American women. Waves of feminism, the intersections of gender, race and class.

7. Factors contributing to cultural stability: belief systems and myth structures. Ideologies of American destiny and identity. Manifest Destiny and New Manifest Destiny. Mission. Redeemer Nation. American ethnocentrism. Civil religion. Recent challenges to cultural stability.

8. The survey of a historical period of your choice. Choose one of the following historical periods for your presentation: (1) the American Revolution; (2) the Civil War decade; (3) the "Gilded Age"; (4) the "Progressive Era"; (5) America between the two world wars; (6) the U.S.A. since 1945.

9. Everyday life in the USA. Holidays in the United States. International, religious, and patriotic holidays. Iconic patriotic shrines in America. Entertainment and the mass media in the U.S.A.

Television in U.S. culture. Popular culture. Advertising and the film industry.

10. Regionalism and multiculturalism in North America.

### **II.2 British Culture and Civilization**

1. Major developments in the history of the four nations of the British Isles up to 1485

(The history of conquest and settlement. Wars in France. The first stages of the unification process.)

2. Britain in the Early Modern period (1485-1800)

(The Reformation. The Elizabethan religious settlement. The causes of the Civil War. The Glorious Revolution. The Hanoverians.)

3. Britain's changing role in the world

(Foreign policy. Britain's wars, 1485 to the present. Empire and Commonwealth. Britain and the EU.)

#### 4. The British political system

(Constitutional development. The electoral system. The party system. Parliament. The government.)

#### 5. Economy and society

(Economic history. Economic policies. Social classes. Race relations.)

#### 6. The Educational system

(School history. The state school system. Public and other independent schools. The universities.)

#### 7. Religion in Britain

(Religious history. The Church of England. Other religions, churches and religious movements.)

#### 8. Welfare

(The origins of the welfare state. The NHS. The NHS reforms of the 1980s and 1990s. The benefits system.)

#### 9. Post-1945 political history up to 1970

#### 10. Post-1945 political history from 1970 to 1997

## **II.3 Linguistics and Communication**

### ***1. Fundamentals of language and linguistics***

- Linguistic nativism
- Creativity and the constrained nature of language
- Competence and performance
- Descriptive and prescriptive linguistics

### ***2. The basics of speech production***

- Places of articulation
- Manners of articulation
- Laryngeal features

### ***3. Phonological processes and variation***

- Assimilatory processes
- Free vs. conditioned phonological variation

## CHAPTER 6

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### **4. *The structure of words***

- Basic concepts of morphology (lexeme, free and bound morphemes, root, affix, allomorphy, syncretism, suppletion)
- Inflection and derivation
- Other word-formation processes (compounding, blending, clipping, conversion, backformation, acronyms, onomatopoeia, coinage)

### **5. *Cross-linguistic variation in morphology***

- Analytic, synthetic, agglutinative, fusional tendencies in languages
- Morphological phenomena cross-linguistically (e.g.: pre/suf/circum/infixes, reduplication, ablaut)

### **6. *Word classes***

- The major word classes (noun, verb, adjective, adverb, preposition, determiner, pronoun) and their morphosyntactic properties in English
- Cross-linguistic variation of word class properties (e.g. variation of case/gender/number/tense/aspect, pre- vs. postpositions, etc.)

### **7. *Sentence structure***

- Syntactic constituency, constituency tests
- Basic X'-theory (head, complement, specifier, phrases)
- Structural ambiguity

### **8. *Variation in syntax***

- The UG hypothesis, Principles and parameters
- Syntactic movements in English and their variations in other languages

### **9. *Basic concepts of semantics***

- Extension, intension
- Denotation, connotation
- Entailment
- Presupposition
- Paraphrase

- Contradiction
- The Principle of Compositionality

### ***10. Word meaning***

- Synonymy, antonymy, hyponymy, meronymy
- Homonymy, polysemy
- Prototype-theory, fuzzy concepts

### ***11. Gricean implicature***

- The Cooperative Principle
- Grice's maxims
- Conversational implicature

### ***12. Stages of acquiring a language and the critical period***

- Morphological development
- Syntactic development
- Acquiring the meaning of words

### ***13. From L1 to L2***

- Interlanguage
- L1 influences on L2 learning
- Factors affecting L2 acquisition

### ***14. Socially conditioned variation***

- Labovian variables
- The effect of age, gender, and social class on language use

### ***15. Brain, mind and language***

- Methods of psycholinguistic research
- Aphasia (fluent and non-fluent)

1. Exam topics and recommended reading:

## CHAPTER 6

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[https://ieas.unideb.hu/sites/default/files/upload\\_documents/ba\\_final\\_exam\\_topics\\_-\\_linguistics1.pdf](https://ieas.unideb.hu/sites/default/files/upload_documents/ba_final_exam_topics_-_linguistics1.pdf)

### **III. Defense of the Thesis**

The Final Examination Committee shall ask questions concerning the BA-thesis of the examinee in order to make sure that it has indeed been written by the examinee and that s/he is sufficiently knowledgeable in the appropriate field of scholarship.

## SUBJECT DESCRIPTIONS

Our *subject descriptions* give you an insight into the content of the courses organized by the institute for the subject categories. Actual course content may change from year to year. Each course has its own syllabus with a *course description*, which is published on the institute website (<http://ieas.unideb.hu>) before the beginning of each academic semester.

Subject: BRITISH CIVILISATION

Year, Semester: 1st year/1st semester

Seminar: 2 hours

### Requirements

The course has a double aim. First, to introduce the students to various aspects of contemporary Britain (institutions, politics, attitudes, social, cultural and everyday life) and, second, to improve the students' language skills. In each seminar a textbook chapter is discussed. The discussions are accompanied by comprehension questions and exercises. Newspaper articles and audiovisual aids selected by the seminar leader are also used. The topics covered include education, the legal system, political institutions, religion, the welfare state, economy, as well as national identities and symbols. Students are expected to observe differences and similarities between the civilization and culture of Britain and those of their own. The course also covers Britain's post-1945 political history, the achievements of the various Labour and Conservative governments and the important domestic and foreign issues they had to deal with. The latest developments (institutional and constitutional reform, Brexit) are also touched upon.

### Selected readings

John Oakland, *British Civilization* (9<sup>th</sup> ed.). London, Routledge, 2020. ISBN 978-1-138-31814-4 .

James O'Driscoll, *Britain*. Oxford UP, 2008. ISBN 978-0194324298.

John McCormick, *Contemporary Britain* (4<sup>th</sup> ed.). London, Macmillan, 2018. ISBN 978-1-137-57678-1

Jeremy Paxman: *The English: A Portrait of a People*. London, Macmillan, 1999. ISBN 978-0141032955.

## CHAPTER 6

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Subject: ENGLISH PRONUNCIATION

Year, Semester: 1st year/1st semester

Seminar: 2 hours

### Requirements

The objective of the course is to improve the pronunciation of students, which is achieved by increasing the sensibility of the speaker, ear-training and articulatory exercises. The essential features and rules of English pronunciation will be elucidated and practised using sound recordings in a language laboratory environment. In order to raise articulatory awareness and improve the effectiveness of ear-training, instrumental methods of speech analysis will also be incorporated. Once the sound segments have been mastered, practice will focus on prosody and connected speech. Since understanding, flexibility, confidence-building and motivation are key factors in the process, illustrations of authentic speech acts with multimedia methods are also of great help.

### Selected readings

Bowler, Bill and Sarah Cunningham. *New Headway Pronunciation Upper-Intermediate Student's Practice Book*, Oxford University Press, 2005. ISBN 978019436247 4 ISBN 978019439335 5 (Audio CD pack)

Brazil, D. *Pronunciation for Advanced Learners of English*, Cambridge University Press, 1994. ISBN 0521387981

Cruttenden, Allan and Gimson, A. C. *Gimson's Pronunciation of English*, Edward Arnold, 1994. ISBN 0340582650

Kovács János és Siptár Péter. *A-Z Angol kiejtés*. Corvina, Budapest, 2006. ISBN 9631355578

Roach, P. *English Phonetics and Phonology*, Cambridge University Press, 1991. ISBN 0521407184

Subject: INTRODUCTION TO HUNGARIAN CULTURE 1

Year, Semester: 1<sup>st</sup> year/1<sup>st</sup> semester

Seminar: 2 hours

### Requirements

This course is designed to help incoming international students to get a better grasp of Hungarian culture as it is today. Topics covered include Debrecen, Hungarian politics, elections, society, economy, "Hungarikumok," and history. It is served by a textbook written for this course.

### Selected readings

Glant, Tibor. *Introduction to Hungarian Culture I. (A Course for International Students)*. University of Debrecen, 2012. ISBN: 978-963-473-590-8

Kontler, László. *Millennium in Central Europe. A History of Hungary*. Budapest: Atlantis Publishing House, 1999. ISBN: 9789639777057

Subject: GRAMMAR IN CONTEXT

Year, Semester: 1st year/1st semester

Seminar: 2 hours

#### Requirements

The aim of the course is to deepen students' familiarity with various English structures. More specifically, we discuss structures such as questions, negation and prepositions. We also examine adjectives, adverbs, multiword expressions, causatives, and subjunctives, passive constructions, verbal complements and discourse markers. Much emphasis is put on the actual use of these structures, and authentic materials (e.g., episodes of various TV shows, movie segments, interviews and newspaper articles) help students to get a better understanding of the English language in use. In addition, we also deal with the most typical errors that non-native speakers of English make. The course is also effective in building vocabulary and improving students' listening and reading skills.

#### Selected readings

Cowan, Ron. (2008). *The Teacher's Grammar of English: A Course Book and Reference Guide*. Cambridge: Cambridge University Press. ISBN 978-0521809733

Gethin, Hugh. (1992). *Grammar in Context. Proficiency Level English*. London: Nelson. ISBN 978-0175564200

Hewings, Martin. (2002). *Advanced Grammar in Use. A self-study reference and practice book for advanced students of English*. ISBN 978-1107697386

Subject: SKILLS DEVELOPMENT (READING AND SPEAKING)

Year, Semester: 1st year/1st semester

Seminar: 2 hours

#### Requirements

This class is aimed at developing students' reading ability and oral communication skills in English to prepare them for the English Yardstick Exam at IEAS. Students will primarily deal with a variety of texts, including newspaper and magazine articles, book reviews and other sources to help them become more efficient readers. They will also be expected to build their vocabulary in connection with the topic of the readings. Each topic will also be explored through role-plays, discussion activities and individual presentations.

#### Selected readings

Hadfield, J. *Advanced Communication Games*. Addison Wesley Publishing Company. 1998.  
ISBN: 0175556938

## CHAPTER 6

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Oxenden, C. & Latham-Koenig, C.(2010). *New English File. Advanced*. OUP. ISBN 9780194594585

Soars, L. & Soars, J. (2003). *New Headway. Advanced*. OUP. ISBN 9780194369305

Subject: SKILLS DEVELOPMENT (WRITING AND COMPOSITION)

Year, Semester: 1st year/1st semester

Seminar: 2 hours

### Requirements

In this course, the students are introduced to the skills and formats of academic writing in English, leading to the kinds of writing expected of college students. Students practice a variety of writing formats primarily in exposition, argumentation, and critical analysis, including the following 5 pieces of writing: categorical proposition, process analysis, discrimination analysis, literary analysis, and persuasive analysis. In the latter part of this course, the students are introduced to research skills and writing supported by research, as well as documentation and MLA/APA formats. Students will practice techniques of invention, organization and revision, and will undertake such composing activities as topic selection and development, audience analysis, organization and development of ideas in short essays, grammar, spelling, and mechanics in writing.

### Selected readings

Corbett, Edward P.J. *The Little English Handbook*. Glenview, Illinois: Scott, Foresman and Company, 1987. ISBN 978-0205803026

*Glossary (Writing and Composition Courses)*. Compiled by Dr. Olga Bársony and Andrea Balogh, 1999.

Maimon, Elaine P. and Janice H. Peritz. *A writer's resource*. A handbook for writing and research. Boston: McGraw Hill, 2003. ISBN 978-0073384030

McDonald, James. C. *The Allyn and Bacon sourcebook for college writing teachers*. 2nd ed. Allyn and Bacon. A Pearson Education Company, 2000. ISBN 978-0205316038 Sebranek et al. *Writers INC: A Student Handbook for Writing and Learning*. Lexington, Mass.: D.C. Heath and Co., 1996. ISBN 978-0669529951

Subject: THE STRUCTURE OF ENGLISH: THE NOUN PHRASE AND THE VERB PHRASE

Year, Semester: 1st year/1st semester

Lecture: 2 hours

### Requirements

This lecture introduces you to the descriptive grammar of the English *verb phrase* (or *VP*) and the English *noun phrase* (or *NP*). We discuss what grammatical features are encoded on the English verb and on the English noun, and how these features determine the construction of the VP and the NP.

We also study some of the variation that is observable within the internal structure of the English verb phrase and the noun phrase.

#### Selected readings

- Biber, Douglas, Stig Johansson, Geoffrey Leech, Susan Conrad & Edward Finegan. 1999. *Longman grammar of spoken and written English*. Harlow: Pearson Education. ISBN 978-0582237254
- Greenbaum, Sidney & Randolph Quirk. 1990. *A student's grammar of the English language*. Oxford: OUP. ISBN 978-0582059719
- Quirk, Randolph et al. 1985. *A comprehensive grammar of the English language*. London: Longman. ISBN 978-0582517349
- Huddleston, Rodney & Geoffrey K. Pullum eds. 2002. *The Cambridge grammar of the English language*. Cambridge: CUP. ISBN 978-0521431460
- Huddleston, Rodney & Geoffrey K. Pullum. 2005. *A student's introduction to English grammar*. Cambridge: Cambridge University Press. ISBN 978-0521848374

Subject: ASPECTS OF ENGLISH

Year, Semester: 1st year/1st semester

Lecture: 2 hours

#### Requirements

This lecture course sets out to survey the numerous varieties of the English language, focusing on such aspects as region, class and gender. It aims to discuss geopolitical divisions, pidgin language, gendered and minority specialities, as well as grammatical variations for class and ethnicity. The course contextualises the development of the various forms of the English language through the history of English, then deals with British English and its varieties (such as Cockney, Scottish, Irish, etc.), postcolonial formations, American English and its varieties, multicultural formations, Canadian English, Australian English, and the phenomenon of the globalisation of English. The course is team-taught, and it is concluded with a written exam.

