

**A COURSE SYLLABUS – DOCTORAL SCHOOL
REGARDING THE QUALIFICATION CYCLE FROM 2021 TO 2025**

GENERAL INFORMATION ABOUT COURSE				
Course title	Doctoral Seminar			
Name of the unit running the course	Doctoral School at the University of Rzeszów			
Type of course (<i>obligatory, optional</i>)	obligatory			
Year and semester of studies	Year 1 (semester 1 and 2)			
Discipline	Literary Studies			
Language of Course	Polish			
Name of Course coordinator	Prof. PhD (prof. dr hab.) Oksana Weretiuk			
Name of Course lecturer	Prof. PhD (prof. dr hab.) Oksana Weretiuk			
Prerequisites	A higher education diploma			
BRIEF DESCRIPTION OF COURSE (100-200 words)				
<p>The aim of the course is to support the doctoral student in preparing the dissertation and verify the results of the work.</p> <p>During the course, the student will:</p> <ul style="list-style-type: none"> • Acquire materials for a doctoral thesis and evaluate the collected data and verify hypotheses and scientific questions (1,2 semesters) • Formulate the initial title of the thesis and the first version of the plan (semester 1) • Develop the first chapter of the doctoral dissertation (semester 2) • Define the historical and cultural context of the discussed issues (1,2) • Gain general and specific knowledge (1,2) • Defining its interdisciplinary character (1) • Prepare for presentation and publication of research results (2) • Assess opportunities for the internationalization of one's career (2) • Assessment of the doctoral thesis includes substantive and editorial criteria (2) 				
COURSE LEARNING OUTCOMES AND METHODS OF EVALUATING LEARNING OUTCOMES				
Learning outcome	The description of the learning outcome defined for the course	Relation to the degree programme outcomes (symbol)	Learning Format (Lectures, classes,...)	Method of assessment of learning outcomes (e.g. test, oral exam, written exam, project,...)
Knowledge (no.)	The student knows and understands:		Lectures and classes	Continuous observation, discussion
1	The world's achievements relating to: <ul style="list-style-type: none"> • theoretical foundations • general and selected specific issues of the literary criticism 	P8S-WG/1	Seminar	Continuous observation, discussion
2	The main scientific developments in literary criticism	P8S-WG/2	Seminar	
3	The methodology of scientific research	P8S-WG/3	Seminar	Continuous observation, discussion
4	The principles of dissemination of research results, also to the	P8S-WG/4	Seminar	

	general public.		Seminar	Continuous observation, discussion
5	The principles of transferring the results of research studies to the economic and social sphere as well as diffusion of scientific results.	P8S-WK/3		
Skills (no.)	The Student is able to:			
1	take advantage of knowledge from different academic fields to creatively identify, formulate and innovatively solve complex problems or perform research activities, especially: <ul style="list-style-type: none"> • to define the aim and subject of the research, formulate a research hypothesis • develop research methods, techniques and tools and use them creatively • draw conclusions on the basis of research results 	P8S-UW/1	Seminar	Continuous observation, discussion
2	Perform critical analysis and evaluation of the results of scientific research, expert activities and other creative works as well as their contribution to knowledge	P8S-UW/2	Seminar	Continuous observation, discussion
3	Transfer the results of research studies to the economic and social spheres	P8S-UW/3	Seminar	Continuous observation, discussion
4	Use a foreign language at a level that enables participation in international academic and professional communities	P8S-UK/1	Seminar	Continuous observation, discussion
5	Disseminate research results, also to the general public	P8S-UK/2	Seminar	Continuous observation, discussion
6	Initiate debates	P8S-UK/3	Seminar	Continuous observation, discussion
7	Participate in academic discourse	P8S-UK/4	Seminar	Continuous observation, discussion
8	Plan and implement one's own and a team's research or creative work, also in the international community	P8S-UO	Seminar	Continuous observation, discussion
9	Autonomous planning and acting to achieve personal development; inspire and organise the development of others	P8S-UU/1	Seminar	Continuous observation, discussion
Social competence (no.)	The student is ready to:			
1	Critically evaluate the achievements of one's academic discipline (literary criticism)	P8S-KK/1	Seminar	Continuous observation, discussion
2	Evaluate one's contributions to	P8S-KK/2		

	the development of that field		Seminar	Continuous observation, discussion
3	Recognize the value of knowledge in solving cognitive and practical problems	P8S-KK/3	Seminar	
4	Uphold and develop the ethos of the research and artistic communities, including: <ul style="list-style-type: none"> conducting research in an independent manner respecting the principle of the public ownership of academic research results, taking into account intellectual property rights 	P8S-KR	Seminar	

LEARNING FORMAT – NUMBER OF HOURS

Semester (no.)	Lectures	Seminars	Lab classes	Internships	others	ECTS
1					30	0
2					30	0

METHODS OF INSTRUCTION

ANALYSIS AND DISCUSSION OVER the doctoral student's written work (1 chapter of dissertation (preliminary version), article, essay, etc.)

