

COURSE DESCRIPTION

Course code	Volume in ECTS credits	Institution	Faculty	Department
FLG8001	5	Vytautas Magnus University	Faculty of Humanities	Departments of Lithuanian Studies
		Šiauliai University	Faculty of Humanities	Department of the Foreign Language Studies
		Klaipėda University	Faculty of Humanities	Department of Baltic Philology

Course title in Lithuanian

DOKTORANTŲ SEMINARAS

Course title in English

SEMINAR OF DOCTORAL STUDENTS

Study methods	Volume in ECTS credits
Lectures	1,1
Consultations	1
Seminars	0,6
Individual work	1,3

Short course annotation in Lithuanian

Doktorantų seminaras yra doktorantūros studijų kursas, siekiantis kelių tikslų. Pirmą, jį sudarantis paskaitų ciklas suteikia galimybę pristatyti jiems naujų akademinio diskurso žanrų (disertacijos, mokslinio projekto aprašymo ir kt.) rengimo specifiką ir lanksčiai sieti doktorantūros studijas su konkrečia jų tiriamojo darbo tema. Disertacijos objekto, tikslo, uždavinių, metodų, teorinių nuostatų, vartojamų terminų, struktūros ir kt. svarstymas verčia doktorantą jau pirmaisiais doktorantūros metais susitelkti ties konkrečia tema. Antra, doktorantai yra skatinami stažuotis užsienyje bei dalyvauti bendro pobūdžio mokslininkui reikalingus gebėjimus ugdančiuose mokymuose, seminaruose ir pan. Vienas tokių seminarų – VDU bibliotekos rengiami vienos dienos mokymai apie mokslo komunikacijos ypatumus yra privaloma šio seminaro dalis. Kursą sudaro dvi dalys: bendra visiems disertacinio darbo metodika ir atskirai lingvistams ir literatūrologams dėstoma jos taikymo specifiika.

Short course annotation in English

Doctoral seminar consists of a series of lectures and practical seminars dealing with academic discourse and its genres (dissertation, project proposal, etc.) new to the students. The theory of academic discourse is closely linked with students specific research topics that are presented during the seminars focusing on the meta-level discussions, i.e. objects of investigation, aims and objectives, methods and theories, research questions, terminology, structure, etc. of the dissertation. The academic part can include short-time workshops or practical courses meant to develop general skills of a researcher. One workshop on the research information retrieval and processing organized by the library of Vytautas Magnus University, is an obligatory part of the course. The course is made up of two parts. The first part is meant to develop general dissertation writing skills for all the students in Lithuanian philology, in the second part linguists and literary students split in order to better specialize in their respective fields.

Relevance of the course

The first two years of doctoral studies are meant to study and to pass the doctoral exams, therefore less time is left for the dissertation. However, it is very important to start with the investigation and the text of dissertation, especially its introductory part that predetermines the research, as early as possible. The course is meant to encourage the students to start structuring and writing the text of dissertation, i.e. the genre that they have never produced before. The importance of the course is in its novelty for the students. Moreover, they get a possibility to present and to discuss their topics with the teachers and colleagues.

Course aims

The course aims at the specificity of the process of research and the compilation of the text of dissertation. It also deals with the distinctive features of academic discourse, theoretical and methodological assumptions of the students' research.

Content (topics) and methods

I topic. Phases of the preparatory work, constituents parts of the introduction: presentation of the topic and the problem of research, search of the object and method. The importance of the methodology, relationship and complementarity of the methods.
II topic. The search, analysis and description of the theoretical and empirical sources
III topic. The structure of dissertation and its argumentation.
IV topic. Terminology and good academic style. Academic acts of speech. Metalanguage. Visualization of the results of research.
V topic. The structure of the investigation: formulation of the problem, its previous analyses, methodology.
VI topic. The areas of linguistic research: from the comparative historical linguistics to political and eurolinguistics
VII topic. Concepts of linguistics: structuralism and cognitive linguistics.
VIII topic. Units of language and text: meaning and sense. Semantics and pragmatics.
XIX topic. <i>Writing</i> in the contemporary novel.
X topic. Intertextual and comparatystic theories of literature (poststructuralistic receptions).
XI topic. Reception of Antiquity in the works of Simonas Daukantas. Charles Martindale's reception theories.
XII topic. Cultural transfer and the problem of the national identity of literature.

Structure of cumulative score and value of its constituent parts

Midterm exam - 50 %, exam - 50 % of the final score.