#### Selected readings

- Blair, David, and Peter Collins, eds. (2001) *English in Australia. Varieties of English Around the World 26*. Amsterdam: John Benjamins, 2001. ISBN 9789027248848
- Cronin, Michael. *Translating Ireland: Translation, Language, Culture*. . Cork UP, 1996. ISBN 978-1859180198
- Fee, Margery, and Janice McAlpine. *Guide to Canadian English Usage*. Oxford: OUP, 2007. ISBN 9780195445930
- Wells, John C. *Accents of English 1. An Introduction*. Cambridge: CUP, 1982. ISBN 978-0521246484

## CHAPTER 6

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Wolfram, Walt, and Natalie Schilling-Estes. *American English: Dialects and Variation*. Malden, Mass.: Blackwell, 1998. ISBN 978-1405112666

Subject: INTRODUCTION TO HUNGARIAN CULTURE 2

Year, Semester: 1<sup>st</sup> year/2nd semester

Seminar: 2 hours

### Requirements

Drawing upon the first course, *Introduction to Hungarian Culture I*, this seminar aims to offer a deeper, better understanding of Hungarian culture through Hungarian movies. Further aims are to develop all four basic language skills (speaking, reading, writing and listening) of the students. Some additional Hungarian usage is also taught and students are advised further on their individual academic needs. A field trip to various historically important locations in Northeast Hungary is also part of the course.

### Selected readings

John Cunningham, *Hungarian Cinema: From Coffee House to Multiplex*. New York and London: Wallflower Press, 2004.

Glant Tibor: *Introduction to Hungarian Culture II: Hungarian Culture and History through Film Course Packet*

Lonnie R. Johnson, *Central Europe. Enemies, Neighbors, Friends*. 3<sup>rd</sup> ed. New York and Oxford, 2011; Brian Cartledge, *The Will to Survive: A History of Hungary*. Rev. ed. New York. Columbia University Press, 2011

Subject: ESSAY WRITING AND RESEARCH

Year, Semester: 1st year/2nd semester

Seminar: 2 hours

### Requirements

This seminar aims to introduce students into academic writing and research, especially in the field of literary and cultural studies. Students will get acquainted with the basics of research methodology (how to use the library, search engines and electronic databases effectively), and ideally will learn how to write an essay that meets the requirements of a research paper (with a clear thesis, a coherent, smoothly flowing argument that critically engages with the cited secondary material). Students will also learn to quote and document their sources according to the MLA Style. The class format is mostly interactive workshops based on the written work of the students.

### Selected readings

- Csölle Anita, és Kormos Judit. *A Brief Guide to Academic Writing*. Budapest: Műszaki Kvk., cop. 2000. ISBN 963-16-3078-1.
- MLA handbook for writers of research papers* (7th ed). New York: Modern Language Association of America, 2009. ISBN 978-1603290241.
- Nigel Fabb, és Alan Durant. *How to Write Essays, Dissertations and Theses in Literary Studies*. London; New York: Longman, 1993. ISBN 978-0582089778.
- Spat, Brenda. *Writing from Sources*. (5th ed). Boston, New York: Bedford, St Martin's.1999. ISBN 978-0312602901.

Subject: HISTORY OF THE BRITISH ISLES

Year, Semester: 1st year/2nd semester

Seminar: 2 hours

### Requirements

The purpose of this seminar course is to introduce students to some aspects and features of post-World War II British literature and culture. Besides discussing classic twentieth-century literary texts from a cultural studies point of view, the course will focus on investigating issues such as the 60s and migration, Thatcherism and the 1980s, religion, postmodernism, multiculturalism, and heritage culture. Writers discussed include Samuel Beckett, Doris Lessing, Kate Atkinson, Lloyd Jones, Hanif Kureishi, Julian Barnes and Philip Larkin, among others. Although the course primarily relies on literary texts, it also has visual components, both in the form of film viewing (for example, *Billy Elliot*, *The Englishman Who Went Up a Hill, But Came Down a Mountain*), and by introducing complementary visual material (photos, videos, etc.)

### Selected readings

- Peter Childs, *Contemporary Novelists: British Fiction since 1970*. New York: Palgrave Macmillan, 2005. ISBN 978-0230249387
- Richard Bradford, *The Novel Now: Contemporary British Fiction*. Oxford: Blackwell, 2007. ISBN 978-140511386.
- William May, *Postwar Literature: 1950 to 1990*. London: York Press, 2010. ISBN 978-1408204740.
- James F. English, ed. *A Concise Companion to Contemporary British Fiction*. Malden: Blackwell, 2006. ISBN 978-1405120005.
- John Kirk, *The British Working Class in the Twentieth Century: Film, Literature and Television*. Cardiff: University of Wales Press, 2009. ISBN 978-0708321904.

## CHAPTER 6

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Subject: ADVANCED WRITING AND COMPOSITION

Year, Semester: 1st year/2nd semester

Seminar: 2 hours

### Requirements

This course, which is heavily practical in nature, teaches the basics of writing and composition. More specifically, it is aimed at giving students the opportunity to learn to write documents while observing such principles as clarity, cohesion, and consistency. Throughout the course, we use numerous texts to illustrate the structure of argumentative essays and summaries, both being important components of the English Yardstick Exam at the Institute of English and American Studies. In addition, we also devote some time to discussing distinctive features of academic versus business writing. As for business documents, we discuss the structure of resumés and cover letters, among others. The course closes with an end-of-term examination consisting of an in-class argumentative essay and a summary.

### Selected readings

Cory, Hugh. (1999). *Advanced Writing with English in Use*. Oxford: Oxford University Press. ISBN-13 978-0194533461

Hacker, Diana and Nancy Sommers. (2012). *A Writer's Reference with Writing in the Disciplines*. (7<sup>th</sup> ed.). Boston and New York: Bedford/St. Martin's. ISBN-13 978-0312601447

Murray, Neil. (2012). *Writing Essays in English Language and Linguistics*. Cambridge: Cambridge University Press. ISBN-13 978-9812794154

Subject: ENGLISH YARDSTICK EXAM

Year, Semester: 1st year/2nd semester

Subject: SKILLS DEVELOPMENT (SPEAKING AND LISTENING)

Year, Semester: 1st year/2nd semester

Seminar: 2 hours

### Requirements

The main goal of the course is to develop students' listening and speaking skills so that they can meet the standards of the English Yardstick Exam at IEAS. In terms of specific details, the course is targeted at *listening for gist*, *listening for specific information*, *inferring speakers' attitude and/or opinion* and *focusing on relevant and appropriate information*. As is pointed out above, the listening part is exploited for speaking about relevant topics as well. Students will be exposed to a variety of English to be able to grasp both the major points as well as detailed information they may be required to understand. In addition, discussing the issues raised will help them prepare for the oral part of the EYE examination too.

### Selected readings

- Evans, V. & Dooley, J. (2003). *Upstream: Advanced*. Newbury: Express Publishing. ISBN 978-582-82343-3
- Evans, V. & Dooley, J. (2002). *Upstream: Proficiency*. Newbury: Express Publishing. ISBN 1-84325-536-7
- Gude, K. (1996) *Advanced Listening and Speaking – CAE*. Oxford: OUP. ISBN 0194533476
- Preiss, S. (2004). *North Star: Listening and Speaking. Advanced*. Edition 2. New York: Longman. ISBN 10201788454

Subject: TARGETING THE VERB PHRASE

Year, Semester: 1st year/2nd semester

Seminar: 2 hours

### Requirements

This is a seminar designed to introduce you to the system of the basic descriptive rules that determine the structural and interpretive properties of the English verb phrase (VP). Our main objective is to practice the language and supplement the lecture *The Structure of English: The noun phrase and the verb phrase*. We want to raise awareness towards some basic issues and regularities in the hope that this journey will lead to a better understanding of this pocket of grammar and you will be able to make your own interesting discoveries when you have completed this course.

### Selected readings

- Biber, Douglas, Stig Johansson, Geoffrey Leech, Susan Conrad & Edward Finegan. 1999. *Longman grammar of spoken and written English*. Harlow: Pearson Education. ISBN 978-0582237254
- Greenbaum, Sidney & Randolph Quirk. 1990. *A student's grammar of the English language*. Oxford: OUP. ISBN 978-0582059719
- Quirk, Randolph et al. 1985. *A comprehensive grammar of the English language*. London: Longman. ISBN 978-0582517349
- Huddleston, Rodney & Geoffrey K. Pullum eds. 2002. *The Cambridge grammar of the English language*. Cambridge: CUP. ISBN 978-0521431460
- Huddleston, Rodney & Geoffrey K. Pullum. 2005. *A student's introduction to English grammar*. Cambridge: Cambridge University Press. ISBN 978-0521848374

## CHAPTER 6

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Subject: VOCABULARY BUILDING

Year, Semester: 1st year/2nd semester

Seminar: 2 hours

### Requirements

This course is designed to help students consolidate, extend and activate their advanced English vocabulary with special attention to **a)** everyday topics such as traffic and transport, travelling, meals, shopping, fashion, the media, work, housing, the weather, leisure, customs, culture, education, social matters **b)** abstract topics important in Academic English, such as the expression of space, time and causal relations, thought and communication, feelings, attitudes, descriptions, and argumentation. The course will also offer practice in word formation (affixation, compounding, conversion, etc.) and special areas of difficulty, such as lexical and grammatical collocations, idioms (e.g. colours, parts of the body, animals), phrasal verbs, and prepositional phrases. Students' work will be assessed by test papers on various issues dealt with and the final grade will be based on these marks as well as oral performance in class.

### Selected readings

Gairns, Ruth & Stuart Redman (2009). *Oxford Word Skills (Advanced)*. Oxford: Oxford University Press. ISBN 978-0-19-462008 6

McCarthy, Michael & Felicity O'Dell (2002). *English Vocabulary in Use (Advanced)*. Cambridge: Cambridge University Press. ISBN 0-521-65397

Longman Collocations Dictionary and Thesaurus (2015). Harlow: Pearson Education Limited. ISBN 978-1408252260.

Thomas, B. J. (1989). *Advanced Vocabulary & Idiom*. Longman. ISBN 978-0340504413

Vince, Michael & Peter Sunderland (2003). *Advanced Language Practice (with key)*. Macmillan. ISBN 405-00762-1

Subject: AMERICAN CIVILISATION

Year, Semester: 1st year/2nd semester

Seminar: 2 hours

### Requirements

This seminar course is designed to improve first-year students' language skills through acquainting them with some of the core topics of American civilization, including geography and regionalism, government, basic political concepts, politics and the Constitution, society, immigration history, American religions, national holidays, and everyday life. Special emphasis will also be put on certain aspects of American English. Students will be graded on the strength of their class performance, an individual short lecture, short written assignments (i.e. response papers) and in-class tests (short tests and an end-term test).

### Selected readings

Maryanne Datesman, JoAnn Crandall and Edward M. Kearny, *American Ways. An Introduction to American Culture* (New York: Longman, 2005). ISBN: 978-0131500860

Pintér Károly, Szántó Ildikó, Jancsó Daniella, Suba Ferenc and Surányi Emőke, *Cultural Relations. Brit, ausztrál, amerikai és kanadai országismereti nyelvkönyv* (Budapest: Akadémiai Kiadó, 2001). ISBN: 963-0577224

Eckhard Fiedler, Reimer Jansen and Mil Norman-Risch, *America in Close-Up* (London: Longman, 1990). ISBN: 978-0582749290

D. K. Stevenson, *American Life and Institutions* (Stuttgart: Evans Klett Schulbuchverlage, 1987). ISBN: 3125136008

Subject: INTRODUCTION TO LITERATURE AND CULTURE

Year, Semester: 2nd year/1st semester

Lecture: 2 hours

### Requirements

This lecture course is designed to introduce students to the basic terminology and the most important problems of the study of literature and culture. After an introduction to the history of the concept of culture, and to the diverse theories of the division between high culture and popular culture, the course discusses the concept and role of literature as a subject, a discipline, an institution, a cultural phenomenon, one of the arts, and as a special use of language. This is followed by an investigation of problems related to language, semiotics, representation (verbal and visual), subjectivity, identity, gender and narrative. The cultural problems are approached through literary excerpts, paintings, photographs and films (most importantly, the film *Renaissance Man*).

### Selected readings

Stuart Hall (ed.): *Representation* (London: Sage, 2001). ISBN 978-0761954323

Judy Giles and Tim Middleton: *Studying Culture* (Oxford: Blackwell, 1999). ISBN 978-1405155922

Raymond Williams: *Culture* (London: Fontana, 1989). ISBN 9780006356271

John Storey: *An Introduction to Cultural Theory and Popular Culture* (London: Harvester, 1997). ISBN 78-1408285275

Derek Attridge: *The Singularity of Literature* (London: Routledge, 2004). ISBN 978-0415335935

Shlomith Rimmon-Kenan: *Narrative Fiction* (London: Routledge, 1991). ISBN 978-0415280228

## CHAPTER 6

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Subject: MODERN BRITISH LITERATURE AND CULTURE 1

Year, Semester: 2nd year/1st semester

Seminar: 2 hours

### Requirements

The purpose of this seminar course is to introduce students to some aspects and features of 20th-century British literature and culture. Since the fundamental cultural institutions are dealt with in a previous course in the second term, besides discussing classic twentieth-century literary texts from a cultural studies point of view, the course will focus on investigating issues like Englishness, colonization, gender, the countryside, the impact of the two world wars, the mid-war period or the Angry generation. Whereas the course will primarily rely on written texts, it will have visual components as well, both in the form of film viewing, and by introducing complementary visual material too. Literary texts will include, among others, Joseph Conrad's *Heart of Darkness*, Virginia Woolf's *Mrs. Dalloway*, Doris Lessing's *The Grass is Singing*, Rebecca West's *Return of the Soldier*, William Golding's *Lord of the Flies*, Angela Carter's *The Magic Toyshop* and John Osborne's play *Look Back in Anger*.

### Selected readings

Bradbury, Malcolm. *The Modern British Novel*. London: Penguin, 1994. ISBN 978-0140296952

Childs, Peter. *Modernism. The New Critical Idiom*. London: Routledge, 2000. ISBN 978-0415415460

Corcoran, Neil. *The Cambridge Companion to Twentieth-Century English Poetry*. Cambridge: Cambridge UP, 2007. ISBN 978-0-521-69132-1

Day, Gary. *The New Critical Idiom*. London: Routledge, 2001. ISBN 0-415-18223-9

Marcus, Laura and Peter Nicholls. *The New Cambridge History of English Literature*. Cambridge: Cambridge UP, 2004. ISBN 0 521 82077 4

Subject: INTRODUCTION TO LINGUISTICS

Year, Semester: 2nd year/1st semester

Seminar: 2 hours

### Requirements

The aim of this course is to bridge the gap between the sporadic theoretical linguistic topics taught in most secondary schools or the grammar courses and the basic foundations of the field required in the students' later studies in the fifth and sixth semesters.

The students will learn about modern mainstream theoretical frameworks, while the primary aim is to familiarize them with the basic terminology, taxonomy and commonly accepted research principles of theoretical linguistics. Various major branches of linguistics, such as morphology, syntax and semantics, will be discussed, with particular attention to their interface properties. An additional

component of the course material will be the modelling of the techniques of basic data collection, analysis and interpretation through a series of carefully selected and graded practical exercises.

