

**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 University of Rzeszów			
Type of course (<i>obligatory, optional</i>)	<i>obligatory</i>			
Year and semester of studies	Second year; 3 rd and 4 th semester			
Discipline	Literary studies			
Language of Course	Polish			
Name of Course coordinator	prof. dr hab. Oksana Weretiuk			
Name of Course lecturer	prof. dr hab. Oksana Weretiuk			
Prerequisites	Higher education			
BRIEF DESCRIPTION OF COURSE (100-200 words)				
<p>The main objective of Doctoral Seminar is to support PhD student while preparing her dissertation as well as to verify outcomes of her work in particular through:</p> <ul style="list-style-type: none"> • Collecting and possible modification of literature to work with, preliminary analysis of materials and verification of hypotheses and research questions (semester III, IV) • Completing the second chapter, developing materials and preparing a draft version of the third chapter as well as a subsection of the fourth chapter of the doctoral dissertation (semester III, IV) • Determining the historical and cultural context for the chosen issues, • Expanding specialist and general knowledge (semester III, IV), • Defining interdisciplinary character of the mentioned knowledge (3rd semester), • Practical application of the theoretical assumptions of the initial chapters in the analysis and interpretation of texts in subsequent chapters, • Verification of the possibility of presentation and publication of research results and evaluation of activities undertaken by the PhD student (semester III, IV) • Verification of opportunities and designing the internationalization of a scientific career as well as assessment of activities undertaken by the PhD student (semester III, IV) <p>Assessment of fragments of the 3rd chapter of the doctoral dissertation while taking into account the substantive and editorial criteria (3rd and 4th semester).</p>				
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.)	(Knows and understands)			
1	The most essential works of world achievements, covering theoretical foundations as well as general issues and selected specific issues – specific to Trauma Studies	P8S-WG/1	seminar	presentation
2	Main Development Trends in Trauma Studies	P8S-WG/2	seminar	presentation of the

				fragment of dissertation
3	The First Nations in the History of Canada and Australia. Canadian Literature on Indigenous Peoples.	P8S-WG/3	seminar	presentation
4	Principles of disseminating the results of scientific activity, also in the open access mode.	P8S-WG/4	seminar	discussion
5	Basic principles of knowledge transfer to the economic and social sphere as well as commercialization of the results of scientific activity and know-how related to these results	P8S-WK/3	seminar	discussion
Skills (no.)	(Able to)			
1	To use the knowledge of various fields of study to creatively identify and solve problems or perform tasks of nature research, in particular: - define the purpose and object of scientific research, formulate a research hypothesis, - develop methods, techniques, research tools and use them creatively, - infer on the basis of scientific research	P8S-UW/1	seminar	presentation
2	Make a critical analysis and evaluation of results of scientific research, expert activities and other activities of creative nature as well as their contribution to knowledge development	P8S-UW/2	seminar	presentation
3	Transfer the results scientific activities to economic and social sphere	P8S-UW/3	seminar	discussion
4	Communicate on specialised topics to a degree which enables active participation in international research community	P8S-UK/1	seminar	presentation
5	Disseminate the results of scientific activities including popular forms	P8S-UK/2	seminar	presentation
6	Initiate a debate	P8S-UK/3	seminar	discussion
7	Participate in the scientific discourse	P8S-UK/4	seminar	discussion
8	Plan and implement individual and team research ventures, including the ones in international environment	P8S-UO	seminar	presentation
9	Plan and act on one's own development as well as inspire	P8S-UU/1	seminar	presentation

	and organize the development of other people			
Social competence (no.)	(Ready to)			
1	A critical assessment of the achievements within literary studies	P8S-KK/1	seminar	discussion
2	Critical self assessment of contribution to development of literary studies	P8S-KK/2	seminar	discussion
3	Recognise the importance of knowledge in solving cognitive and practical problems	P8S-KK/3	seminar	discussion
4	Sustaining and developing ethos of research and creative communities, including: - running a scientific business in an independent way - respect the principle of public property of the results of scientific research, taking into account the rules of protection of intellectual property	P8S-KR	seminar	discussion

LEARNING FORMAT – NUMBER OF HOURS

Semester (no.)	Lectures	Seminars	Lab classes	Internships	others	ECTS
III		30				0
IV		30				0

METHODS OF INSTRUCTION

The doctoral student's own work, presenting the work results in writing and discussing the work results.

COURSE CONTENT

Seminar:

Semester III: Interdisciplinary dimension of trauma. Developing historical and socio-cultural contexts of indigenous peoples in Australia and Canada while comparing them.

IV semester: Anglophone Canadian Novels on Indigenous Peoples (Selection from the Perspective of Trauma Studies and Postcolonial Criticism).

COURSE ASSESSMENT CRITERIA

Implementation of the objectives formulated in the Individual Research Plan, analysis of the collected literature, completing the third chapter of the doctoral dissertation (III) and implementation of other scientific activities (IV semester).