Compulsory reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Rienecker, Lotte, ir Jorgensen, Peter Stray. <i>Kaip rašyti mokslinį darbą</i> . Aidai, 2003.
2.	Сосюр Ф. де. Курс общей лингвистики. <i>Труды по языкознанию</i> . Прогресс, 1977
3.	Lakoff G., Johnson M. <i>Metaphors we live by</i> . 1984.
4.	Попова З.Д., Стернин И.А. <i>Когнитивная лингвистика</i> . Восток– Запад, 2007 .
5.	Marcinkevičienė R. <i>Žodžio reikšmė. Žodynai ir tekstynai</i> . VDU leidykla, 2011.
6.	Gudavičius A. <i>Etnolingvistika</i> . ŠU leidykla, 2009.
7.	Jurgutienė A. <i>Dekonstrucija</i> . Vilniaus pedagoginio universiteto leidykla, 2003.
8.	Melnikova N. <i>Intertekstualumas: teorija ir praktika</i> . Vilniaus universiteto leidykla, 2003.
9.	<i>XX amžiaus literatūros teorijos: chrestomatija aukštųjų mokyklų studentams</i> . II dalis. Lietuvių literatūros ir tautosakos instituto leidykla, 2011.
10.	Speičytė B. <i>Poetinės kultūros formos. LDK palikimas XIX amžiaus Lietuvos literatūroje</i> . Literatūra. Mokslo darbai 46 (1), Vilniaus universiteto leidykla.
11.	Iser W. <i>Fiktyvumas ir įsivaizdavimas</i> , Aidai, 2002.
12.	Dilytė D. <i>Kristijonas Donelaitis ir Antika</i> , Vilniaus universiteto leidykla, 2005.
13.	Dikmonienė J. <i>Charleso Martindale'io receptijos teorija ir antikinė literatūra</i> , Literatūra 49(3), 2007. Leidinys pasiekiamas elektroninėje terpėje: http://www.leidykla.vu.lt/index.php?id=43
14.	Buckley I. <i>Retorikos tradicija XIX amžiaus lietuvių literatūroje</i> , VDU leidykla, 2006.

Supplementary reference materials

No.	Authors of publication, title, publishing house, year of publication
1	Lakoff G., Turner M. <i>More Than Cool Reason</i> . Chicago, 1989.
2.	Вежбицкая А. <i>Язык. Культура. Познание</i> . МЩЫКВА, 1997.
3.	Rüsen J. <i>Istorika</i> . Istorikos darbų rinktinė, sudarytojas ir mokslinis redaktorius Zenonas Norkus, iš vokiečių kalbos vertė Arūnas Jankauskas, Margi raštai, 2007.
4.	Vaičiulėnaitė-Kašelionienė N. <i>Komparatyvistinė metodologija, XX amžiaus literatūros teorijos</i> , VPU leidykla, 2006, 325-347.
5.	Kubilius V. <i>Lietuvių literatūra ir pasaulinės literatūros procesas</i> , Vaga, 1983.
6.	Kubilius V. <i>Komparatyvistika atvirame pasaulyje // Darbai ir dienos</i> , 1999, Nr. 8.
7.	Vaičiulėnaitė-Kašelionienė N., Radzevičienė S., Pabarčienė R. <i>Komparatyvinis Europos literatūros matmuo: mokslo studija</i> , VPU leidykla, 2010.
8.	Melnikova I. <i>Intertekstualumas: teorija ir praktika</i> . Vilniaus universiteto leidykla, 2003.
9.	Allen G. <i>Intertextuality</i> , Routledge, 2005.

Course programme designed by

No.	Name, surname	Institution	Degree	E-mail address
1.	Rūta Petrauskaitė	VDU	Prof. Dr.	ruta.petrauskaitė@vdu.lt

2.	Aloyzas Gudavičius	ŠU	Prof. Dr.	gudavicius@hu.su.lt
3.	Asija Kovtun	VDU	Prof. Dr.	asija.kovtun@vdu.lt
4.	Roma Bončkutė	KU	Prof. Dr.	romabonckute@gmail.com

COURSE DESCRIPTION

Course code	Volume in ECTS credits	Institution	Faculty	Department
FLG9001	10	Vytautas Magnus university Šiauliai university Institute of Lithuanian Language Klaipėda university		

Course title in Lithuanian

SPECIALUSIS DALYKAS DISERTACIJOS TEMA

Course title in English

SPECIAL COURSE ON THE TOPIC OF DISSERTATION

Study methods	Volume in ECTS credits
Lectures	1,7
Consultations	1,1
Individual work	7,2

Short course annotation in Lithuanian

Šis dalykas skirtas filologijos mokslo krypties doktorantūros studijų programos studentams. Jo tikslas – suteikti teorinius ir metodinius pagrindus, reikalingus moksliniam disertacijos tyrimui. Šio kurso metu daugiausia dėmesio skiriama: 1) teoriniams filologijos krypties mokslinių tyrimų klausimams pristatyti; 2) filologijos krypties mokslinių tyrimų metodologijai.

Short course annotation in English

This subject is aimed at the students of doctoral studies in philology. The main purpose is provide the theoretical and methodical foundations needed for dissertation scientific research. It focuses on: 1) the overview of theoretical verb semantic relations; 2) create semantic research methodology.

Course aims

The main purpose is provide the theoretical and methodical foundations needed for dissertation scientific research.

Content (topics) and methods

Content and methods depends on the topic of the special course.

Structure of cumulative score and value of its constituent parts

Supervisor determines the structure of cumulative score and value of its constituent parts.

Compulsory reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Supervisor recommends the literature, taking account into the topic of special course.

Supplementary reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Supervisor recommends the literature, taking account into the topic of special course.