COURSE CONTENT

The course focuses on:

Semester 1. Understanding trauma, the interdisciplinary dimension of its research. Psychological trauma. Philosophy of trauma. Trauma Studies.

Semester 2. Cultural and anthropological dimension of trauma. Trauma and literature (The matter of trauma in literature. Literary construction of trauma. The specificity of post-traumatic literature).

COURSE ASSESSMENT CRITERIA

Creation of an Individual Research Plan and implementation of its assumptions, including, in particular, the implementation of the collection and study of resources (semester 1) and writing the first chapter (preliminary version) of the doctoral dissertation and the implementation of other scientific activities (semester 2).

TOTAL PhD STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING OUTCOMES – NUMBER OF HOURS AND ECTS CREDITS

Activity	Number of hours
Scheduled course contact hours	60
Other contact hours involving the teacher (consultation hours, examinations)	4
Non-contact hours – student's own work (preparation for classes or examinations, project, etc.)	According to the student's commitment
Total number of hours	60+

Total number of ECTS credits	0
INSTRUCTIONAL MATERIALS	
Compulsory literature:	<p>Literatura podstawowa:</p> <p>Burzynska A., Markowski M.P.: <i>Teorie literatury XX wieku. Antologia</i>, Kraków 2006. Burzynska A., Markowski M.P.: <i>Teorie literatury XX wieku. Podręcznik</i>, Kraków 2006. Kurtz Roger J. (ed.). <i>Trauma and Literature</i> (2018).Cambridge University Press. <i>Journal of Literature and Trauma Studies (JLTS)</i></p> <p>Freud, S. (1961). <i>Beyond the Pleasure Principle</i>. W. W. Norton & Company, Inc.</p> <p>Freud, S. (1963). <i>The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XVI</i>. Hogarth Press.</p> <p>Kierkegaard, S. (1983). <i>Fear and Trembling/Repetition</i>. Princeton University Press.</p> <p>Lacan, J. (1998). <i>The Four Fundamental Concepts of Psychoanalysis</i>. W.W. Norton & Company, Inc.</p> <p>Lacan, J. (2014). <i>Anxiety: The Seminar of Jacques Lacan, Book X</i>. Polity Press.</p> <p>Cassirer E.: <i>Esej o człowieku. Wstęp do filozofii kultury</i>. Przekł. A. Staniewska, Warszawa 1971. Scaer RC (2005). <i>The Trauma Spectrum: Hidden Wounds and Human Resiliency</i>. New York: Norton</p> <p>McNally RJ (2003). <i>Remembering Trauma</i>. Cambridge, MA: Harvard University Press. <i>Loss of the Assumptive World: a theory of traumatic loss</i>. New York: Brunner-Routledge.</p> <p>Christianson, S.A., & Loftus, E. (1990). Some characteristics of people's traumatic memories. <i>Bulletin of the Psychonomic Society</i>, 28, 195-198.</p> <p>Eric Wistrom, Therapeutic Applications of <i>Ciné-théâtre</i> in Reframing Trauma Narratives and Attenuating Posttraumatic Distress in the Survivors of Sexual Violence: Koffi Kwahulé's <i>Les Recluses</i>, <i>JLTS</i>, Vol. 8, No 1, Spring 2019, pp. 25-50.</p> <p>Iris J. Gildea, Ricoeur's Theory of Metaphor as Trauma Praxis, <i>JLTS</i>, vol. 7, No 2, Fall 2018, pp. 21-43.</p> <p>Tanaka, H. T., Tajiri, Y., Tsushima. M. (2018) <i>Samuel Beckett and Trauma</i>. Manchester: Manchester University Press.</p> <p>Adami Valentina (2008), <i>Trauma Studies and Literature</i>. Peter Lang.</p> <p>Alexander, J. C. et al. (eds.) (2004) <i>Cultural trauma and Collective Identity</i>, Berkeley: University of California Press.</p> <p>Butler, J. (2004) <i>Precarious Life: The Powers of Mourning and Violence</i>, London: Verso.</p> <p>Caruth, C. (ed.) (1995) <i>Trauma: Explorations in Memory</i>. Baltimore: Johns Hopkins University Press.</p> <p>Caruth, C. (1996) <i>Unclaimed Experience: Trauma, Narrative, and History</i>, Baltimore: Johns Hopkins University Press.</p> <p>Davoine, F. and Gaudillière, J.-M. (2004) <i>History beyond Trauma: Whereof One Cannot Speak ... Thereof One Cannot Stay Silent</i>, Revised edition, trans. S. Fairfield, New York: Other Press.</p> <p>Erichsen, J. E. (1866) <i>On Railway and Other Injuries of the Nervous System</i>, London:</p>