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)	3
Non-contact hours – student`s own work (preparation for classes or examinations, project, etc.)	10
Total number of hours	73
Total number of ECTS credits	0
INSTRUCTIONAL MATERIALS	
Compulsory literature:	<p>Bhabha, H. "Of Mimicry and Man: The Ambivalence of Colonial Discourse." October 28 (1984): 125–33. https://doi.org/10.2307/778467.</p> <p>Birns, N., Rebecca McNeer (eds.) <i>The Development of Australian Literature, 2015; A Companion to Australian Literature since 1900</i>, 2010;</p> <p>Caruth, C. (1996) <i>Unclaimed Experience: Trauma, Narrative, and History</i>, Baltimore: Johns Hopkins University Press.</p> <p>Caruth, C. (ed.) (1995) <i>Trauma: Explorations in Memory</i>. Baltimore: Johns Hopkins University Press.</p> <p>Felman, S. and Laub, D. (1992) <i>Testimony: Crises of Witnessing in Literature, Psychoanalysis, and History</i>, London: Routledge.</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>Hartman, G. H. (1995) "On Traumatic Knowledge and Literary Studies", <i>New Literary History</i> 26(3): 537–63.</p> <p>Kurtz Roger J. (ed.). <i>Trauma and Literature</i> (2018). Cambridge 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>Marcus, A. Genocide in Australia, <i>Aboriginal History</i>, Vol. 25, Special section: 'Genocide?': Australian Aboriginal history in international perspective (2001), pp. 57-69; <i>A Concise History of Australia</i> by Stuart Macintyre, 2020;</p> <p>Miller, R., Ruru, J., Behrendt, L. and Lindberg, T., 2012. <i>Discovering Indigenous Lands</i>. Oxford: Oxford University Press., pp 175;</p> <p>Richard J. Lane, <i>The Routledge Concise History of Canadian Literature</i>, 2011.</p> <p>Salutin, R.: Zgłębiajmy naszą niepewność (Uwagi o literaturze kanadyjskiej na przełomie wieków). <i>Literatura na Świecie 1990 nr 4 s. 57-72</i></p> <p>W.H. New, ed., <i>The Literary History of Canada</i> (2nd ed., Vol. 4, 1990). W.H. New, <i>A History of Canadian Literature</i> (2nd ed., 2003). Carl F. Klinck, ed., <i>Literary History of Canada</i>, 3 vols (2nd ed., 1976).</p>
Complementary	Amir, Nader; Stafford, Jane; Freshman, Melinda S.; Foa, Edna B. (April 1998). "Relationship

literature:

- [between trauma narratives and trauma pathology](#)". *Journal of Traumatic Stress*. 11 (2): 385–392.
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- Hilberg R.: *Sprawcy – ofiary – świadkowie. Zagłada Żydów 1933-1945*, tłum. J. Giebułtowski, Warszawa 2007.
- 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.
- Kurtz, J. R. (ed.) (2018) *Trauma and Literature*, Cambridge: Cambridge University Press.
- LaCapra, D. (2004) *History in Transit. Experience, Identity, Critical Theory*, Ithaca: Cornell University Press.
- Leys, R. (2000) *Trauma: A Genealogy*, Chicago: University of Press.
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- McLeod, J. (2000) *Beginning Postcolonialism*. Manchester, U.K.: Manchester University Press.
- Meek, A. (2009) *Trauma and Media: Theories, Histories, and Images* (Routledge Research in Cultural and Media Studies). New York: Routledge.
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- Rothschild B (2000). *The body remembers: the psychophysiology of trauma and trauma treatment*. New York: Norton.
- Rybakowski i inni, *Psychiatria. T. 2*, Wrocław: Elsevier Urban & Partner, 2010, s. 428–452.
- Stricker, Nikki H.; Lippa, Sara M. (2017). "Elevated rates of memory impairment in military service-members and veterans with posttraumatic stress disorder". *Journal of Clinical & Experimental Neuropsychology*. 39 (8): 768–785.
- Sütterlin, N. A. (2017) "E.T.A. Hoffmann and the Development of Trauma", *Essays in Romanticism* 24(1): 83–104.
- Tomasz Adamowski, Andrzej Kiejna, Zaburzenia psychiczne występujące wśród weteranów konfliktów zbrojnych*, „*Adv Clin Exp Med*”, 15 (2), 2006, s. 355–360.
- Toremans, T. (2018) "Deconstruction: Trauma Inscribed in Language", in J. R. Kurtz (ed.) *Trauma and Literature*, Cambridge: Cambridge University Press.
- Walker i inni, *Psychopatologia*, Poznań: Zys i S-ka, 2003
- Young, A. (1995) *The Harmony of Illusions: Inventing Post Traumatic Stress Disorder*: Princeton: Princeton University Press.

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Date and signature of the Course lecturer

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Approved by the Head of the Department or an authorised person