Course programme designed by

No.	Name, surname	Institution	Degree	E-mail address
1.	Supervisor			

COURSE DESCRIPTION

Course code	Volume in ECTS credits	Institution	Faculty	Department
FLG8002	5	Vytautas Magnus University	Humanities	Foreign Language, Literary and Translation Studies
		Institute of the Lithuanian Language	Research Centre of Baltic Language and Onomastics	

Course title in Lithuanian

GRETINAMOJI KALBOTYRA

Course title in English

CONTRASTIVE LINGUISTICS

Study methods	Volume in ECTS credits
Lectures	0,37
Consultations	1,11
Seminars	0,37
Individual work	3,15

Short course annotation in Lithuanian

Dalyko tikslas – suteikti doktorantams profesionalių žinių apie šiuolaikinę gretinamąją kalbotyrą bei jos dabartines vystymosi tendencijas ir praktinių naudojimosi gretinamaisiais metodais įgūdžių. Teorinių gretinamosios kalbotyros problemų apžvalga kurse derinama su jų praktiniais sprendimais atliekant konkrečius projektus. Kurso empirinę medžiagą sudaro kelių indoeuropiečių kalbų duomenys, bet pagrindinis dėmesys skiriamas lietuvių kalbos specifikai lyginant ją su anglų kalba. Kursas padeda aiškiai suvokti gimtosios ir kitų kalbų panašumus ir skirtumus, pagilina bendrosios kalbotyros žinias ir pagerina bendrąją komunikacinę kompetenciją.

Short course annotation in English

The course aims to equip students with professional knowledge regarding the origin, methodology, and major trend shifts in Contrastive linguistics (CL) with special emphasis on current methods of contrastive research suitable for analysing different levels of language. It surveys the main theoretical problems of Contrastive linguistics and develops the necessary skills for the application of theoretical expertise in carrying out small-scope research projects. The course mainly focuses on the comparison of English and Lithuanian although, where appropriate, it uses data from other Indo-European languages. In addition, the course enhances general linguistic awareness and improves communicative competences of students.

Relevance of the course

The modern world is marked by intensive globalization processes which involve expanded contacts between languages, cultures and people. Multilingual and multicultural societies presuppose the knowledge of at least two or even more languages. Contrastive linguistics (CL) highlights the unique character of languages and reveals the relationship between culture and identity of particular language speakers. As a research methodology, CL allows researchers to identify universal and language-specific features. It bears relevance to foreign language teaching and learning, translation, lexicography, etc. CL is closely related to the study of language typology and universals, as well as ethnolinguistics, psycholinguistics and sociolinguistics. The course not only provides theoretical and methodological knowledge, but also develops the necessary skills for applying this knowledge in practice.

Course aims

The aim of the course is to equip students with professional knowledge regarding the origin, methodology, and major trend shifts in Contrastive linguistics (CL) and to develop skills in applying current methods of contrastive research suitable for analysing different levels of language study. At the end of the course the students will be able

- to apply the contrastive linguistics methodology for establishing morphological, lexical and syntactic similarities and differences across two or more languages;
- to contrast text and discourse organization in different languages and cultures;
- to identify cultural differences in selected speech acts;
- to interpret and generalize the results of quantitative and qualitative data.

Content (topics) and methods

1. Defining contrastive linguistics; its object and objective. Contrastive linguistics (CL) and language typology. CL and foreign language learning. Major trend shift in contrastive linguistics.
2. Divergent and convergent similarity. Equivalence in contrastive analysis and translation. Levels of comparison. The concept of *tertium comparationis*.
3. Contrastive studies of word semantics; the scope of corresponding semantic features. Polysemy. Equivalents of polysemantic words in different languages. Comparison of semantic groups.
4. Contrasting grammatical categories. The category of gender and the means of expressing the distinction in different languages.
5. The category of number and the means of expressing it in nominal and verbal systems.
6. Noun phrase. Grammatical cases in Lithuanian and their equivalents (prepositional phrases) in other languages.
7. Contrasting tense systems. Voice and reflexive verbs. Transitivity. Mood and types of modality. Aspect.
8. Word order. The theory of Functional Sentence Perspective.
9. Cultural peculiarities of speech acts (requests, orders, apologies, condolences, greetings etc.).
10. Contrastive text and discourse analysis.

Structure of cumulative score and value of its constituent parts

Homework (presentation on method) – 30 %, active participation in course activities (close reading and discussions) – 20%; final exam (research project) - 50 % of the final grade.

Compulsory reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Gudavičius, A. <i>Gretinamoji semantika</i> , Šiaulių universiteto leidykla, 2007.
2.	Chesterman, A. <i>Contrastive Functional Analysis</i> , John Benjamins, 1998.
3.	Di Pietro, R.J. <i>Language Structures in Contrast</i> , Rowley, MA: Newbury House, 1971.
4.	Fisiak, J. (ed.). <i>Further Insights into Contrastive Analysis</i> , John Benjamins, 1990.
5.	Holvoet, A., Semėnienė, L. <i>Gramatinių kategorijų tyrimai</i> , Lietuvių kalbos institutas, 2004.
6.	James, C. <i>Contrastive Analysis</i> , Longman, 1980.
7.	Johansson, S. <i>Seeing Through Multilingual Corpora: On the Use of Corpora in Contrastive Studies</i> , John Benjamins, 2007.
8.	Krzyszowski, T. <i>Contrasting Languages: The Scope of Contrastive Linguistics</i> , Mouton de Gruyter, 1990.
9.	Lado, R. <i>Linguistics Across Cultures: Applied Linguistics for Language Teachers</i> . Ann Arbor, MI: University of Michigan Press, 1957.
10.	Taboada, M. et al. Functional and Corpus Perspectives in Contrastive Discourse Analysis. <i>Linguistics and the Human Sciences</i> 6: 1-16, 2012.
11.	Wenguo, P. and Wai Mun, T. <i>Contrastive Linguistics. History, Philosophy and Methodology</i> . Continuum, 2007.
12.	Willems, D., Defrancq, B., Coleman, T., Noël D. (eds). <i>Contrastive Analysis in Language. Identifying Units of Comparison</i> . Palgrave Macmillan, 2004.