	<p>Walton & Waberly.</p> <p>Fassin, D. and Rechtman, R. (2009) <i>The Empire of Trauma: An Inquiry into the Condition of Victimhood</i>, Princeton: University of Princeton.</p> <p>Felman, S. and Laub, D. (1992) <i>Testimony: Crises of Witnessing in Literature, Psychoanalysis, and History</i>, London: Routledge.</p> <p>Filippaki, I. (2021) <i>The Poetics of Post-Traumatic Stress Disorder in Postmodern Literature</i>. Springer International Publishing: Cham.</p> <p>Figley, C. R. (ed.) (1985) <i>Trauma and Its Wake: The Study and Treatment of Post-traumatic Stress Disorder</i>, New York: Brunner & Mazel.</p> <p>Hartman, G. H. (1995) "On Traumatic Knowledge and Literary Studies", <i>New Literary History</i> 26(3): 537–63.</p> <p>Tanaka, H. T., Tajiri, Y., Tsushima. M. (2018) <i>Samuel Beckett and Trauma</i>. Manchester: Manchester University Press.</p> <p>Adami Valentina (2008), <i>Trauma Studies and Literature</i>. Peter Lang.</p> <p>Tranter. R. (2018) <i>Beckett's Late Stage: Trauma, Language, and Subjectivity</i>. Stuttgart: Ibidem-Verlag.</p> <p>Houston Jones, D. (2011), <i>Samuel Beckett and Testimony</i>, London: Palgrave</p> <p>Roberts, M. (2020). Matters of the Heart: The Poetics of Trauma in Harold Pinter's <i>Ashes to Ashes</i>. <i>Modern Drama</i>, 63(3), 311-329.</p> <p>Scolnicov, H. (2014) Bearing Witness and Ethical Responsibility in Harold Pinter's <i>Ashes to Ashes</i>. In: Aragay M., Monforte E. (eds) <i>Ethical Speculations in Contemporary British Theatre</i>. Palgrave Macmillan, London.</p> <p>Waters, S. (2010) 'Sarah Kane: From Terror to Trauma', in Mary Lockhurst (ed.), <i>A Companion to Modern British and Irish Drama: 1880-2005</i>. London: Blackwell. (p.371-382)</p> <p>Solga, K. (2007) 'Blasted's Hysteria: Rape, Realism and the Threshold of the Visible', <i>Modern Drama</i>, Vol. 50, No.3. (p.346-374)</p> <p>Urban, K. 'An Ethics of Catastrophe: The Theatre of Sarah Kane', <i>PAJ: A Journal of Performance and Art</i>, 69 (September 2011), pp. 36-46.</p>
Complementary literature:	<p><i>Walker i inni, Psychopatologia, Poznań: Zysk i S-ka, 2003</i></p> <p><i>Rothschild B (2000). The body remembers: the psychophysiology of trauma and trauma treatment. New York: Norton.</i></p> <p>Rybakowski i inni, <i>Psychiatria. T. 2</i>, Wrocław: Elsevier Urban & Partner, 2010, s. 428–452.</p> <p>Hilberg R.: <i>Sprawcy – ofiary – świadkowie. Zagłada Żydów 1933-1945</i>, tłum. J. Giebułtowski, Warszawa 2007.</p> <p>Stricker, Nikki H.; Lippa, Sara M. (2017). "Elevated rates of memory impairment in military service-members and veterans with posttraumatic stress disorder". <i>Journal of Clinical & Experimental Neuropsychology</i>. 39 (8): 768–785.</p> <p>Amir, Nader; Stafford, Jane; Freshman, Melinda S.; Foa, Edna B. (April 1998). "Relationship between trauma narratives and trauma pathology". <i>Journal of Traumatic Stress</i>. 11 (2): 385–392.</p> <p><i>Tomasz Adamowski, Andrzej Kiejna, Zaburzenia psychiczne występujące wśród weteranów konfliktów zbrojnych, „Adv Clin Exp Med”, 15 (2), 2006, s. 355–360.</i></p> <p>Herman, J. L. (1992) <i>Trauma and Recovery: The Aftermath of Violence—From Domestic Abuse to Political Terror</i>, New York: Basic Books</p>

- Hirsch, M.** (2012) *The Generation of Postmemory: Writing and Visual Culture After the Holocaust*, New York: Columbia University Press.
- Kaplan, E. A.** (2005) *Trauma and Culture: The Politics of Terror and Loss in Media and Literature*, New Brunswick, N. J.: Rutgers University Press.
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- Leys, R.** (2000) *Trauma: A Genealogy*, Chicago: University of Press.
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- Young, A.** (1995) *The Harmony of Illusions: Inventing Post Traumatic Stress Disorder*: Princeton: Princeton University Press.