#### Selected readings

Budai, L. 1997. *English Phrasal and Clausal Syntax*. University of Veszprém. ISBN 978-963-7332-64-7

Genetti, C. ed. 2014. *How Languages Work – An Introduction to Language and Linguistics*. Cambridge: Cambridge University Press. ISBN 978-0521174688

O’Grady, W, Archibald, J., Aronoff, M., & Rees-Miller, J. 2007. *Contemporary Linguistics – An Introduction*. New York: Bedford/ St. Martin’s. ISBN 978-0312555283

Crystal, D. 1997. *The Cambridge Encyclopedia of Language*. Cambridge University Press. ISBN 978-0521736503

Subject: THE ENGLISH SENTENCE

Year, Semester: 2nd year/1st semester

Lecture: 2 hours

#### Requirements

This lecture course has important links to the course students have on the verb phrase and the noun phrase. It will concentrate on various aspects of simple and complex sentences in English from a descriptive grammatical perspective. Where appropriate, systematic comparisons will be made between English and Hungarian (these two languages being genetically unrelated and typologically considerably different: the former is grammatical-function-configurational, while the latter is discourse-function-configurational). The discussion in the lectures will rely heavily on Quirk et al.’s (1985) descriptive grammar; however, at appropriate points it will also outline alternative analyses based on some more formal linguistic approaches. Although the course will concentrate on the fundamental aspects of simple and complex sentences, it will also deal with syntactic areas, which also have implications intersententially, such as ellipsis and pro-forms.

#### Selected readings

Biber, D. et al. 1999. *Longman Grammar of Spoken and Written English*. Harlow: Pearson Education Limited. ISBN 978-0582237254

O’Grady, W, Archibald, J., Aronoff, M. & Rees-Miller, J. 2007. *Contemporary Linguistics – An Introduction*. New York: Bedford/ St. Martin’s. ISBN 978-0312555283

Quirk, R. et al. 1985. *A Comprehensive Grammar of the English Language*. Harlow: Longman. ISBN 978-0582517349

## CHAPTER 6

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Subject: AMERICAN CULTURE AND INSTITUTIONS

Year, Semester: 2nd year/1st semester

Seminar: 2 hours

### Requirements

This is a survey course, which serves as the foundation for all subsequent courses in American Studies. Besides revisiting topics already covered in the first-year language course titled "American Civilization," the seminar provides opportunities for more in-depth analysis of American politics, regional identity, society, race relations, immigration, religion, myths, sports, media, and other topical issues of American life. Students will be graded on the strength of their class performance, individual short lectures, performance in the group debate and in-class tests.

### Selected readings

David Mauk and John Oakland. *American Civilization, An Introduction* (New York: Routledge, 2009). ISBN: 978-0415481625

David Nye, *Contemporary American Society* (Copenhagen: Academic Press, 1990). ISBN 9788750036296

Davis D. Joyce, Glant Tibor, *United States: A Brief Introduction for Hungarian Students* (Debrecen: Debreceni Egyetem, 1996). ISBN 978-9633180457

Mark C. Carnes- John A. Garraty. *The American Nation: A History of the United States* (New York: Longman, 2003). ISBN 978-0205790432

Irwin Unger. *These United States: The Questions of Our Past* (Upper Saddle River, N.J. : Prentice Hall, 1999). ISBN 978-0205790791

Subject: AMERICAN LITERATURE 1

Year, Semester: 2nd year/1st semester

Seminar: 2 hours

### Requirements

In this subject matter framework courses are offered that sharply focus on the literary culture of the United States in its "classical" period i.e. the 19th century. Courses are designed to familiarize the students with important texts of the period: poems, short fiction, and the novel. They focus on the manner in which the authors critically evaluate the society of the time and the way they produce the image of an ideal community or an ideal social order with their own idiosyncratic artistic means. Authors to be discussed are: Washington Irving, Edgar Allen Poe, Henry David Thoreau, Herman Melville, Nathaniel Hawthorne, Emily Dickinson, Walt Whitman, Mark Twain, Kate Chopin, etc.

### Selected readings

- Bollobás, Enikő. *Az amerikai irodalom története*. Budapest: Osiris, 2005. ISBN 963 389 771 8
- Rans, Geoffrey. *Edgar Allan Poe*. Edinburgh and London: Oliver and Boyd Ltd. 1965. ISBN: 0050014382
- Smith, Nash H. *Mark Twain: A Collection of Critical Essays*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963. Current printing (last digit). ISBN 1211109876
- Spiller, Robert E. *The Cycle of American Literature*. New York: The Free Press, 1967. ISBN 978-0029304204
- Virágos, Zsolt K. *Portraits and Landmarks: The American Literary Culture in the 19th Century*. Debrecen: Institute of English and American Studies, University of Debrecen, 2007. ISBN 9789634727798

Subject: BRITISH LITERARY SEMINAR

Year, Semester: 2nd year/2nd semester

Seminar: 2 hours

#### Requirements

The aim of this course is to help students construct a notion of the main trends of British literary history up to 1945 through reading primary texts. Apart from having an insight into some major authors, students will develop a notion of the main features of the Renaissance, Romanticism, Victorianism and Modernism. The course will include Chaucer, Shakespeare, metaphysical poetry, the 18th-century novelists, Romantic and Victorian poets (Blake, Wordsworth, Coleridge, Shelley, Keats, Browning, Tennyson, Hopkins), novelists (Austen, Scott, Dickens, Emily Brontë, Charlotte Brontë, Hardy), 20<sup>th</sup>-century poets (Yeats, T.S. Eliot), novelists and dramatists (such as G.B. Shaw). The teachers of the courses will select the course material and the reading list from their works (each course including two or three novels, one or two plays and five or six poets).

#### Selected readings

- The Pelican Guide to English Literature 1-7*. Harmondsworth: Penguin, 1967. ISBN 978-0140203790
- Andrew Sanders. *The Short Oxford History of English Literature*. Oxford: Clarendon P, 1994. ISBN 978-0199263387
- Arnold Kettle. *An Introduction to the English Novel II*. London: Hutchinson U Library, 1972. ISBN 978-1138950368
- G. C. Thornley—Gwyneth Roberts. *An Outline of English Literature*. Harlow: Longman, 1991. ISBN 978-0582749177

## CHAPTER 6

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Subject: BRITISH LITERATURE TO 1945

Year, Semester: 2nd year/2nd semester

Lecture: 2 hours

### Requirements

This lecture course is intended to offer an outline of the main characteristics, trends and turning points of British literary history. Since it is a one-semester course, it can only contain a selection from the most important authors, tendencies and periods. Nevertheless, it will contain some landmarks from the history of all the three major genres (drama: Shakespeare and the most important trends in the 20<sup>th</sup> century; lyric poetry: Romanticism, Victorianism and Modernism; fiction: the main trends from the 18<sup>th</sup> to the 20<sup>th</sup> century). Background lectures will be particularly important (such as Romanticism, the Victorian era, Modernism, etc.).

### Selected readings

*The Pelican Guide to English Literature 1-7*. Harmondsworth: Penguin, 1967. ISBN 978-0140203790

Andrew Sanders. *The Short Oxford History of English Literature*. Oxford: Clarendon P, 1994. ISBN 978-0199263387

Arnold Kettle. *An Introduction to the English Novel II*. London: Hutchinson U Library, 1972. ISBN 978-1138950368

G. C. Thornley—Gwyneth Roberts. *An Outline of English Literature*. Harlow: Longman, 1991. ISBN 978-0582749177

Subject: MODERN BRITISH LITERATURE AND CULTURE 2

Year, Semester: 2nd year/2nd semester

Seminar: 2 hours

### Requirements

The purpose of this seminar course is to introduce students to some aspects and features of post-World War II British literature and culture. Besides discussing classic twentieth-century literary texts from a cultural studies point of view, the course will focus on investigating issues such as the 60s and migration, Thatcherism and the 1980s, religion, postmodernism, multiculturalism, and heritage culture. Writers discussed include Samuel Beckett, Doris Lessing, Kate Atkinson, Lloyd Jones, Hanif Kureishi, Julian Barnes and Philip Larkin, among others. Although the course primarily relies on literary texts, it also has visual components, both in the form of film viewing (for example, *Billy Elliot*, *The Englishman Who Went Up a Hill, But Came Down a Mountain*), and by introducing complementary visual material (photos, videos, etc.)

### Selected readings

Peter Childs, *Contemporary Novelists: British Fiction since 1970*. New York: Palgrave Macmillan, 2005. ISBN 978-0230249387

Richard Bradford, *The Novel Now: Contemporary British Fiction*. Oxford: Blackwell, 2007. ISBN 978-140511386.

William May, *Postwar Literature: 1950 to 1990*. London: York Press, 2010. ISBN 978-1408204740.

James F. English, ed. *A Concise Companion to Contemporary British Fiction*. Malden: Blackwell, 2006. ISBN 978-1405120005.

John Kirk, *The British Working Class in the Twentieth Century: Film, Literature and Television*. Cardiff: University of Wales Press, 2009. ISBN 978-0708321904.

Subject: CHALLENGING GRAMMAR

Year, Semester: 2nd year/2nd semester

Seminar: 2 hours

### Requirements

This course is designed to be the continuation of studying English grammar in a variety of previous lecture and seminar courses. It will concentrate on a number of (syntactic, morphological, phonological, semantic and pragmatic) phenomena in the English language by discussing both their theoretical and their practical aspects, that is, we will make theoretical generalizations and there will also be exercises so that the students can practice using the relevant constructions at an advanced level. Furthermore, when appropriate and useful, systematic comparisons will be made between the English phenomena under investigation and their Hungarian counterparts. The topics (most of which were discussed from a descriptive linguistic perspective in various previous courses) will include, but will not be limited to, passivization, the structural and functional analysis of sentences, non-finite constructions, agreement, personal and reflexive pronouns, focusing, and the use of tense forms and auxiliaries.

### Selected readings

Huddleston, R. & Pullum, G. K. eds. 2002. *The Cambridge Grammar of the English Language*. Cambridge: CUP. ISBN 978-0521431460

Langacker, R. 1986. *Foundations of Cognitive Grammar*. Stanford: Stanford University Press. ISBN 978-0804738514

O'Grady, W, Archibald, J., Aronoff, M., & Rees-Miller, J. 2007. *Contemporary Linguistics – An Introduction*. New York: Bedford/ St. Martin's. ISBN 978-031255283

## CHAPTER 6

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Subject: INTRODUCTION TO APPLIED LINGUISTICS

Year, Semester: 2nd year/2nd semester

Lecture: 1 hour

### Requirements

This course augments the curriculum of the 'Introduction to Linguistics' course with an introduction to linguistic disciplines that are more applied and/or more interdisciplinary in nature. It provides the groundwork for future studies in a wide range of disciplines: language typology, psycholinguistics, neurolinguistics, sociolinguistics, first and second language acquisition, discourse analysis and computational linguistics.

### Selected readings

William O'Grady, John Archibald, Mark Aronoff, Janie Rees-Miller. 2017. *Contemporary Linguistics: An Introduction*. New York: St Martin's Press. ISBN 1319039774

Norbert Schmitt. 2010. *An Introduction to Applied Linguistics*. Routledge. ISBN 0340984473

Subject: AMERICAN LITERATURE 2

Year, Semester: 2nd year/2nd semester

Seminar: 2 hours

### Requirements

The subject aims to introduce students to the history of American literature in the 20th century, and thereby prepare them for the end-of-term examination in the lecture course of American literature 3. The material includes representative texts of prose fiction, poetry, and drama, occasionally supplemented by works from the other arts (fine arts, music, film). Through analyzing literary works, students can gain insight into the major artistic and cultural trends as well as paradigm shifts of the period (e.g. modernism, postmodernism, Harlem renaissance, etc.).

### Selected readings

Bradbury, Malcolm, and Richard Ruland. *From Puritanism to Postmodernism: A History of American Literature*. New York: Penguin, 1991. ISBN-13: 978-0140144352

Bollobás, Enikő. *Az amerikai irodalom története*. Budapest: Osiris, 2005. ISBN: 9789632762623

Bercovitch, Sacvan, ed. *The Cambridge History of American Literature*. Vol. 7: *Prose*

*Writing, 1940-1990* and vol. 8. *Poetry and Criticism, 1940-1995*. Ed. Cyrus R. K. Patell. Cambridge: Cambridge UP, 1996. ISBN-13: 978-0521497329

Viragos, Zsolt. *The Modernists and Others*. Debrecen, Institute of English and American Studies, 2007. ISBN-13: 978-0521497329

Subject: AMERICAN LITERATURE 3

Year, Semester: 2nd year/2nd semester

Lecture: 2 hours

#### Requirements

This lecture course offers a survey of significant literary trends, developments as well as major authorial achievements in 20th and early 21<sup>st</sup> century American literary history, with a focus on prose, poetry, and drama from the mid-century. In addition to discussing the socio-political and cultural contexts the literary works are embedded in, the multi-genre lecture aims to familiarize students with the intellectual climate (philosophy, arts, music) and the paradigm shifts in American culture in the given period. Special emphasis is put on highlighting new representations of themes, motifs, tropes, and myths recurrent since the advent of American literature (e.g. national identity, individuality, the American Dream) as well as recent advances in American expressiveness (ethnic and post-ethnic literatures).

#### Selected readings

Abádi-Nagy Zoltán. *Válság és komikum: A hatvanas évek amerikai regénye*. Budapest: Magvető, 1982. ISBN: 9632716000

---. *Az amerikai minimalista próza*. Budapest: Argumentum, 1994. ISBN 9637719776

Bollobás, Enikő. *Az amerikai irodalom története*. Budapest: Osiris, 2005. ISBN 9789633897713

Elliott, Emory, gen. ed. *Columbia Literary History of the United States*. New York: Columbia UP, 1988. ISBN 978-0231058124

Országh, László and Virágos Zsolt. *Az amerikai irodalom története*. Budapest: Eötvös József, 1997. ISBN 9639024171

Virágos, Zsolt. *The Modernists and Others. The American Literary Culture in the Age of the Modernist Revolution*. IEAS, University of Debrecen, 2010. 7th edition ISBN 9634729398

Subject: HISTORY OF THE USA

Year, Semester: 2nd year/2nd semester

Seminar: 2 hours

#### Requirements

This seminar course offers a basic survey of the most important aspects of United States history from the colonial period to the present day. The course focuses on key events and personalities, with a view to serving as a solid foundation for subsequent American Studies and history courses. The course is supported by multimedia teaching materials, a textbook, and full lists of dates, events, and people for preparation. Students will be graded on the basis of their class performance, oral presentations, and in class tests.

## CHAPTER 6

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### Selected readings

- Joyce, Davis D. and Tibor Glant, *United States History: A Brief Introduction for Hungarian Students*. Debrecen: Kossuth University Press, 1996. 7<sup>th</sup> updated ed.: 2012. ISBN: 978-963-318-264-2
- United States History: A Brief Introduction for Hungarian Students*. CD-ROM version: Part 1: *From the Beginnings to 1877*. Tibor Glant, Davis D. Joyce and Magda Kovács. Debrecen: KLTE, 1998.
- United States History Reader*. (Tibor Glant ed.) McGraw-Hill Primis, 1995.