Supplementary reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Biber, D. <i>Dimensions of Register Variation. A Cross-Linguistic Comparison</i> . Cambridge University Press, 1995.
2.	Enkvist, N. E. Contrastive text linguistics and translation. In L. Grähs, G. Korlén and B. Malmberg (eds). <i>Theory and Practice of Translation</i> , p.169–188. Berne: Peter Lang, 1978.
3.	Firbas, J. <i>Functional sentence perspective in written and spoken communication</i> , Cambridge University Press, 1992.
4.	Granger, S., Lerot, J., S. Petch-Tyson (eds). <i>Corpus-Based Approaches to Contrastive Linguistics and Translation Studies</i> , Rodopi, 2003.
5.	Jaszczolt, K., Turner, K. (eds). <i>Meaning Through Language Contrast</i> . 1-2 vols. John Benjamins, 2003.
6.	Kalėdaitė, V. The Contrastive Analysis Debate. <i>Darbai ir dienos</i> 3(12): 79-86, 1996.
7.	Kalėdaitė, V. <i>Existential Sentences in English and Lithuanian: A Contrastive Study</i> , Peter Lang, 2002.
8.	Katinas, D. Takoskyra tarp gretinamosios leksikologijos ir vertimo mokslo. <i>Kalbotyra</i> 58:46-57, 2008.

9.	Teich, E. <i>Cross-Linguistic Variation in System and Text. A Methodology for the Investigation of Translations and Comparable Texts</i> , Mouton de Gruyter, 2003.
10.	Valeckienė, A. <i>Funkcinė lietuvių kalbos gramatika</i> , Mokslo ir enciklopedijų leidybos instituto leidykla, 1998.
11.	Wierzbicka, A. <i>Cross-Cultural Pragmatics: The Semantics of Human Interaction</i> . Walter de Gruyter, 1991.
12.	Župerka K., Kvašytė R. Apie lietuvių ir latvių kalbų gretinamosios stilistikos perspektyvas. <i>Lietuvių ir latvių gretinamosios stilistikos klausimai</i> , p. 31–39, 2006.

Course programme designed by

No.	Name, surname	Institution	Degree	E-mail address
1.	Violeta Kalėdaitė	VMU	Prof. Dr.	violeta.kaledaite@vdu.lt
2.	Grasilda Blažienė	Institute of Lithuanian Language	Prof. Dr.	grasilda.blaziene@lki.lt

COURSE DESCRIPTION

Course code	Volume in ECTS credits	Institution	Faculty	Department
FLG8003	5	Vytautas Magnus university	Humanities	Lithuanian Studies
		Institute of Lithuanian Language		Centre of Sociolinguistics

Course title in Lithuanian

SOCIALINĖ IR PSICHOLOGINĖ LINGVISTIKA

Course title in English

SOCIO- AND PSYCHOLINGUISTICS

Study methods	Volume in ECTS credits
Lectures	0,5
Consultations	0,5
Seminars	0,5
Individual work	3,5

Short course annotation in Lithuanian

Doktorantai susipažins su psicholingvistikos ir sociolingvistikos teorijomis, kalbos kūrimo ir supratimo raida, kalbos funkcionavimu socialiniuose kontekstuose, kalbos politika. Jie išmoks taikyti psicholingvistinių ir sociolingvistinių tyrimų metodus, analizuoti ir kritiškai vertinti kalbą ir visuomenę iš socialinės ir psichologinės perspektyvos.

Short course annotation in English

The course focuses on exploring how individuals comprehend, produce and acquire language, and how language is used in different social contexts within society. Students will acquire knowledge about new theoretical and methodological developments in Socio– and Psycholinguistics and build the necessary skills for applying them in practice. A broader cultural approach will be taken to analyse and critically evaluate the ongoing and evolving processes in language and society from a socio– and psycholinguistic perspective.

Relevance of the course

Sociolinguistics and Psycholinguistics help to understand verbal behaviour of the individual and society in the global world and to reveal causes of language change. Today we face serious difficulties in comprehending tendencies of language development in the context of bilingual, multilingual and multicultural societies, therefore the study of this subject will help to understand the complex questions of language acquisition, use, change, spread and attrition, among other issues. The subject will provide not only theoretical and methodological knowledge, but will also develop the necessary skills to apply this knowledge in practice.

Course aims

The course aims to provide knowledge and develop skills in order to

- analyze language phenomena by applying socio- and psycholinguistic theories and methods;
- develop questionnaires and tests for carrying out experimental tasks;
- interpret and generalize the results of quantitative and qualitative data;

- evaluate the verbal behavior of the individual, a group and/ or society in the context of the multilingual world;
- analyze and generalize language (education) policy issues, understand and interpret issues of language contacts, code-switching, and language change and attrition.

