



Adam Mickiewicz University in Poznań

Doctoral School of Languages and Literatures



**Neither close nor distant (reading):
European literature in a comparative
perspective.**

prof. Katarzyna Szewczyk-Haake

Sciences/ discipline	Humanities /
Type of classes	workshop
Language of instruction	English
The number of hours + form of passing classes	15 hours / credit of a grade
Puproses of classes	<ul style="list-style-type: none"> • To provide the students with some basic tools (terminology and methods) of comparative studies, as well as to create an opportunity of exercising the use of theoretical concepts in the interpretative practice. • To encourage the self-development in the frames of comparative studies. • To support the development of analytic and critical thinking of the students as well as the ability of presenting and defending one's opinions, collaborating in small working groups, and critically referring to the concepts presented by other people and research groups.
Learning contents	<ul style="list-style-type: none"> • Comparative Studies: a Brief History of the Discipline • Models of Supranationality – Models for Comparative Studies • Distant Reading and the Comparative Studies • Comparative Studies and History of Literature: What Is the Difference, If Any? • How to Write a Literary History of a Region?

	<ul style="list-style-type: none"> • Comparative Literature and Translation Studies • European Literature and Fine Arts
Entry requirements	English language proficiency at B-2 level
Learning outcomes	
	Verification methods:
<p>In terms of knowledge: A person who has completed classes knows and understands:</p> <p>the achievements of world science in the discipline in which the education takes place, as well as the paradigms and directions of development of this discipline, in a way that enables their creative and innovative development and their verification within the framework of research projects undertaken [E_W01];</p> <p>at an advanced level research methodology appropriate for the discipline of science in which education takes place, which allows for proper selection of research theories and tools and their effective application and modification within the framework of own research [E_W02];</p> <p>fundamental dilemmas of contemporary civilization and the role of science, especially in the field of education, in solving them [E_W08]</p>	<ol style="list-style-type: none"> 1. Participation in the discussions and group activities during the classes, including the discussions about the proposed reading and interpretative tasks. 2. An oral presentation – a discussion of a given reading, presenting the comparative and/or interartistic studies' methods and basic problems.
<p>In terms of skills: A person who has completed classes is able to:</p> <p>use knowledge from various disciplines of science to creatively identify, formulate and innovatively solve complex research problems or perform advanced research tasks. In particular, he/she is able to: define the objectives and the subject of scientific research, formulate research hypotheses, develop research methods, techniques and tools and apply them creatively and effectively, draw conclusions on the basis of scientific evidence [E_U01];</p>	<ol style="list-style-type: none"> 1. Participation in the discussions and group activities during the classes, including the discussions about the proposed reading and interpretative tasks. 2. An oral presentation – a discussion of a given reading, presenting the comparative and/or interartistic studies' methods and basic problems.
In terms of social competences: A person who has	

<p>completed classes is prepared to:</p> <p>critical evaluation of the work in the field of the scientific discipline within which the education is provided and its own contribution to the development of this discipline [E_K01];</p> <p>continuous improvement of professional competence and personal development, in particular by tracking and analyzing the latest developments in the represented scientific discipline [E_K05]</p>	<ol style="list-style-type: none"> 1. Participation in the discussions and group activities during the classes, including the discussions about the proposed reading and interpretative tasks. 2. An oral presentation – a discussion of a given reading, presenting the comparative and/or interartistic studies' methods and basic problems.
<p>Literature</p>	<ul style="list-style-type: none"> • Bassnett Susan. <i>Reflection on Comparative Literature in the Twenty-First Century</i>. "Comparative Critical Studies" 3 (2006). • Corngold Stanley. <i>Comparative Literature: the Delay in Translation</i>, in: <i>Nation, Language, and the Ethics of Translation</i>, ed. by S. Bermann and M. Wood, Princeton University Press, Princeton 2005, pp. 133-145. • Damrosch, David, <i>What is World Literature?</i>, Princeton University Press, Princeton N.J., 2003. • Moretti Franco. <i>Distant Reading</i>. London – New York: Verso Books. 2013. • Moretti Franco. <i>Graphs, Maps, Trees</i>. London – New York: Verso Books. 2007. • Guillén Claudio, <i>The Challenge of Comparative Literature</i>. Ttransl. by C. Franzen, Harvard University Press, Cambridge, Mass., 1993. • Lahoda Vojtech, <i>Regional Cubism? How to write on Cubism in East Central Europe</i>, in: <i>Writing Central European Art History</i>, ed. by Piotr Piotrowski, Vienna 2008. • Lessing, G. E. <i>Laocoon: An Essay upon the Limits of poetry and Painting</i>. Transl. E. Frothingham, New York 1969. • Spivak Gayatri Chakravorty. <i>Death of a Discipline</i>. New York 2003.