Subject: INTRODUCTION TO IRISH STUDIES

Year, Semester: 3rd year/1st semester

Lecture: 2 hours

### Requirements

This series of lectures offers students an introduction to Irish culture giving insights into various aspects, phenomena and authors of modern and contemporary Irish (and Northern Irish) history, music, film, literature, with glances at antecedents. Recurrently discussed topics in the course will be the intersections between history and culture, the past and the present, the personal and the political, forms and modes of memory (personal, collective, cultural) – as well as the interplay between memory and imagination – the local and the global, tradition and modernity; the re-inscription and subversion of stereotypes, and the role of place, myth and music in modern Irish culture.

### Selected readings

- Cleary, Joe and Claire Connolly, ed. *The Cambridge Companion to Modern Irish Culture*. Cambridge, UK, New York: Cambridge UP, 2005. ISBN 9780511999062
- Savage, Robert J. Savage Jr. ed. *Ireland in the New Century*. Dublin: Four Courts, 2003. ISBN 185182720X
- Kiberd, Declan. *Inventing Ireland*. London: Jonathon Cape, 1995. ISBN 9780674463646
- Kirby, Peadar, Luke Gibbons and Michael Cronin, ed. *Reinventing Ireland*. London; Sterling, Virginia: Pluto, 2002. ISBN 978-0745318240
- Maher, Eamon, ed. *Cultural Perspectives on Globalisation and Ireland*. Oxford: Peter Lang, 2009. ISBN 978-3039118519

Subject: LITERARY AND CULTURAL THEORY

Year, Semester: 3rd year/1st semester

Lecture: 2 hours

### Requirements

This course is designed as an introduction to some of the major tendencies, schools and figures in

20<sup>th</sup>-century literary and cultural theory. The first part of the course covers such major figures of theory as Sigmund Freud, Roland Barthes, Jacques Lacan, Jacques Derrida, Michel Foucault, while the second part of the lecture series focuses on the most influential trends in recent theory (influenced by the above mentioned figures). During this jointly taught course such trends will be discussed as feminism, deconstruction, psychoanalysis, spatial studies, media studies, as well as theories of visual culture. The course concludes with a written examination, based on the lectures and a list of readings.

#### Selected readings

Jefferson and Robey (ed.) *Modern literary Theory*. Batsford, 1992. ISBN 978-0713452907

Patricia Waugh (ed.) *Literary Theory and Criticism*. Oxford UP, 2006. ISBN 9780199258369

Subject: AMERICAN LANGUAGE AND CULTURE

Year, Semester: 3rd year/1st semester

Seminar: 2 hours

#### Requirements

This set of courses provides an introduction to critical issues and approaches in the study of American English language and culture, including sociolinguistics, anthropological linguistics, feminist theory, and cultural studies. Topics of discussion will include language acquisition in/through/with culture, American and global English(es), borderlands and multilingualism, globalization and language ideologies, Native and African American cultures, the interface between thought, culture and power in relation to race, nation and class. In addition to literary and linguistic archives, students will be studying America through the lens of popular culture, e.g., social media, youth culture, and popular film.

#### Selected readings

During, Simon, editor. *The Cultural Studies Reader*. New York: Routledge, 2007. ISBN 0415374138

Grossberg, Lawrence, Cary Nelson, and Paula Treichler, editors. *Cultural Studies*. New York: Routledge, 1992. ISBN 0415903459

Lippi-Green, Rosina. *English with an Accent: Language, Ideology and Discrimination in the United States*. London – New York: Routledge, 1997. ISBN 0415559111

Storey, John. *Cultural Theory and Popular Culture: An Introduction*. London – New York: Routledge, 2015. ISBN 1138811033

Wolfram, Walt, and Natalie Schilling-Estes. *American English: Dialects and Variation*. Malden, MA – Oxford: Wiley-Blackwell, 2016. ISBN 1405112662

Subject: AMERICAN LITERATURE 4

## CHAPTER 6

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Year, Semester: 3rd year/1st semester

Seminar: 2 hours

### Requirements

The aim of this cluster of subjects is, on the one hand, to provide opportunity for the in-depth study of literary trends, authors and themes covered by American Literature 1-3, as well as the teaching of less canonical authors. On the other hand, it includes the close reading of poetry, drama and fiction. Since these courses target potential future American Studies MA students, they focus on the specificities of American literature and literary criticism, and also include basic literary theory. The courses pay special attention to the variety of literary forms and themes that are a result of American multiculturalism, the topic of American identities, and the process of questioning and rewriting the literary canon.

### Selected readings

Bigsby, C. W. E. *Modern American Drama, 1945-2000*. Cambridge: Cambridge UP, 2004. ISBN 0521790891

*Contemporary African American Literature: The Living Canon*. Eds. Lovalerie King and Shirley Moody-Turner. Bloomington, IN: Indiana UP, 2013. ISBN 9780253006257

Hoffmann, Gerhard. *From Modernism to Postmodernism: Concepts and Strategies of Postmodern American Fiction*. Amsterdam: Rodopi, 2005. ISBN 9042018860

Jacobs, Elizabeth. *Mexican American Literature: The Politics of Identity*. London: Routledge, 2006. ISBN 9780415364904

Macgowan, Christopher. *The Twentieth-Century American Fiction Handbook*. Malden, MA.: Wiley-Blackwell, 2011. ISBN 9781405160230

Subject: ASPECTS OF AMERICAN ENGLISH

Year, Semester: 3rd year/1st semester

Seminar: 2 hours

### Requirements

This set of courses will provide an overview of American English as the dominant variant of World English by examining the variety, and development of American English and by presenting the most important historical and political influences on “Standard” American English through such topics as regional, social, and ethnic variations; Standard American (SAE) vs. British English (BE); American slang; American dialects and business English; American styles, speech genres and performances. The courses aim at furnishing students with the abilities and skills necessary for a professional differentiation between SAE and other variations of English. Further topics will include multilingualism and interethnic communication, linguistic assimilation and profiling, AAVE and Chicano English, linguistic attitudes and prejudices, euphemisms and stereotypes, forbidden and profane language, and politically (in)correct language.

### Selected readings

Kövecses, Zoltán. *American English: An Introduction*. Budapest: DAS, ELTE, 1995. ISBN 15511, or Peterborough: Broadview Press, 2000.

---. *New Approaches to American English*. Budapest: DAS, ELTE, 1995. ISBN: 9634630375

Lecture Notes: Articles in William Safire's *On Language* column in *The NY Times Magazine* (Feb-April 2005)

Lippi-Green, Rosina 1997. *English with an Accent: Language, Ideology and Discrimination in the United States*. London – New York: Routledge. ISBN 0415559111

Wolfram, Walt – Natalie Schilling-Estes 2016. *American English: Dialects and Variation*. Malden, MA – Oxford: Wiley-Blackwell. ISBN 1405112662

Subject: ETHNIC AND MINORITY CULTURES IN NORTH AMERICA

Year, Semester: 3rd year/1st semester

Seminar: 2 hours

### Requirements

The aim of this set of courses is to investigate the multifaceted nature of the cultures in the North American existence, thus primary focus will be on exploring the cultures of Black Americans, Native Americans, Chicano/as and Mexican Americans. In addition to studying the social constructions and textual and literary historical representations of race and ethnicity, terminology like multiculturalism, interculturalism and social diversity will also be clarified. The course material will include all sorts of documents: legal, artistic (paintings), linguistic, and a large variety of literary texts of different genres as well their secondary critical analyses and interpretations.

### Selected readings

Ferraro, Thomas J. *Ethnic Passage: Literary Immigrants in the Twentieth-Century America*. Chicago: Chicago UP Press, 1993. ISBN 9780226244426

Jacobs, Elizabeth. *Mexican American Literature: The Politics of Identity*. London: Routledge, 2006. ISBN 97804155544061

Kivisto, Peter and Georgyanne Rundbald eds. *Multiculturalism in the United States: Current Issues, Contemporary Voices*. Thousand Oaks, CA. Pine Forge, 2000. ISBN 0-7619-8648-0

Muller, Gilbert H. *New Strangers in Paradise: The Immigrant Experience and Contemporary American Fiction*. Lexington: U of Kentucky Press, 1999. ISBN: 10-0813192005, ISBN 2900813192009

Nelson, Camille A. and Charmaine A. Nelson eds. *Racism, eh? A Critical Inter-Disciplinary Anthology of Race and Racism in Canada*. Concord (Ontario): Captus Press, 2004. ISBN 155322 061 7

## CHAPTER 6

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Subject: INTRODUCTION TO AMERICAN STUDIES

Year, Semester: 3rd year/1st semester

Lecture: 2 hours

### Requirements

This lecture course offers a general overview of the most significant aspects of American culture and provides a conceptual/theoretical framework for further study and research. The selected items for discussion include American Studies, inter- and multidisciplinary, methodology; institutional history: major "paradigm moments"; themes in U.S. cultural history; cultural stability; beliefs and values, myths and ideologies; the multicultural challenge; regionalism; American religions; women in U.S. history; and Hungarian-American relations and contacts.

### Selected readings

Brunvand, Jan Harold. *The Study of American Folklore*. 4<sup>th</sup> ed. New York and London: W.W. Norton, 1998). ISBN 9780393972238

Chacon, Justin Akers and Mike Davis. *No One Is Illegal: Fighting Racism and State Violence on the U.S.-Mexican Border*. Chicago: Haymarket Books, 2006. ISBN 978-1931859356

Desmond, Jane C. and Virginia R. Dominguez. "Resituating American Studies in a Critical Internationalism," *American Quarterly* 48/3 (1996), 475-90.

Fussell, Paul: *Class. A Guide Through the American Status System*. New York: Touchstone, 1992 (1983). ISBN: 0 671 44990 5, 0671 79225 3

Schlesinger, Arthur M., Jr. *The Disuniting of America. Reflections on a Multicultural Society*. New York and London: W. W. Norton, 1992. ISBN-13: 978-0393318548

Subject: BRITISH SOCIETY AND GENDER

Year, Semester: 3rd year/2nd semester

Lecture: 2 hours

### Requirements

The purpose of this course is to introduce students into the origins, history and present state of the most important modern British/English social institutions, habits and attitudes, with special attention to the role of gender in the construction of social and cultural formations, representations and identities. The theoretical framework of the course is the combination of cultural studies and gender studies. The course will look at the major social and cultural theories, notions and institutions from the beginnings of modern Britain to the present day (the historically changing feminine and masculine identities; myths; women's emancipation in Britain; political, social and cultural implications of feminism). The course will touch upon disciplinary areas in which gender is a key analytical term: sociology, pedagogy, psychoanalysis and body studies.

Selected readings

Simone de Beauvoir. *The Second Sex*. Harmondsworth: Penguin, 1953. ISBN 10: 0679724516 ISBN 13: 9780679724513

Betty Friedan. *The Feminine Mystique*. Harmondsworth: Penguin, 1963. ISBN 10: 0140022619 ISBN 13: 9780140022612

Leonard Shlain. *The Alphabet versus the Goddess*. New York: Viking, 1998. ISBN 978-0140196016

Nancy Chodorow. *The Reproduction of Mothering*. New Haven: Yale, 1999. ISBN 978-0520221550

R. W. Connell. *Masculinities*. 2nd ed. Cambridge: Polity Press, 2005. ISBN 9780520246980

Subject: CONSULTATION FOR THESIS WRITING

Year, Semester: 3rd year/1st semester

Subject: FINAL EXAMINATION

Year, Semester: 3rd year/2nd semester

Subject: MODUL CLOSING EXAM (BRITISH LITERATURE AND CULTURE TRACK)

Year, Semester: 3rd year/2nd semester

Subject: THESIS

Year, Semester: 3rd year/2nd semester

Subject: CONSULTATION FOR THESIS WRITING

Year, Semester: 3rd year/2nd semester

Subject: : MODUL CLOSING EXAM (LINGUISTICS AND COMMUNICATION TRACK)

Year, Semester: 3rd year/2nd semester

Subject: FINAL SPECIALIZATION EXAM

Year, Semester: 3rd year/2nd semester

Subject: AMERICAN-HUNGARIAN RELATIONS AND CONTACTS

## CHAPTER 6

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Year, Semester: 3rd year/2nd semester

Lecture: 2

### Requirements

In preparation for the American Studies M.A. program of the North American Department, this lecture course offers a comprehensive overview of United States-Hungarian relations and contacts from mythical firsts (Tyrker and the Vikings) to the present day. Relations and contacts will be interpreted and discussed with the widest possible focus to include bilateral relations, travelers from both sides, mutual images and stereotypes.

### Selected readings

Glant, Tibor. *Amerika, a csodák és csalódások földje. Az Amerikai Egyesült Államok képe a hosszú XIX. század magyar utazási irodalmában.* Debrecen: Debreceni Egyetemi Kiadó, 2013. ISBN 9789633183571

Puskás, Julianna. *Ties That Bind, Ties That Divide. One Hundred Years of Hungarian Experience in the United States.* New York and London: Holmes and Meier, 2000. ISBN 9780841913202

Tezla, Albert, ed., *The Hazardous Quest. Hungarian Immigrants in the United States, 1895-1920.* Budapest: Corvina, 1993. ISBN 9789631334647

Várdy, Béla (Steven Bela Vardy): *Magyarok az újvilágban. Az észak-amerikai magyarság rendhagyó története.* Budapest: A Magyar Nyelv és Kultúra Nemzetközi Társasága, 2000. ISBN 9630050633

Subject: CONTEMPORARY AMERICAN SOCIETY

Year, Semester: 3rd year/2nd semester

Seminar: 2

### Requirements

The growing presence of formerly marginalized minorities and the increasingly more efficient articulation of their priorities have weakened the once dominant position of Anglo-Saxonism and WASPM interests. The course of study explores the roots of contemporary American culture(S) and the different responses to the changing cultural, political, and social landscape with special focus on ethnic and minority diversity, cultural pluralism, post-ethnicity, and the multicultural championing of difference as expressed in a range of fields within American culture, including literature, media, visual and fine arts.

### Selected readings

Bigsby, Christopher, ed. *The Cambridge Companion to Modern American Culture.* Cambridge: CUP, 2006. ISBN-13 978-0521601092

Schlesinger, Arthur M. Jr. *The Disuniting of America: Reflections on a Multicultural Society.* New

York: Norton, 1992. ISBN 978-0393318548

Takaki, Ronald. *A Different Mirror: A History of Multicultural America*. Boston: Little, 1993. ISBN 978-0316022361

Jay, Kathryn. *More Than Just A Game: Sports In American Life since 1945*. Columbia University Press, 2004. ISBN 978-0231125352

Prucha, Francis Paul, ed. *Documents of United States Indian Policy*. Lincoln and London: U of Nebraska P, 2000. Print. ISBN 9780803287624

Sampal-Patel, Niti. *Postcolonial Masquerades: Culture and Politics in Literature, Film, Video, and Photography*. New York: Garland, 2001. ISBN: 9780815336495

Subject: : MODUL CLOSING EXAM (AMERICAN STUDIES)

Year, Semester: 3rd year/2nd semester

Subject: GENRE STUDIES IN AMERICAN LITERATURE

Year, Semester: 3rd year/2nd semester

Seminar: 2

#### Requirements

Courses under this designation provide a framework for an in-depth study of literary genres including short fiction, fiction, poetry, and drama in North American literature. The seminars are designed to explore major landmarks as well as new advances in the evolution of the aforementioned genres from a variety of perspectives (e.g. gender, ethnic, Gothic, modernity, postmodernity). With a focus on identifying transformations in the traditional literary types, special emphasis is placed on investigating the thematic and formal renewal as well as the transgressions of generic boundaries of conventional genres. Serving as preliminary grounding studies for future students of MA in American Studies, these courses include theoretical discussions on genre poetics as well.