Content (topics) and methods

1. Topics in sociolinguistics, methods and the main definitions of concepts. A sociolinguistic approach to language variants and language change. Language and society: nationalism, urbanization, internationalization. Acculturation and accommodation. Social networks and dialects; the influence of mass media on language attitudes and changes in public language. Standard language in postmodern society. Reading and analysing literature, discussions. Individual presentations on a selected topic.
2. Language ideologies. Multilingualism, English as a lingua franca and its role in the new economy. Research on language contacts. Language and social identity. Language prestige, language attitudes. Cities and linguistic landscape (LL). Reading and analysing literature, discussions. Field case study on LL.
3. Qualitative and quantitative methods: questionnaires, structured and in-depth interviews, ethnographic observation methods, experiments. Reading and analysing literature, discussions. Presentations of a selected method and its application to a pilot research project.
4. Language acquisition, comprehension and production. Slips of the tongue. Language acquisition: universalities, language-specific (typological) and individual differences. Atypical language development. Bilingual and multilingual acquisition. Bilingual education. Reading and analysing literature, discussions. Individual presentations on a selected topic.

Structure of cumulative score and value of its constituent parts

Homework (presentation on method) – 30 %, active participation in course activities (close reading and discussions) – 20%; final exam (research project) – 50 % of the final grade.

Compulsory reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Bloomaert J. <i>The Sociolinguistics of Globalization</i> . Cambridge University Press, 2010.
2.	Bourdieu P. <i>Language and Symbolic Power</i> , Polity, 1991.
3.	Crystal D. <i>English as a Global Language</i> . Cambridge University Press, 1997.
4.	Christ D.M.G. <i>Language and the City: Language and Globalization</i> . Palgrave Macmillan, 2007.
5.	De Houwer A. <i>The acquisition of two languages from birth: A case study</i> . Cambridge University Press, 1990.
6.	Extra G., Gorter D. <i>Multilingual Europe: Facts and Policies</i> . de Gruyter, 2008.
7.	Fiedler S. <i>English As A Lingua Franca – A Native-Culture-Free Code? Language Of Communication Vs. Language Of Identification</i> . Apples – Journal of Applied Language Studies. 5(3): 79-97, 2011.
8.	Fletcher P., MacWhinney B. (eds.). <i>The Handbook of Child Language</i> , Blackwell, 1995.
9.	Karmiloff-Smith Annete & Karmilof Kyra. <i>Pathways to Language. From Fetus to Adolescent</i> . Harvard University Press. Cambridge, 2002.
10.	Kasatkina, N., T. Leončikas. <i>Lietuvos etninių grupių adaptacija: kontekstas ir eiga</i> , 2003.
11.	Maegaard M., Gregersen F., Quist P. and Normann Jørgensen P. (eds.). <i>Language Attitudes, Standardization and Language Change</i> . Oslo: Novus, 2009.
12.	Shohamy E., Gorter, D. (eds.). <i>Linguistic Landscape: Expanding the Scenery</i> , Routledge, 2008.
13.	Wei L., Auer P. (eds.). <i>Handbook of Multilingualism and Multilingual Communication</i> , de Gruyter, 2009.

Supplementary reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Cenoz J. <i>Towards Multilingual Education: Basque Educational Research from an International Perspective</i> . Bristol: Multilingual Matters, 2009.
2.	Chiswick B. R. <i>The Economics of Language: An Introduction and Overview</i> . IZA Discussion Papers. 3568: 2-29, 2008.
3.	De Swaan A. <i>Words of the World</i> , Polity, 2001.
4.	Genesee F. Bilingual first language acquisition: Exploring the limits of the language faculty. In M. McGroarty (Ed.), <i>21st Annual Review of Applied Linguistics</i> , Cambridge University Press.153-168, 2001.
5.	Genesee F. Rethinking bilingual acquisition. In J. M. deWaele (Ed.), <i>Bilingualism: Challenges and directions for future research</i> . Clevedon: Multilingual Matters.158-182, 2003.

6.	Heller M. Globalization, The New Economy, And The Commodification Of Language And Identity. <i>Journal of Sociolinguistics</i> , 7 (4) November: 473-492, 2003
7.	House J. English As A Lingua Franca: a Threat To Multilingualism? <i>Journal of Sociolinguistics</i> 7 (4): 556-578, 2003.
8.	Piller I. Multilingualism and Social Exclusion. In <i>The Routledge Handbook of Multilingualism</i> . M. Martin-Jones, A. Blackledge, A. Creese (eds.).Oxon:Taylor and Francis Books. 281-296, 2012.
9.	Spolsky B. <i>Language policy. Key topics ins sociolinguistics</i> . CUP, 2004.
10.	Thomason Sarah Grey. <i>Language Contact. An Introduction</i> . Edinburgh University Press, 2001.