#### Selected readings

Csató, Péter. *Antipodean Dialogues: Richard Rorty and the Discursive Authority of Conversational Philosophy*. Debrecen: Debreceni Egyetemi Kiadó, 2013. ISBN 978 963 318 386 1

Gelfant, Blanche H. ed. *The Columbia Companion to the Twentieth-century American Short Story*. New York: Columbia UP, 2000. ISBN 231 11098 7

Pavis, Patrice (Trans. Loran Kruger.). *Theatre at the Crossroads of Culture*. London: Routledge, 1992. ISBN 13 9780415060387

Huerta, Jorge: *Chicano Drama: Performance, Society and Myth*. Cambridge: Cambridge University Press, 2000. ISBN-13: 978-0521778176

Németh, Lenke. “*All It Is, It’s a Carnival*”: *Reading David Mamet’s Female Characters with Bakhtin*. Debrecen: Kossuth Egyetemi Kiadó, 2007. ISBN 978 963 473 066 8

## CHAPTER 6

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Virágos, Zsolt és Varró Gabriella. *Jim Crow örökösei. Mítosz és sztereotípa az amerikai társadalmi tudatban.* Budapest, Eötvös J kiadó, 2002. ISBN 963 9316 59 8

Subject: REGIONAL AND MULTICULTURAL STUDIES

Year, Semester: 3rd year/2nd semester

Lecture: 2

### Requirements

In this subject matter framework we focus on Canada's geography, history, culture and current issues on the country's social, political scene in a North American context. Among the most important themes are: the government, multiculturalism, interculturalism, immigration, Natives, Québec's place in Canada, the Constitution, bilingualism, Canadian English, Canadian values.

### Selected readings

Kaplan, William. ed. *Belonging: The Meaning and Future of Canadian Citizenship.* Montreal: McGill-Queen's UP, 1993. ISBN: 0 7735-0985 2 ISBN: 0 7735 0987 9

Mandel, Eli and David Taras eds. *A Passion for Identity: Introduction to Canadian Studies.* Scarborough, Ontario: Nelson, 1988. ISBN 978-0458805600

Metcalf, William. ed. *Understanding Canada: A Multidisciplinary Approach to Canadian Studies.* New York: New York UP, 1982. ISBN 0 8147 5382 5, 0 8147 5383 3

Molnár, Judit.ed. *Different Perspectives on Canada from Inside and Outside: Multidisciplinary Approaches.* Debrecen: DEENK Kossuth Egyetemi Kiadója, 2008. ISBN 978 963 473 111 5

Morton, Desmond. *A Short History of Canada.* Toronto: McClelland and Stewart, 1994. ISBN 978-0771064807

<sup>1</sup>L= no. of lecture hours per week; S = no. of seminar hours per week; crd. = credits

\*See page 34 for description

\*See page 35 for detailed information

<sup>2</sup>See page 105 for thesis guidelines

\*Required elective courses will be available in the 5<sup>th</sup> and 6<sup>th</sup> semesters. Please complete 9 required courses.

## CHAPTER 7

### MA IN ENGLISH STUDIES

#### MA in English Studies

#### ACADEMIC PROGRAM

##### **Basic information: training and degree requirements**

Name of the foundation training: English Studies major

Level of qualification: Master of Arts degree (MA)

Orientations: Literary and Cultural Studies track; Linguistics track

Qualification in English: Philologist in English

Area of training: humanities, modern philology

Mode of study: full time

Faculty responsible for training: Faculty of Humanities

Duration: 4 semesters

Number of credits required for a degree: 120

Number of contact classes: 1200

Launch date of the program: 2009.

Participants of the MA in English Studies programme – depending on which track they choose – will have the opportunity to acquire extensive and high-level knowledge of linguistics or British (Irish, Canadian, Australian, South African, and so forth) culture and history.

#### **Objectives**

The general goal of the MA in English Studies programme is the training of experts who, besides a full mastery of the English language, possess an extensive and in-depth knowledge of the language, culture and history of English-speaking countries. Rather than mere passive receivers of information, students graduating from this MA programme will be specialists fully capable of undertaking independent and original investigations in a wide range of topics.

The *Literary and the Cultural Studies track* aims to train highly educated experts who will become players in the social and cultural field occupying positions where their views will influence other people. It is, therefore, indispensable that they be capable of applying and developing the skills acquired here in areas as diverse as international relations, tourism, the press and the media, business,

## CHAPTER 7

publishing, municipal and national administration, the political and diplomatic spheres, in cultural life (taken in its broadest sense) and, of course, in the academic field. To facilitate this we provide our students with a comprehensive and up-to-date knowledge of modern British (Irish, Canadian, Australian, South African, and so forth) culture and history, and develop in them a generally critical stance, tolerance for any kind of otherness as well as a democratic conception of culture.

The *Linguistics track* offers students an in-depth insight into major disciplines of the study of language (including syntax, morphology and semantics) and it also offers a viable route towards becoming an expert in one or more linguistic fields. We discuss many interdisciplinary, multidisciplinary and applied topics.

Graduates of the MA programme may want to pursue a PhD (doctoral) degree, too. The following programmes are offered by the Institute of English and American Studies: PhD in British Studies, PhD in North American Studies and PhD in English Linguistics.

### **Structure**

To graduate, students are expected to complete 120 credits, which comprises twenty courses, five credits each, and the diploma work.

The curriculum of the MA in English Studies consists of the following modules:

Foundation courses,	Core modules	Disciplinary courses	Optional courses	MA thesis
18 credits	12 credits	60 credits	10 credits	20 credits

- I. Foundation courses (four courses, eighteen credits – required)
- II. Core modules (three courses, twelve credits – required)
- III. Disciplinary courses (twelve courses, sixty credits – required-optional)
- IV. Optional courses (ten credits – freely chosen from any area of interest)
- V. MA thesis (diploma) work (twenty credits – required)

Despite the shared subject names, the courses are physically different in the Linguistics track and the Literary and the Cultural Studies track. The Linguistics track runs two distinctly separate sets of courses for its two streams:

1. Linguistics;

2. Applied linguistics.

Although the Literary and Cultural Studies track offers two streams:

1. British literature;
2. British culture and society

The two streams have a joint time-table and course offer, and students can pick courses of their own choice according to their own preferences, irrespective of which stream they applied for originally.

**For more information on the two tracks please see: <https://ieas.unideb.hu/en/ma-programmes>**

**PROGRAM SCHEDULE**

**I. Foundation courses**

Subject	Contact hours per semester				Course type	Credits
	1.	2.	3.	4.		
1. The English Language			30		theory	4
2. Modern British Society and Language		30			theory	4
3. Terms and Concepts in Literary and Linguistic Studies	30				theory	5
4. Advanced Academic Writing	30				practice	5
Totals (contact hours, credits)	60	30	30		120	18

**II. Core modules**

Subject	Contact hours per semester				Course type	Credits
	1.	2.	3.	4.		

CHAPTER 7

1. Trends in Linguistic, Literary and Cultural Studies		30			theory	4
2. Historical Aspects of English Linguistics, Culture and Literature	30				theory	4
3. Advanced Research Methods				30	practice	4
Totals (contact hours, credits)	30	30		30	90	12

**III. a.a. Disciplinary courses in the Linguistics track (when specializing in Applied Linguistics)**

Subject	Contact hours per semester				Course type	Credits
	1.	2.	3.	4.		
1. Syntax		30*	(30)	(30)	practice	5
2. Language Acquisition		30*	(30)	(30)	practice	5
3. Advanced Topics in Syntax		(30)	(30)	30*	practice	5
4. Information and Communication Technologies in Language Learning		(30)	(30)	30*	practice	5
5. Advanced Topics in		(30)	(30)	30*	practice	5

Semantics						
6. Research Issues in Language Testing and Assessment		(30)	30*	(30)	practice	5
7. Empirical Linguistics		30*	(30)	(30)	practice	5
8. Morphology		(30)	30*	(30)	practice	5
9. Computational Linguistics		(30)	30*	(30)	practice	5
10. Pragmatics		(30)	30*	(30)	practice	5
11. Perspectives on the Lexicon		30*	(30)	(30)	practice	5
12. Current Issues in Language Studies		(30)	30*	(30)	practice	5
13. Semantics		(30)	30*	(30)	practice	5
14. The mental lexicon and L2 vocabulary acquisition		(30)	(30)	30*	practice	5
15. The social and discourse aspects of language		30*	(30)	(30)	practice	5
16. Argument Structure		(30)	30*	(30)	practice	5

**CHAPTER 7**

17. Issues in biolinguistics, psycholinguistics and neurolinguistics		(30)	30*	(30)	practice	5
18. Advances in linguistic research		(30)	(30)	30*	practice	5
19. Language Test Construction and Evaluation		(30)	(30)	30*	practice	5
Totals (contact hours, credits)		120	120	90	330	60

\* default

**III. a.b. Disciplinary courses in the Linguistics track (when specializing in Theoretical Linguistics)**

Subject	Contact hours per semester				Course type	Credits
	1.	2.	3.	4.		
1. Syntax		30*	(30)	(30)	practice	5
2. Empirical Linguistics		30*	(30)	(30)	practice	5
3. Perspectives on the Lexicon		30*	(30)	(30)	practice	5
4. Language Acquisition		30*	(30)	(30)	practice	5
5. Semantics		(30)	30*	(30)	practice	5

6. Pragmatics		(30)	30*	(30)	practice	5
7. Computational Linguistics		(30)	30*	(30)	practice	5
8. Morphology		(30)	30*	(30)	practice	5
9. The social and discourse aspects of language		(30)	(30)	30*	practice	5
10. Advanced Topics in Syntax		(30)	(30)	30*	practice	5
11. Advanced Topics in Semantics		(30)	(30)	30*	practice	5
12. Argument Structure		(30)	(30)	30*	practice	5
13. Current Issues in Language Studies		(30)	30*	(30)	practice	5
14. Issues in biolinguistics, psycholinguistics and neurolinguistics		(30)	(30)	30*	practice	5
15. Advances in linguistic research		(30)	30*	(30)	practice	5
Totals (contact hours, credits)		120	120	90	330	60

\* default

CHAPTER 7

**III. b. Disciplinary courses in the Literary and the Cultural Studies track**

Subject	Contact hours per semester				Course type	Credits
	1.	2.	3.	4.		
1. Gender Studies		30*	(30)	(30)	theory	5
2. Post-1945 British Fiction and Film		30*	(30)	(30)	practice	5
3. Post-1945 British Poetry, Drama and Theatre		30*	(30)	(30)	practice	5
4. Postcolonial Literatures and Cultures		30*	(30)	(30)	practice	5
5. Advanced Topics in Literary and Cultural Theory		(30)	30*	(30)	practice	5
6. Advanced Topics in British and Irish Literature and Culture		(30)	30*	(30)	practice	5
7. Advanced Topics in Postcolonial Literatures and Cultures		(30)	30*	(30)	practice	5
8. Advanced Topics in Popular Literature and		(30)	30*	(30)	practice	5

Culture						
9. Major Figures in British and Irish Literature and Culture		(30)	(30)	30*	practice	5
10. Alternative Approaches to British and Irish Literature and Culture		(30)	(30)	30*	practice	5
11. Visuality and Literature		(30)	(30)	30*	practice	5
Totals (contact hours, credits)		120	120	90	330	60

\* default

#### IV. Optional courses

Subject	Contact hours per semester				Course type	Credits
	1.	2.	3.	4.		
Optional course no. 1	((30))	30*	(30)	(30)	practice or theory	5
Optional course no. 2	((30))	(30)	30*	(30)	practice or theory	5
Totals (contact hours, credits)		30	30		60	10

\* recommended

#### V. MA thesis (diploma) work

## CHAPTER 7

Subject	Contact hours per semester				Course type	Credits
	1.	2.	3.	4.		
MA thesis writing, part 1			15		practice	5
MA thesis writing, part 2				15	practice	5
Thesis				-	grade	10
Thesis defence				-	exam	0
Totals (contact hours, credits)			15	15	30	20

### **ASSESSMENT**

**The exact details of the grading and evaluation policy are always found in the relevant syllabi of the courses that can and should be downloaded from the institute website.**

- 1. A PRACTICE course type is a seminar evaluated with a GRADE on a scale from 1 to 5.**
- 2. A THEORY course type is evaluated with an oral or a written EXAM.**
- 3. The MA training concludes with a comprehensive final exam at the end of the fourth semester:**

#### **MA final exam topics in BRITISH LITERATURE AND CULTURE**

The final examination consists of an oral and a written part.

The oral part is a defence of the MA thesis; the defence is a conversation with the members of the examination committee about issues related to the thesis. The conversation takes as its starting point the two questions formulated as part of the thesis supervisor's evaluation of the thesis. These questions are known to the student beforehand.

The written part of the final exam is an in-class paper that consists of two essays. Students have to choose two required-optional subjects (thematic blocks) that s/he has completed as part of the British Literary and Cultural Studies Track, and a course within each subject. The two courses cannot belong

to the same subject. The written part of the final exam consists in the material of the courses chosen: students will have to elaborate on two essay questions which address broad issues and correspondences.

After the student has registered her/his choice, the instructors will formulate two questions (that is, in-class essay titles) per course. The student has to choose one of the two questions offered by each instructor and elaborate on the topic indicated in the title. The written examination, thus, consists of two essays, both taking ninety minutes, based on these questions.

### **Subjects (thematic blocks) and readings:**

#### **Gender studies**

Butler, Judith. *Gender Trouble. Feminism and the Subversion of Identity*. London: Routledge, 1990.

Mills, Sarah, ed. *Language and Gender – Interdisciplinary Perspectives*. Harlow: Longman, 1985.

#### **Post-1945 British Fiction and Film**

Ashby, Justin – Andrew Higson (ed.). *British Cinema, Past and Present*. London: Routledge, 2000.

Sinfield, Alan. *Literature, Politics and Culture in Postwar Britain*. Berkeley: University of California Press, 1989.

#### **Post-1945 British Poetry, Drama and Theatre**

Acheson, James and Romana Huk, ed. *Contemporary British Poetry: Essays in Theory and Criticism*. New York: State U of New York P, 1996.

Shellard, Dominic. *British Theatre Since the War*. New Haven and London: Yale UP, 2000.

#### **Postcolonial Literatures and Cultures**

Said, Edward W. *Culture and Imperialism*. New York: Vintage, 1994.

Young, Robert. *Postcolonialism: An Historical Introduction*. Oxford: Blackwell, 2001.

#### **Advanced Topics in Literary and Cultural Theory**

Culler, Jonathan. *On Deconstruction. Theory and Criticism after Structuralism*. London:

## CHAPTER 7

Routledge, 1989.

During, Simon, ed. *The Cultural Studies Reader*. New York: Routledge, 1999.

### **Advanced Topics in British and Irish Literature and Culture**

Connolly, Claire, ed. *Theorizing Ireland*. New York: Palgrave, 2003.

Waugh, Patricia (ed.). *Postmodernism: A Reader*. London: Arnold, 1996.

### **Advanced Topics in Postcolonial Literatures and Cultures**

Lane, Richard. *The Postcolonial Novel*. Cambridge: Polity Press, 2006.

Aschcroft, Bill, Gareth Griffiths and Helen Tiffin: *The Empire Writes Back*. London: Routledge, 1994.

### **Advanced Topics in Popular Literature and Culture**

Huysen, Andreas. *After the Great Divide: Modernism, Mass Culture, Postmodernism*.  
Bloomington: Indiana UP, 1986.

Storey, John. *Cultural Theory, Popular Culture: An Introduction*. New York : Longman, 2000.

### **Major Figures in British and Irish Literature and Culture**

Drabble, Margaret, ed. *The Oxford Companion to English Literature*. 6th ed. Oxford; New York:  
Oxford UP, 2006.

Connor, Steven. *The English Novel in History, 1950-1955*. London: Routledge, 1996.

### **Alternative Approaches to British and Irish Literature and Culture**

Butler, Judith. *The Psychic Life of Power. Theories in Subjection*. Stanford, Cal.: Stanford UP,  
1997.

Mulhern, Francis. *Culture/Metaculture The New Critical Idiom*. London: Routledge, 2000.

### **Visuality and Literature**

Mirzoeff, Nicholas, ed. *The Visual Culture Reader*. London : Routledge, 2002.

Stam, Robert, and Toby Miller. *Film and Theory*. Oxford, Malden: Blackwell, 2000.

### **MA Final Exam in Linguistics**

The final exam consists of an oral and a written test.

The written test consists of two essay questions, which the candidate freely chooses out of three questions. This part of the final exam tests the candidate's general knowledge of basic linguistic principles.

The oral test is a defense of the MA thesis; the defense is a conversation with the members of the examination committee about the thesis. The conversation takes as its starting point the two questions the candidate receives from their supervisor in the written evaluation of the thesis before the final exam.

More information on the Institute's website (<https://ieas.unideb.hu/en/english-linguistics-ma>).

## CHAPTER 8

# CHAPTER 8 MA IN NORTH AMERICAN STUDIES

MA in North American Studies

### ACADEMIC PROGRAM

Basic information: training and degree requirements

Name of the foundation training: English Studies major (other Humanities majors may also be eligible; please enquire)

Level of qualification: Master of Arts degree (MA)

Orientations: American literatures; ethnic and multicultural studies

Degree: MA in North American Studies

Qualification Philologist in English

Area of training: humanities, modern philology

Mode of study: full time

Faculty responsible for training: Faculty of Humanities

Duration: 4 semesters

Number of credits required for a degree: 120

Number of contact classes: 1200

Launch date of the program: 2008

Short description: Disciplinary MA program in the broadly interpreted field of American Studies, with opportunities for specialization in ethnic and multicultural studies or American literature.

Students will professionalize in American English; acquire theoretical, methodological, and pragmatic skills and competencies; study all the significant aspects of culture, literature, socio-political life, and history of the USA, Canada, Mexico, and Australia, past and present. The program may be continued at doctoral (PhD) level. Coursework is conducted in English.

MA Graduates in American Studies may seek employment in fields requiring in-depth, hands-on knowledge of culture and communication (oral and written), in business, media, publishing, diplomacy, tourism, education management and various levels of government.

Detailed description: Besides offering a wide range of teaching in American literature, history, politics, art, and popular culture, including film, the North American Department, within its “New Literatures/Cultures in English” subfield, operates a full-fledged history, literature + culture program (extending hereby ‘American’ to ‘North American’ Studies) and selected modules in Canadian,

Mexican, as well as Australian Studies. Since 1987, the Department has been authorized by the International Council for Canadian Studies to serve as a Canadian Studies Centre. It is also a designated Australian Studies Centre. Emphasizing that areas of knowledge are interdependent and that different disciplines illuminate each other, the Department places a high priority on interdisciplinarity. Therefore, our MA program is especially strong in studying the historical, cultural, literary phenomena of minorities (gendered, indigenous, ethnic, national) and migrations, while not neglecting mainstream, canonized American literature and culture. The Institute's North American Department was the first American Studies university department set up in Hungary (1991), the first to gain accreditation for a doctoral (Ph.D.) program in American Studies (1993), and, most recently, also the first to have its MA program in North American Studies accredited (2008).

**Specializations:**

- Ethnic and multicultural studies
- American literature

The curriculum of the MA in American Studies program consists of the following modules:

Foundation courses,	Core modules	Disciplinary courses	Optional courses	MA thesis
17 credits	18 credits	55 credits	10 credits	20 credits

1. Foundation courses (17 credits) – required for all students
2. Core modules (18 credits) – required for all students
3. Disciplinary courses (11 x 5 = 55 credits) – required optional
4. Optional courses (10 credits) – freely chosen from any area of interest
5. Diploma Work (20 credits) – required for all students

Total: 120 credits

For more information about the curriculum and about the North American Department of the Institute of English and American Studies see:

**PROGRAM SCHEDULE**

**Foundation courses**

**CHAPTER 8**

Subject	Semester and the number of classes				Requirement	Credits
	1.	2.	3.	4.		
American Literary Culture 1	30				lecture	3
American History and Political Culture	30				lecture	3
American Culture through Language	30				seminar	4
Literary and Cultural Theory	30				seminar	4
American Literary Culture 2		30			lecture	3
Number of classes + credits	120	30			150	17

**Core modules**

Subject	Semester and the number of classes				Requirement	Credits
	1.	2.	3.	4.		
Introduction to the Profession of American Studies	30				seminar	5

MA IN NORTH AMERICAN STUDIES

American Popular Culture	30				seminar	5
North American History and Political Culture in the 20th century		30			lecture	5
Mentoring, Volunteering, Organizing Skills	30				seminar	3
Number of classes + credits	90	30			120	18

**Disciplinary courses** (*See sample course titles below*)

Subject	Semester and the number of classes				Requirement	Credits
	1.	2.	3.	4.		
Topics in North American Cultural History		*30	(30)	(30)	seminar	5
Topics in North American Criticism/Literary Form		*30	(30)	(30)	seminar	5
Topics in North American History		*30	(30)	(30)	seminar	5
Topics in North American Art, Visual and Popular Culture		*30	(30)	(30)	seminar	5
Topics in North American Political Culture		(30)	*30	(30)	seminar	5

CHAPTER 8

Topics in North American Literature before 1900		(30)	*30	(30)	seminar	5
Topics in North American Literature after 1900		(30)	*30	(30)	seminar	5
Regionalism in North American Culture and Literature		(30)	*30	(30)	seminar	5
Ethnic and Multicultural Contributions to North America		(30)	(30)	*30	seminar	5
Aspects of Gender in North American Culture and Literature		(30)	(30)	*30	seminar	5
New Literatures/Cultures in English		(30)	(30)	*30	seminar	5
Number of classes + credits		120	120	90	330	55

**Optional courses**

Subject	Semester and the number of classes				Requirement	Credits
	1.	2.	3.	4.		
Optional course 1	((30))	(30)	*30	(30)	seminar or lecture	5
Optional course 2	((30))	(30)	(30)	*30	seminar or lecture	5
Number of classes +			30	30	60	10

MA IN NORTH AMERICAN STUDIES

credits						
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**Diploma work**

Subject	Semester and the number of classes				Requirement	Credits
	1.	2.	3.	4.		
Thesis Writing 1			15		seminar	5
Thesis Writing 2				15	seminar	5
Thesis				-	grade	10
Thesis Defence				-	final exam	0
Number of classes + credits			15	15	30	20

**Sample disciplinary courses in former academic years:**

American Foreign Policy after 1945

History of American Art

The Challenge of Diversity in the US

Life and Works of Toni Morrison

Drug Trafficking and Drug Culture in Latin America I-II

Masculinity and Femininity in American Fiction

Landmarks of Canadian Literature I-II

Indigenous Australian Literature

Philosophy on the Screen

The USA, 1815-1860

Cartoon Story-Telling

Natives v Foreigners: Changes in Federal and American Indian Relations

## CHAPTER 8

### A Crescendo of Voices: 20th-Century Women Dramatists

#### ASSESSMENT

**The exact details of the grading and evaluation policy are always found in the relevant syllabi of the courses that should be downloaded from the institute website.**

- 1. A SEMINAR is evaluated with a GRADE on a scale from 1 to 5.**
- 2. A LECTURE is evaluated with an oral or a written EXAM.**
- 3. At the end of the fourth semester the MA training concludes with a comprehensive final exam that consists of the following parts.**
  - a) final exam**
  - b) thesis defense**

#### **a) Final exam topics**

1. American literature and literary culture until 1900
2. American literature and literary culture after 1900
3. American history
4. Literary and cultural theory
5. American Politics
6. American, Canadian, and Australian English
7. Minority issues in the US
8. Minority issues in Canada
9. New literatures and cultures in English: Canada, Mexico, and Australia
10. American art and (popular) culture

“American Literary and Cultural Theory.” AN3009MA03 course packet.

Berry, J. W. and J. A. Laponce, eds. *Ethnicity and Culture in Canada: The Research Landscape*. Toronto: U of Toronto P, 1994.

Goatly, Andrew. *Washing the Brain: Metaphor and Hidden Ideology*. Amsterdam and Philadelphia: John Benjamins, 2007.

- Jones, Maldwyn A. *The Limits of Liberty. American History, 1607-1992*, 2nd ed. Oxford and New York: Oxford UP, 1995.
- Kalbach, A. Madeline and Warren E. Kalbach. *Perspectives on Ethnicity in Canada*. Toronto: Harcourt Canada, 2000.
- Kivisto, Peter and Georganne Rundbald, eds. *Multiculturalism in the United States*. Thousand Oaks, CA: Pine Forge, 2000.
- LaFeber, Walter. *The American Age: U.S. Foreign Policy at Home and Abroad, 1750 to the Present*. 2nd ed. New York and London: Norton, 1994.
- Leitch, Vincent B., ed. *The Norton Anthology of Theory and Criticism*. New York: Norton, 2001.
- Nile, Richard, ed. *The Australian Legend and Its Discontents: Australian Studies Reader*. St. Lucia, Qld: U of Queensland P, 1998.
- Országh, László and Zsolt Virágos. *Az amerikai irodalom története*. Budapest: Eötvös, 1997.
- Virágos, Zsolt. *Portraits and Landmarks: The American Literary Culture in the 19th Century*. 6th rev. ed. Debrecen: Institute of English and American Studies, 2010.

**b) Thesis defense**

- i) the thesis supervisor includes two questions at the end of his/her written evaluation and the student is required to answer these in front of the defense committee
- ii) the second reader: the chair of the department assigns a second reader who is competent in the field of the thesis; the second reader reads the submitted work and asks at least two questions from the student.

**CHAPTER 9**  
**MA IN INSTRUCTION OF ENGLISH AS A FOREIGN LANGUAGE**

**ACADEMIC PROGRAM**

**Basic information:**

Level of qualification: Master of Arts degree (MA)

Qualification: Instructor of English as a Foreign Language

Area of training: Humanities

Mode of study: full time

Faculty responsible for training: Faculty of Humanities

Duration: 2 semesters

Number of credits required for a degree: 60

Number of contact classes: 410

Launch date of the program: 2025.

**Short description:**

The programme prepares students for educational, pedagogic, research, planning and development tasks in adult education, as well as for the continuation of studies in doctoral training. With this qualification participants are not entitled to teach in the state school system.

**PROGRAM SCHEDULE**

Term	Schedule, contact hours, credits						Requirements
	1.			2.			
Subjects	lect.	sem.	cr.	lect.	sem.	cr.	
Exploring Knowledge about Language and Developing Language Skills							
Language Acquisition	30		5				exam
Classroom Practices in Focus		30	4				seminar
Introduction to Applied Linguistics				15		2	exam
Required option (only ONE from the following two courses): 1. Skills Development: Writing and Composition 2. Teaching Literature and Culture		30	3				seminar
Foundation Courses in Language Pedagogy							
Language Awareness		30	4				seminar

MA IN INSTRUCTION OF ENGLISH AS A FOREIGN LANGUAGE

English Language Teaching Methodology 1		30	5				seminar
English Language Teaching Methodology 2					30	5	seminar
Gamification in TEFL					30	4	seminar
Teaching Practice					50	4	seminar
Teaching Practice Preparation Seminar					30	3	seminar
Developing Special Knowledge Areas and Skills for Teachers							
Language Test Construction and Evaluation					30	5	seminar
Individual Learner Differences		30	5				seminar
Other areas of study							
Elective course	(30)	(30)	3				seminar / lecture
Thesis consultation					15	3	seminar
Thesis						5	grade
Final exam							grade
<b>Total</b>	<b>30 (60)</b>	<b>150 (180)</b>			<b>15</b>	<b>185</b>	
	<b>210</b>		<b>29</b>		<b>200</b>	<b>31</b>	

## ASSESSMENT

The exact details of the grading and evaluation policy are always found in the relevant syllabi of the courses.

1. A PRACTICE course type is a seminar evaluated with a GRADE on a scale from 1 to 5.
2. A THEORY course type is evaluated with an oral or a written EXAM.
3. The MA training concludes with a comprehensive final exam at the end of the second semester.

Relevant parts of the training assessed in various ways in the process of each subject and overall: online quiz, submissions, presentations supported by ppt, micro-teaching, teaching portfolio, project work, self-assessments, peer-assessments, teacher feedback, mid-term and final course test, written and oral exams.

At the very beginning of the training (first semester) students' language proficiency is assessed with the help of a **diagnostic test** (computer-based DETect test and classroom essay writing). Based on the results, we identify students whose language skills are below average and therefore need more language skills development, especially in the field of English academic writing skills. For them, it is recommended to complete a required optional course (Skills Development: Writing and Composition).

**The comprehensive final exam** takes place at the very end of the training (second semester), where students must defend their thesis (based on a presentation supported by a ppt) and take an oral exam

## CHAPTER 9

based on pre-specified professional topics.

### **Thesis**

The Thesis (min. 60,000 words) is a coherent piece of work that is based on the taught courses and individual classroom research.