Course programme designed by

No.	Name, surname	Institution	Degree	E-mail address
1.	Ineta Dabašinskiė	VMU	Prof. Dr.	ineta.dabasinskiene@vdu.lt
2.	Loreta Vaicekauskienė	ILL	Assoc. Prof.	loreta.vaicekauskieni@iki.lt

COURSE DESCRIPTION

Course code	Volume in ECTS credits	Institution	Faculty	Department
FLG9002	5	Vytautas Magnus university	Humanities	Lithuanian Studies
		Institute of Lithuanian Language	Research Centre of Baltic Language and Onomastics	

Course title in Lithuanian

KALBOTYROS KRYPTYS IR METODAI

Course title in English

LINGUISTIC TRENDS AND METHODS

Study methods	Volume in ECTS credits
Lectures	0,5
Consultations	1
Seminars	0,5
Individual work	3

Short course annotation in Lithuanian

Doktorantai supažindinami su svarbiausiomis XX ir XXI a. kalbotyros kryptimis. Analizuojami struktūrinės ir generatyvinės lingvistikos principai ir metodai bei šių kalbotyros krypčių įtaka tolesnei lingvistikos raidai. Aptariami modernių krypčių (sociolingvistikos, kognityvinės lingvistikos, kompiuterinės lingvistikos ir kt.) teoriniai pagrindai ir metodologija, jų reikšmė lingvistiniam mąstymui.

Short course annotation in English

Postgraduate students are introduced with the main linguistics trends of the 20th and 21st centuries. The principles and methods of structural and generative linguistics will be analysed as well as the influence of these linguistics trends on further development of linguistics. The course also analyses the theoretical foundations and methodology of the modern linguistics trends (sociolinguistics, cognitive linguistics, computational linguistics, etc.) and their importance for linguistic thinking.

Relevance of the course

This course develops linguistic thinking and analytical competences, provides understanding about theoretical and methodological backgrounds of modern trends in linguistics and focuses on the practical application of new skills. The students will be able to define, analyse and assess various problems of theoretical linguistics. A broader linguistic perspective provides the students with an ability to understand, analyse and apply various linguistic theories in practice.

Course aims

The aim of the course is to recognize and critically evaluate different linguistic hypotheses and theoretical approaches.

Content (topics) and methods

1. A brief overview of the development of linguistics and a rise of structural linguistics. The most important works in linguistics until the first half of the 20th century and their influence on the further

- development of linguistics. The philosophical and methodological origins of structuralism; the concept of structure; the main research principles of a structure (F. Saussure, C. Levi-Strauss, et al.).
2. *Prague School*. The students will be introduced with the main linguists of this school. The achievements in the analysis of phonology, the theme-rheme structure of sentences, the theory of standard language, etc. will be discussed.
 3. *The Linguistic Circle of Copenhagen is the abstract school of structural linguistics*. The origins of Copenhagen school (F. de Saussure, traditions of Danish linguistics, philosophical and logical assumptions). The most important achievements will be analysed: perception of function, form and substance, stratification of language phenomena; syncretism and neutralization; reduction and catalysis; isomorphism; categories and principles of their determination. The concept of language development and specific diachronic studies, the works on Baltic languages and the influence on subsequent linguistic trends (Kurylowicz, stratificational linguistics, classical phonology).
 4. Descriptive linguistics is a technique and a methodology of empirical speech description. Historical and methodological origins and the most important linguists will be studied (Bloomfield, Sapir, their research and methodological ideas). The theoretical system of descriptivism; behavioural interpretation of psyche and semantics; relation between ontology and methodology, the priority of description. Glottochronology.
 5. Modern trends in phonology. Generative phonology, autosegmental phonology, metrical phonology, and the principles of optimality theory.
 6. *Transformational (Generative) Grammar*. Reasons and conditions for the rise of the school and its main founders are introduced. The underlying (deep) and surface sentence structure and its transformation types are discussed. Sentence modifiers and auxiliary categories are analysed by simultaneously discussing lexical and semantic components of phrase structure. Psycholinguistic and methodological criticism of the fundamental principles of transformational theory is presented. Lithuanian works on transformational linguistics are reviewed.
 7. *Deep (Semantic) Case Theory*. The concept of deep case, its relationship with grammatical cases and “surface” expression of deep cases in the languages of different types are discussed.
 8. *Concepts of Language Development*. The theoretical legacy of the Neogrammarians and its impact on sociolinguistics and the hypotheses of contemporary language development (W. Labov’s and other works) are introduced. The empirical approaches to economy principle are explained (A. Martinet, W. Moulton). The relationship between language development and typology (R. Jakobson et al.) is discussed.
 9. *Computational Linguistics. Functional Grammar*. Methodological origins are discussed by underlining the need for the rise of such fields of linguistics. Functional Generative Grammar in Prague (Sgall et al.), Role and Reference Grammar (Foley, Van Valin) and Halliday’s Functional Grammar are introduced.
 10. *Cognitive Linguistics*. The peculiarities of cognitive linguistics and prototype theory are introduced.

Structure of cumulative score and value of its constituent parts

Homework – 50 %, examination – 50 %.