### **List of topics at the comprehensive final exam:**

1. The Communicative Approach. Theory of language and Learning. The most significant features of language programmes in a communicative framework.
2. Individual Learner differences: language aptitude, age, learning strategies and styles
3. Individual Learner differences: Motivation in foreign language learning
4. Teaching Vocabulary and Pronunciation
5. Teaching Grammar
6. Developing oral and written communication skills on the various levels of language ability
7. Developing listening and reading comprehension skills on various levels of language ability
8. Teaching intercultural communication, culture and literature
9. Gamification in the language classroom
10. Basic concepts in language testing: validity, reliability, practicality, washback, Assessment *of* learning vs. assessment *for* learning.
11. Assessing reading and listening ability
12. Assessing speaking and writing ability

### **Courses and readings:**

Course: Language Acquisition

Requirements: The aim of the course is to introduce the students to theories in language acquisition, and then to present the practical application of these theories based on examples taken from the topic of language acquisition. During the course, students get an idea of the differences between acquiring and learning the first, i.e. mother tongue, and the following second or third (foreign) language; about different native and non-native, global and local language varieties; and social, psychological and age factors influencing language acquisition.

Selected readings

De Bot, Kees. 2005. *Second language acquisition: An advanced resource book*. London/New York: Routledge. ISBN: 0415338700

Herschensohn, Julia és Young-Scholten, Martha (szerk). 2013. *The Cambridge Handbook of Second Language Acquisition*. Cambridge: Cambridge University Press. ISBN: 9781107007710

Mackey, Alison & Gass, Susan M. 2012. *Research methods in second language acquisition*. Malden/Mass: Wiley-Blackwell. ISBN: 9781444334272

Course: Classroom Practices in Focus

Requirements: The course provides an opportunity to expand the methodological tools of language teaching, to foster language and intercultural competence with the help of multimedia content. During the course, lessons recorded on video will be observed and analysed, and lesser-known

language teaching techniques and procedures will be introduced. In addition, the participants will discuss studies, published in a specialized journal (ELTJ), with diverse themes in order to explore classroom-based research and its methods.

Selected readings

Bullock, D. (2011). Learner self-assessment: an investigation into teachers' belief. *ELT Journal* 65(2), pp. 114-125.

Illés, É. (2012). Learner autonomy revisited. *ELT Journal* 66(4), pp. 505-513.

Mok, J. (2011). A case study of students' perceptions of peer assessment in Hong Kong. *ELT Journal* 65(3), pp. 230-239.

Newton, J. (2001). Options for vocabulary learning through communication tasks. *ELT Journal* 55(1), pp. 30-37.

Course: Introduction to Applied Linguistics

Requirements: The lecture provides an overview of a wide range of specialized areas of applied linguistics, focusing on its most important results, prominent research questions and investigation methods. In addition to first language and foreign language acquisition, the presentation discusses, among other things, the development of literacy, various issues of sociolinguistics, the foundations of psycholinguistics and neurolinguistics, as well as the priority areas of computational linguistics.

Selected readings

O'Grady, W., Archibald, J., Aronoff, M., Rees-Miller, J. (eds.) (2005). *Contemporary Linguistics - An Introduction*. Fifth Edition. New York: St Martin's press.

Fromkin, V., Rodmand, R. & Hyams, N. (2002). *An Introduction to Language*. 7th Edition, pp. 445-490. Wadsworth, Cengage Learning.

Mackey, A. (2006). Second Language Acquisition. In: R. Fasold and J. Connor-Linton (eds). *An Introduction to Language and Linguistics*, pp. 433-462. CUP.

Course: Skills Development: Writing and Composition

Requirements: In this course, students can learn about the types of English academic writings and practise them. Students practise reasoning, description, critical analysis, etc. writing forms and get an introduction to the use of MLA and APA conventions. During class work, students learn how to write a logically structured, structurally clear and transparent composition on various topics. Vocabulary expansion is particularly emphasized during the seminars so that the students' means of expression can effectively support their academic writing skills.

Selected readings

Bársony, Olga & Balogh, Andrea (1999). Glossary (Writing and Composition Courses).

Maimon, E. P. & Peritz, J. H. (2003). *A writer's resource. A handbook for writing and research*. Boston: McGraw Hill. ISBN 978-0073384030

McDonald, J. C.(2000). *The Allyn and Bacon sourcebook for college writing teachers*. 2nd ed. Allyn and Bacon. A Pearson Education Company. ISBN 978-0205316038

Corbett, Edward P.J. (1987). *The Little English Handbook*. Glenview, Illinois: Scott, Foresman and Company. ISBN 978-0205803026

## CHAPTER 9

### Course: Teaching Literature and Culture

Requirements: The course gives students the opportunity to get to know the theoretical and practical foundations of teaching literature and culture related to English (primarily American, British, and Canadian); to learn how to use different literary works and genres in language teaching; to get an overview of how to incorporate various products from popular culture in language teaching (films, series, comic books, song lyrics); and to practise the exploitation of Internet resources and various information and communication technologies in teaching the culture of the target language countries (e.g. "new media").

#### Selected readings

Hişmanoğlu, Murat. "Teaching English through Literature." *Journal of Language and Linguistic Studies* 1.1 (2005): 53-66. <https://dergipark.org.tr/en/pub/jlls/issue/9921/122816>

De Jager, Lizette, Christopher Rwodzi, and Nhlanhla Mpfu. "The Innovative Use of Social Media for Teaching English as a Second Language." *TD: The Journal for Transdisciplinary Research in Southern Africa* 16.1 (2020): 1-7. <https://journals.co.za/doi/abs/10.4102/td.v16i1.702>.

### Course: Language Awareness

Requirements: The primary objective of the course is to provide students with adequate opportunities to deepen their existing knowledge of English grammar through classroom discussions and through in-class and home exercises that require critical thinking and analysis. In the course, the theory introduced in language acquisition is put into practice using student-centred language teaching methods and techniques.

#### Selected readings

Michael, V. (1994). *Advanced Language Practice with Key*. Oxford: Heinemann ELT.

Thornbury, S. (1999). *How to Teach Grammar Effectively*. Pearson Education Limited.

### Course: English Language Teaching Methodology 1

Requirements: The course introduces the participants to the methodology of teaching the English language, primarily to the theoretical and practical issues of teaching pronunciation, vocabulary and grammar. During the lessons, everyone has the opportunity to do micro-teaching and can gather useful experience based on how the other members of the group try to teach English to students of different language proficiency levels.

#### Selected readings

Harmer, J. (1991). *The practice of English language teaching*. Longman. ISBN 10: 0582046564

Scrivener, J. (1997). *Learning teaching*. Heinemann. ISBN: 8601404444913

Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. OUP. ISBN: 9780194421720

Scrivener, J. (2011). *Learning Teaching - The Essential Guide to English Language Teaching with DVD*. Macmillan. ISBN 978023072984

### Course: English Language Teaching Methodology 2

Requirements: The course introduces participants to the methodology of teaching English, primarily

to the theoretical and practical issues of developing the four language skills (reading and listening comprehension, speaking and writing). During the lessons, everyone has the opportunity to do micro-teaching, and can gather useful experience based on how the other members of the group try to teach English to students of different language proficiency levels.

Selected readings

Harmer, J. (1991). *The practice of English language teaching*. Longman. ISBN 10: 0582046564

Scrivener, J. (1997). *Learning teaching*. Heinemann. ISBN: 8601404444913

Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. OUP. ISBN: 9780194421720

Scrivener, J. (2011). *Learning Teaching - The Essential Guide to English Language Teaching with DVD*. Macmillan. ISBN 978023072984

Course: Gamification in TEFL

Requirements: The course aims to explore the theoretical background of gamification through the most relevant articles and research. We examine the psychological impact mechanism of games (video games, board games), highlight the relationship between play and work, as well as their role in learning and motivation. We try out gamification in practice, plan gamified lessons, and examine the processes of gamified evaluation. The course includes the collection and analysis of various applications used in language pedagogy (e.g. Kahoot, Mentimeter, LearningApps, Babel, Duolingo, etc.).

Selected readings

Flores, J. F. (2015). Using Gamification to Enhance Second Language Learning. *Digital Educational Review*, 27, 32-54.

Prievara T. (2015). *A 21. századi tanár*. Budapest: Neteducatio Kft.

Werbach, K., & Hunter, D. (2012). *For the Win: How Game Thinking Can Revolutionize Your Business*. Philadelphia, PA: Wharton Digital Press

Course: Teaching Practice Preparation Seminar

Requirements: The course provides teacher trainees with classroom observation and class management tasks that they are expected to employ during their teaching practice. With regard to teaching English and certain elements of the language teacher's activity, observation/evaluation points will be identified that provide the basis for evaluating the observed classes. Trainees report on the outcomes of the observations in the form of a ppt presentation. In addition, they prepare lesson plans independently or in small groups that they also have to evaluate in terms of how well specific language pedagogy aspects are embedded in them.

Selected readings

Ur, P. (2012). *A Course in English Language Teaching*. Cambridge: CUP. ISBN10: 1107684676

Wajnryb, R. (1998) *Classroom observation tasks*. Cambridge University Press, Cambridge. ISBN: 0521407222

Course: Language Test Construction and Evaluation

Requirements: The course introduces participants to the basic principles of foreign language testing and assessment. Its purpose is to shed light on the aspects of designing language tests in order to

## CHAPTER 9

evaluate students' ability to use the language communicatively through the four main language skills according to the Common European Reference Framework levels. During the course, the participants have the opportunity to discuss the advantages and disadvantages of different test tasks, as well as to design specific test tasks on their own. The course also introduces alternative, student-centred assessment forms (e.g. student portfolio).

### Selected readings

- Alderson, J. C., Clapham, C. & Wall, D. (1995). *Language Test Construction and Evaluation*. CUP.  
Heaton, J. B. (1988). *Writing English language tests*. Longman.  
Green, A. (2014). *Exploring Language Assessment and Testing*. Oxon: Routledge.  
Hughes, A. (1989). *Testing for Language Teachers*. CUP.

### Course: Individual Learner Differences

Requirements: The aim of the course is to introduce students to the basic concepts and forms of individual learner differences (ILDs) in foreign language education. In addition to an overview of cognitive, affective and other types of variables, they also get an idea of how these can be managed in the language classroom with the help of different teaching techniques. Students also explore how to exploit the hidden advantages of ILDs and help students to use various learning strategies to increase learning efficiency. During the course, the challenges that language learners with dyslexia face are also discussed, and suggestions are made as to how their special needs can be taken into account.

### Selected readings

- Dörnyei, Z. (2001). Teaching and researching motivation. Harlow: Longman. pp. 119-140. ISBN: 978-1-4082-0502-0  
Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum. ISBN-10: 0805860185  
Oxford, R. L. (1990). *Language Learning Strategies. What Every Teacher Should Know*. Chapter 1-2. Boston: Heinle & Heinle. ISBN-10: 0838428622

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## **CHAPTER 10**

### **DOCTORAL PROGRAMS**

#### **GENERAL INFORMATION**

The Institute of English and American Studies offers three doctoral programs: the British literature and culture, the North American literature and culture, and the English Linguistics programs. The Institute encourages the most outstanding students and invites applicants from graduates of universities other than Debrecen (from Hungary and from abroad) to enrol in one of these four-year programs. Only students with a university/MA degree are accepted, based on an interview that evaluates the applicant's scholarly performance, proposed doctoral work, and general professional intelligence. Further professional conditions can be set by the university or faculty councils, as well as by the doctoral program committees.

#### **DOCTORAL STUDENT STATUS**

Doctoral studies may be pursued in one of the following three categories.

1. Full-time status entitling doctoral students to a stipend, which is available for a total period of 48 months (excluding leaves of absence).
2. "Correspondence" status, which is only available to applicants whose employers issue a statement to the effect that the student is allowed to attend the courses of the program and to pursue research activities on a regular basis. Applying for "correspondence" status does not preclude the option of simultaneously indicating preference for full-time status.
3. "Independent preparation" status, a category in which students are exempted from the requirement to attend courses, is available to applicants with a sufficient number of publications and some already completed dissertation chapters.

#### **STRUCTURE**

All the three doctoral programs follow the general pattern of two years course work and two research years. For requirements during the eight semesters see the descriptions below as well as the link: <https://ieas.unideb.hu/en/phd-programmes-1>

#### **Ph.D. in English Linguistics**

**Launch date: 1994**

This program is part of the Doctoral School of Linguistics, University of Debrecen. Its general goal is to train linguists in the broad sense of the word. The programme focuses on English, but our colleagues and students often do comparative work involving various different languages of the world. We have outstanding performance in the fields of generative linguistics, computational linguistics, corpus linguistics, cognitive linguistics, discourse analysis, sociolinguistics, semantics, pragmatics, as well as first and second language acquisition; and we pay special attention to combining theoretical analysis with empirical and experimental data collection.

### **STRUCTURE and CONTENT**

At the first stage of the four-semester course work period, students have to complete a few obligatory courses that provide them with solid general foundations in linguistics. Then they can select the optional courses that are best suited to their research and dissertation needs. At the end of the fourth semester (at the latest) students are required to defend their research topic proposal in a 30-minute presentation.

The programme lays heavy emphasis on training students to acquire reliable and efficient linguistics-specific research methods, with particular attention to data collection, data analysis, empirical generalizations and linguistic argumentation. A special course is also offered for developing presentation skills. In addition, students can teach basic English language and descriptive linguistic courses in our BA programme.

The thesis topic offerings of the programme include but are not limited to the investigation of the following phenomena in English (possibly in comparison with Hungarian and/or from a cross-linguistic perspective): argument structure, nominalization, (complex) finite sentences, non-finite clauses, anaphoric relationships, pronouns, voice, discourse functions, information structure, the syntax and semantics of idioms, and the study of metaphors.

This Ph.D. program offers its students the exciting and unique opportunity to join one of our various current projects (including an international project) and to carry out their research in this professional environment.

url: <http://ieas.unideb.hu/index.php?p=427>

contact: Dr. György Rákosi, [rakosigy@hotmail.com](mailto:rakosigy@hotmail.com)

The **North American literature and culture subprogram** and the **British literature and culture subprogram** are part of the Doctoral School of Literary and Cultural Studies, University of Debrecen.

General program director: Professor István Rác

website: <https://ieas.unideb.hu/en/dr-istvan-racz>

### **Administration**

#### **Faculty of Humanities**

Secretary: Dr. Ákos Szendrei

Office hours: Mo/Wed/Fri: 9.30-11.00, Tue/Thu: 1.30-3.00 p.m.