Compulsory reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Čermak, F., Kalbos tyrimo metodai. In.: <i>Darbai ir Dienos</i> , Nr. 10(19), 1999, 233–276.
2.	Harris, Z. S. <i>Structural linguistics</i> , University of Chicago Press, 1960. Prieiga per internetą: https://archive.org/details/structurallingui00harr
3.	Ivič, M. <i>Lingvistikos kryptys</i> , Mintis, 1973.
4.	Lyons, J. <i>Language and Linguistics: An Introduction</i> , Cambridge University Press, 2002
5.	Steven E. Weisler S. E., Milekic S. <i>Theory of language</i> . Massachusetts Institute of Technology, 1999. http://www.theoryoflanguage.com/index.html
6.	Radford, A. <i>Transformational Grammar</i> . Cambridge, 1988.
7.	Ungerer, F., Schmid, H.-J. <i>An Introduction to Cognitive Linguistics</i> , Longman, 1996.
8.	Biber, D., Conrad S., Reppen R., <i>Corpus Linguistics: Investigating Language Structure and Use</i> , Cambridge University Press, 1998.

Supplementary reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Bloomfield, L. <i>Introduction to the Study of Language</i> . New York, 1914. Prieiga per internetą: https://archive.org/details/introductiontost00bloo
2.	Girdenis, A. <i>Teoriniai lietuvių fonologijos pagrindai</i> , Mokslo ir enciklopedijų leidybos institutas, 2003.
3.	Hjemslevas, L. <i>Kalba: įvadas</i> . Vilnius, 1995.

4.	Kager, R. <i>Optimality theory</i> . Cambridge, 1999.
5.	Sapir, E. <i>Language: An introduction to the study of speech</i> . New York, 1921. Prieiga per internetą: http://www.gutenberg.org/ebooks/12629
6.	Saussure, F. De, <i>Course in general linguistics</i> . New York, 1959. Prieiga per internetą: https://archive.org/details/courseingenerall00saus
7.	Trubetzkoy, N. S. <i>Principles of Phonology</i> . Berkeley, 1969 arba Trubetzkoy, N. <i>Grundzüge der Phonologie</i> . Göttingen, 1977
8.	Vykypel B. <i>Hjemslevo glosematika ir baltų kalbų fonologija</i> . Vilnius, 2005
9.	Hopper P.J., Traugott E., <i>Grammaticalization</i> . Cambridge, 2003.
10.	Haiman, J. Iconicity // Asher R.E. (ed.), <i>The encyclopedia of language and linguistics</i> , Oxford, 1994, p. 1629–1633
11.	Lakoff, G., <i>Women, Fire, and Dangerous Things. What Categories Reveal about the Mind</i> , Chicago, 1987.

Course programme designed by

No.	Name, surname	Institution	Degree	E-mail address
1.	Asta Kazlauskienė	VMU	Prof. Dr.	asta.kazlauskiene@vdu.lt
2.	Grasilda Blažienė	ILL	Prof. Dr.	grasilda.blaziene@lki.lt

COURSE DESCRIPTION

Course code	Volume in ECTS credits	Institution	Faculty	Department
FLG9003	5	Vytautas Magnus University	Humanities	Lithuanian Studies
		Šiauliai University	Social Sciences, Humanities and Art	Lithuanian Linguistics, Literature and Communication

Course title in Lithuanian

ŠNEKOS AKTŲ PRAGMATIKA

Course title in English

PRAGMATICS OF SPEECH ACTS

Study methods	Volume in ECTS credits
Lectures	1,1
Consultations	1
Seminars	0,6
Individual work	1,3

Short course annotation in Lithuanian

Doktorantūros studijų dalyko tikslas – suteikti žinių apie šnekos aktų teoriją ir išugdyti gebėjimus atpažinti ir analizuoti pagrindinį lingvistinės pragmatikos objektą – įvairius sakytinius ir rašytinius šnekos aktus remiantis lingvistinės pragmatikos metodais.

Short course annotation in English

The aim of the course is to provide its students with basic knowledge on Speech Act theory together with the linguistic competence to identify and analyse speech acts as they occur in real life situations both in written and oral media.

Relevance of the course

The course is important for the students of linguistics who want to get closely acquainted with the main trends of the philosophy of language and communication. Beside its academic value the course makes an impact on the researcher's personality as well as on his/her transferable analytical skills.

Course aims

The course is meant to teach its students to compare different concepts of speech acts, to explain the essence of the phenomenon; to explain the difference between different speech acts, to describe their felicity conditions, and to analyse speech acts with the help of methods of linguistic pragmatics.

Content (topics) and methods

Topic I. Speech act theories (R. Jakobson's model of communication; theories of J. L. Austin, J. R. Searle ir H. P. Grice).
Topic II. Application of speech act theories to the Lithuanian language.
Topic III. Felicity conditions.
Topic IV. The structure of speech acts.
Topic V. The performative hypothesis and its types.
Topic VI. Explicit and implicit components of speech acts: locutionary act, illocutionary act (and force), perlocutionary act (and effect).
Topic VII. Typology of speech acts.
Topic VIII. Acts of language etiquette.
Topic IX. Social roles of speech act participants.
Topic X. Evaluative aspects of speech acts (address forms, honorifics).
Topic XI. D. Hymes' speech act ethnography.

Structure of cumulative score and value of its constituent parts

Home assignment (based on the analyses of compulsory literature) and an active participation in the seminars 50 % of the final score. Final exam 50 %.