Place: Main Bldg. Rm 15

Tel.: + 36 52 512-900/etx. 61834

Fax: + 36 52 412-336

e-mail: [phdbtk@arts.unideb.hu](mailto:phdbtk@arts.unideb.hu)

website: <http://btkphd.unideb.hu>

### **Doctoral School of Literary and Cultural Studies**

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Secretary: Dr. Monika Gönczy  
Office hour: Tue 9-12, Wed 12-15  
Place: Main Bldg. Rm 3  
Tel.: + 36 52 512-900/ext.22650  
Tel./Fax: + 36 52 512-957  
e-mail: [deidi@arts.unideb.hu](mailto:deidi@arts.unideb.hu)  
website: <http://www.deidi.unideb.hu>

### **British and North American Literature and Culture Doctoral Programme**

Secretary: Erika Kiss  
Office hours: Mo-Fri: 09.00-12.00  
Place: Main Bldg. Rm 112  
Tel.: + 36 52 512-900/ext.23090  
e-mail: [kiss.erika@arts.unideb.hu](mailto:kiss.erika@arts.unideb.hu)  
website: <https://ieas.unideb.hu/en/erika-kiss>

### **North American literature and culture subprogram**

**Launch date: 1993**

Subprogram director: Dr. Tibor Glant, C.Sc. Habil. Associate professor of History  
website: <https://ieas.unideb.hu/en/dr-tibor-glant>

The Ph.D. program offered in 19<sup>th</sup> and 20<sup>th</sup>-century American and Canadian society, culture, and literature is designed to satisfy an important contemporary need by providing students an opportunity to pursue advanced studies of two immense and important countries that have more and more influence on our world. This field of scholarly interest is especially dear to our Institute, as the rigorous standards for American and Canadian studies were originally set by Professor Országh, the founder of American Studies in Hungary.

The North American studies program allows holders of English MA (or equivalent) degrees to pursue advanced studies in the fields of 19<sup>th</sup> and 20<sup>th</sup>-century American and Canadian literature and culture. The two-year coursework explores the following phenomena: multiculturalism, ethnicity and minority studies, gender, postmodernism, postcolonialism, postindustrial culture, pragmatism, social myths and mythologization, the manifestations of regionalism in social consciousness and literature, as well as issues concerning culture and narrative. Specialized courses in history, political science, sociology and philosophy complement the above to enhance students' familiarity with the North American social and intellectual landscape. Genre studies, changes of literary form, comparative studies, transatlantic studies, inter- and multidisciplinary aspects, as well as schools of literary theory and criticism, canon debates, and reconceptualizations ("New American Studies") are also emphasized. Special attention is paid to the MLA style sheet, presentation skills, and book-review writing.

### **British literature and culture subprogram**

**Launch date: 1998**

Subprogram director: Dr. György Kalmár, Ph.D. Habil. Associate professor  
website: <https://ieas.unideb.hu/en/dr-gyorgy-kalmar>

The programme extends the scope of literary studies toward theories of culture and civilization. No other university in Hungary offers an English Studies programme of this type. Another unique feature of this doctoral programme is that it also incorporates Irish studies and the study of postcolonial culture, emphasising the standing of other cultures and literatures in English as independent entities, breaking with the British cultural hegemony of the past. The programme also focuses on the problem of identity.

The English subprogramme aims to continue the long tradition of modern Hungarian philology in offering a comprehensive and thorough understanding of other cultures. In the framework of its courses in literary studies and cultural theory, special emphasis is placed on the following issues: literary theory, cultural theory, research methodology, postcolonialism and postmodernism, national and ethnic identity in Ireland, media theory, self-identity and gender identity,, literature and the media, the history of English film and media since the 1960s.

### **STRUCTURE**

#### **British literature and culture / North American literature and culture**

The term of the organized academic program is FOUR years in the North American literature and culture and the British literature and culture doctoral subprograms. In the first two years, a doctoral student is required to attend courses and meet certain academic requirements (120 credits). The third and fourth years are the research years (120 credits).

In the COURSE WORK period, students are free to take courses offered by the two programs but must also complete a number of compulsory courses.

In the British literature and culture doctoral subprogram there are 3 compulsory courses (General Research Methods, Presentation Skills and Review Writing). In the North American literature and culture doctoral subprogram there is an additional compulsory course (Introduction to Advanced American Studies).

**For more information about the programs please see the link:**

**<https://ieas.unideb.hu/index.php/en/phd-programmes-1>**

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## CHAPTER 11 APPENDICES

### 1. Academic Ranks and Titles

The table below lists the different terminology used for academic ranks and titles at the departments of IEAS.

<b>Hungarian</b>	<b>American</b>	<b>British</b>
Tanársegéd	Instructor	Lecturer
Adjunktus	Assistant professor	Senior lecturer
Docens	Associate professor	Reader
Professzor	Professor	Professor

### 2. BA and MA Thesis Guidelines

The purpose of this document is to outline the standard requirements and guidelines that a bachelor's thesis and a master's thesis should adhere to in the area of organisation and writing skills in order to be accepted at IEAS. Note that the BA and MA theses differ in the number of words required; otherwise you are expected to follow the rules and recommendations listed below.

#### WHAT IS A THESIS?

The thesis is the single most important and compulsory element in your BA or MA studies that has to be submitted by March 31st in the final semester of your studies (semester six in BA, whereas semester four in MA).

The thesis is a test of the student's ability both to undertake and complete a sustained piece of independent research and analysis, and to write up that research in a coherent form according to the rules and conventions of the academic community. As the official language of study at IEAS is

English, students are required to write the thesis in English to a standard that native speaker academics would find acceptable. A satisfactory thesis should not only be adequate in its methodology, in its analysis and in its argument, and adequately demonstrate its author's familiarity with the relevant literature; it should also be written in correct, coherent language, in an appropriate style, correctly following the conventions of citation. It should, moreover, have a logical and visible structure and development that should at all times assist the reader's understanding of the argument being presented and not obscure it. The layout and physical appearance of the thesis should conform to university standards.

### 1. THESIS LENGTH, LANGUAGE, AND FORMAT

#### LENGTH

The length of the BA thesis should be no less than 6,000 words, plus Bibliography or Works Cited (the 6,000 words do not include appendices).

The length of the MA thesis should be no less than 12,000 words, plus Bibliography or Works Cited (the 12,000 words do not include appendices).

#### LANGUAGE

The thesis should be written in English in an appropriate formal academic style. Quotations should normally be in English, with the original language included in a footnote where appropriate. Exceptions are short phrases in Latin or French typically used in English, such as 'raison d'être' or 'inter alia', which should be written in italics. For specific guidance in this area, students should consult their supervisor. Book titles, magazine titles, and newspaper titles may appear in their original language as long as English translations are given in parentheses or in a footnote.

#### STYLE

The thesis should wherever possible use gender neutral language, avoiding the use of male-specific words such as 'man' or 'chairman' where these could be considered inappropriately exclusive or discriminatory.

Students should make every effort to ensure that the thesis is free from grammatical, lexical and punctuation errors. Not only should a computer spellchecker be used, but the student should also proof-read the thesis to check that errors do not remain that are not detected by the spellchecker. The thesis should consistently use either American or British spelling but should not alternate between the two.

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## FORMAT

### Ordering of parts

Parts of the thesis should be ordered as follows:

1. Title page	Required
2. Acknowledgements or dedications	Optional
<b>3. Table of contents</b>	<b>Required</b>
4. List of Figures, Tables or Illustrations	Where required
5. List of Abbreviations	Where required
<b>6. Body of the thesis</b>	<b>Required</b>
7. Appendices	Where required
8. Glossary	Where required
<b>9. Bibliography/Reference list</b>	<b>Required</b>

Students should consult their department as to whether any other discipline specific components should be included and if so where.

### Layout and Appearance

The thesis should be computer printed on white A4 paper, single-sided, in Times New Roman 12pt. Double-spacing should be used in the text of the thesis. Single spacing should be used in long tables, block quotations separated from the text, footnotes, and bibliographical entries. Paragraphs should be indented.

Margins should be one inch or 2.5 cm on all sides, and page size should be set to A4. Pages should be numbered at the bottom in the centre, using Arabic numerals (1, 2, 3) starting with the first page of the thesis proper (i.e. the first page of the introduction). Pages prior to this should be numbered with lowercase Roman numerals (i, ii, iii.)

Chapters should start on a new page, but sections and subsections should not.

### Structure of initial parts

## CHAPTER 11

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### Title page

The title page should provide the following information in the following order:

The full title of the thesis

The candidate's name

The department and name of the university

The supervisor's name

The place of submission

The year of submission.

See the sample title page at the end of this document for an example of title page layout.

### Acknowledgements

This is an optional page acknowledging people who provided the author with assistance in the thesis project, notably, but not only the thesis supervisor.

### Table of Contents

The thesis must have a table of contents page listing chapter headings, section headings and subheadings, appendices and references as well as their corresponding page number. The table of contents should be made after final editing so that pages referred to in the table of contents are correctly numbered.

### List of Figures, Tables or Illustrations

If appropriate, a separate list of figures, tables, or illustrations should be included on a separate page immediately following the table of contents.

### List of Abbreviations

If the thesis makes use of a large number of abbreviations that may be unfamiliar to a reader, providing a list of them can act as a useful guide.

### Structure of final parts

### Appendices

Appendices may be needed for formulae, maps, diagrams, interview protocols, or any similar data that are not contained in the body of the thesis. These should be provided after the conclusion in the

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logical order they are mentioned in the main body. A list of appendices should be drawn up, each being given a consecutive number or a letter, and placed in the table of contents. If there are several appendices each should receive a title. If the thesis includes non-paper appendices such as computer data, software, or audio-visual material, students should consult departmental guidelines as to how to append and refer to these.

### Glossary

A list of special technical words or acronyms may be necessary. This is particularly true if the subject deals with a new area with a specialised vocabulary that the average reader in the discipline might not be familiar with, such as the Internet. This list should come after the appendices

### Bibliography/Reference List

A list of the sources cited and consulted for the thesis must be supplied. This list should comply with the same departmental style guidelines used in the body of the thesis. See the corresponding stylesheet (MLA, Chicago, APA etc.).

## 2. STRUCTURE

The thesis should be divided into logical chapters and include an introduction and a conclusion. The thesis must have a clear identification of theme and a statement of thesis, preferably in the form of one or more thesis paragraphs; all further chapters and statements must be related to this central topic or question. The text (arguments, agreements and disagreements) must be organised coherently so that the point you make and your flow of thoughts must be clear for the reader.

The thesis must, naturally, conclude with a well articulated conclusion which is supposed to be the culmination of your proposed arguments.

Excluding the introduction and conclusion, the thesis will normally be expected to have not less than three and not more than six chapters, unless this has been agreed with the supervisor.

### Appropriate use of chapter headings and subheadings

Headings should be distinguished from the surrounding text by a larger point size, a different font, bolding, italics, or a combination of these. All headings of the same level should use the same style, and headings at lower levels should be less prominent than those at higher levels.

All headings should be left-aligned, except chapter headings, which may be centred. A heading at the bottom of the page must have at least two full lines of text below it. Otherwise, the heading should begin on the next page. Captions related to visual material (graphs, tables, maps) should appear on the same page as the material itself.

## 3. USE OF SOURCES AND CITATION STYLE

All source materials, primary or secondary, published or unpublished that are the intellectual property

of authors or institutions other than the writer of the thesis must be credited and correctly cited in full, including illustrations, charts, tables, etc.

### Plagiarism and its consequences

Students must be aware that plagiarism is a crime which has its due consequences.

The possible forms of plagiarism:

1. word by word quotes from a source used as if they were one's own ideas, without quotation marks and without identifying the sources;
2. ideas taken from a source, paraphrased in the thesis-writer's own words and used as if they were his/her own ideas, without identifying and properly documenting the source.

Failure to acknowledge one's sources constitutes plagiarism and will result automatically in a failing grade.

### Use of Citation Styles

All citations should include a reference in the body of the text to the author as well as an entry in the bibliography/reference list. How this should be done is indicated by the citation style chosen for the thesis (e.g. Chicago, MLA, APA, etc.) The thesis should consistently use a single citation style as specified by the department or supervisor.

### Quotation, paraphrase and summary

Source material should be quoted where the precise wording is specifically relevant or significant, and the quotation always clearly marked as required by the citation style, including page numbers. Sources may be paraphrased or summarised where exact wording is not essential, but care should be taken not to change the original meaning through paraphrase, and all paraphrased and summarised sources must be fully cited, including page numbers. Where a quotation has been changed (for example, capitalisation, punctuation, emphasis changed or a pronoun replaced by a noun), the changes should be clearly indicated according to the citation style used.

Although interaction with existing research in the field is a requirement for all academic writing, no part of the thesis should normally consist purely of summarising the work of others, unless approved by the supervisor. Summarised or quoted source material should not be left to stand on its own, but should be introduced, explained, analysed and the purpose of its use made clear. Where different sources are compared or contrasted, it should be made explicit to the reader both that this is being done and why.

Care should be taken to ensure that the reader is in no doubt as to where a cited author's ideas end and the comments of the author of the thesis begin. Where there is doubt, the cited author's name (or s/he) can be used in the sentence with an appropriate verb reporting what that person has said so as

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to distinguish it from the ideas of the author of the thesis.

#### 4. SUBMISSION

All students have to upload the thesis to the DEA system by **November 30** in the autumn semester and by **March 31** in the spring semester and also they have to submit a hard copy (spiral bound) to the [IEAS library](#) (room 101).

#### 5. ASSESSMENT

The thesis will be assessed on the basis of the following criteria:

- the articulateness of the thesis of the paper;
- the clarity of the position you take;
- the quality of the arguments;
- the use and integration of your sources into the essay (using proper references);
- English grammar and style in the final document *and throughout the process of writing*;
- the coherence of the structure;
- scholarly documentation.

The thesis will not be evaluated on the basis of what your supervisor's position is in a certain issue but on the basis of the originality, quality and elegance of your argument. In addition to evaluating the final thesis, your supervisor will consider the quality of your work *while* you are writing it. Note that plagiarism will result in a failing grade (see above).

#### 6. CONCLUDING COMMENTS

It is the duty of the student to ensure that the thesis meets the standards described above, and the duty of the supervisor and department to ensure that the student takes the necessary steps to meet these requirements. Where a thesis fails to meet the requirements in one or more areas, it may be returned for revision and resubmission, or in the case of plagiarism, a failing grade awarded. Students are encouraged to familiarise themselves with the above guidelines and to seek help from the supervisor whenever necessary and in good time.

#### **Thesis Title Page sample**

**THE INFLUENCE OF THE DEVELOPMENTS IN  
LINGUISTIC RESEARCH ON LITERATURE**

By  
Jim L. Dixon

University of Debrecen  
Institute of English and American Studies

Supervisor: Professor Martina Wize

Debrecen, Hungary  
2018

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### 3. Common Reference Level C1: global scale

C1 - Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing a controlled use of organizational patterns, connectors and cohesive devices

'Can do' illustrative descriptors for level C1

Listening	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Can understand television programmes and films without too much effort.
Reading	Can understand long and complex factual and literary texts, appreciating distinctions of style. Can understand specialized articles and longer technical instructions, even when they do not relate to the language user's own field.
Spoken Interaction	Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social and professional purposes. Can formulate ideas and opinions with precision and relate his/her contribution skillfully to those of other speakers.
Spoken Production	Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
Writing	Can express him/herself in clear, well-structured text, expressing points of view at some length. Can write about complex subjects in a letter, an essay or a report, underlining what s/he considers to be the salient issues. Can select style appropriate to the reader in mind.