Compulsory reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Austin, J. L. <i>How to do things with words</i> . Oxford, 1963.
2.	Bach, K. Speech Acts and Pragmatics. In: M. Devitt, R. Hanley, eds. <i>The Blackwell Guide to the Philosophy of Language</i> , Blackwell Publishing, pp. 147–167. 2006.
3.	Black, E. <i>Pragmatic Stylistics</i> . Edinburgh University Press, 2006.
4.	Čepaitienė, G. <i>Lietuvių kalbos etiketas: semantika ir pragmatika</i> , Šiaulių universiteto leidykla, 2007.
5.	Gudavičienė, E. Directives in Lithuanian [Daktaro dis. santrauka], Vilnius, 2007.
6.	Hilbig, H. Lietuvių ir anglų lingvistinis mandagumas: prašymai. Vilnius, 2010.
7.	Hymes, D. Models of the Interaction of Languages and Social Life. In J. Gumperz. & D. Hymes (eds)
8.	<i>Directions in Sociolinguistics - The Ethnography of Communication</i> , Holt Rinehart & Winston, New York, 1972. 35–71.
9.	Leech, G. <i>Principles of Pragmatics</i> , Longman, 1995.
10.	Searle, J. R. <i>Speech acts</i> . New York, San Francisco, and London, 1969.
11.	Wierzbicka, A. Different cultures, different languages, different speech acts: Polish vs. English. In: <i>Journal of Pragmatics</i> , 9 (2-3), 1985. 145–178.
12.	Zaikauskas E. Teoriniai performatyvų pagrindai [Daktaro dis. santrauka], Vilnius, 2002.
13.	Yule, G. <i>Pragmatics</i> . Oxford: Oxford University Press, 1998.
14.	Župerka, K. <i>Reklamos tekstas: pragmatika, stilius, kalba</i> , Šiaulių universiteto leidykla, 2008.

Supplementary reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Verschueren, J. <i>Understanding Pragmatics</i> , Arnold Publishers, 1999.

Course programme designed by

No.	Name, surname	Institution	Degree	E-mail address
1.	Kazimieras Župerka	ŠU	Prof. Dr.	k.zuperka@gmail.com
2.	Giedrė Čepaitienė	ŠU	Prof. Dr.	g.cepaitiene@splius.lt
3.	Rūta Petrauskaitė	VDU	Prof. Dr.	ruta.petrauskaitė@vdu.lt

COURSE DESCRIPTION

Course code	Volume in ECTS credits	Institution	Faculty	Department
FLG9006	5	Šiauliai University	Social Sciences, Humanities and Art	Foreign Languages Studies

Course title in Lithuanian

LEKSINĖ SEMANTIKA

Course title in English

LEXICAL SEMANTICS

Study methods	Volume in ECTS credits
Lectures	1
Consultations	0,5
Seminars	0,5
Individual work	3

Short course annotation in Lithuanian

Leksinės semantikos studijų dalyko objektas yra kalbos leksinių vienetų turinys, semantiniai ryšiai ir struktūros. Studijų pagrindą sudaro fundamentalių semantikos sąvokų samprata: reikšmės, koncepto, kategorizacijos, konceptualiosios metaforos, leksinės sistemos. Analizuojama leksinių semantinių sistemų geografinė bei kultūrinė determinacija, kalbų pasaulėvaizdžio specifika. Laikomasi teorinės kognityvinės lingvistikos koncepcijos. Svarią studijų dalį sudaro semantinės analizės metodų studijos ir jų praktinis taikymas.

Short course annotation in English

The course aims at the analyses of the meaning of lexical items, their semantic relationships and structures. The backbone of the course consists of the main conceptual items, such as meaning, sense, referense, category, metaphor, etc. A special attention is given for the methods of semantic analyses.

Relevance of the course

Having listened to the course, doctoral students:
 Will be able to form an reasoned conception of key semantic concepts (meaning, concept, metaphor, semantic relation, semantic group);
 Will familiarise themselves with principles and peculiarities of world reflection in the lexical system;
 Will perceive the structure of the lexical semantic system;
 Will acquire skills of semantic analysis, particularly applying methods of corpus linguistics, digital language resources and software intended for their analysis.

Course aims

Studies of the lexical level of the language. Familiarisation with the conception of the content of lexical units applying the paradigm of cognitive linguistics. Familiarisation with peculiarities of categorisation of the world in the lexical system, specificity of the lexical semantic systems of the language, interpretation of the semantic structure of the word. Familiarisation with structure of the lexical system: from the sememe to semantic domains. Familiarisation with description principles and possibilities of meanings, words and semantic groups in lexicographic practice.

Content (topics) and methods

Content of the language: semantic linguistic units, meanings of linguistic units and content of speakers' consciousness, key concepts of meaning; comparative analysis of the meaning, concept, conception and sense.
 Lexicographical model of the meaning: structural and cognitive definition, semantic structure of the word, semantic analysis of the word, application of paradigmatic and syntagmatic methods.
 The conception of the metaphor: the conceptual metaphor versus the traditional metaphor; comparative analysis of metaphors.
 Lexical semantic system: structure and internal relations, lexical semantic groups; analysis lexicographic sources and descriptions of semantic groups.
 Peculiarity of lexical semantic systems of languages: geographical and cultural determination of world categorisation in the language.

Structure of cumulative score and value of its constituent parts

Homework (analysis of compulsory literature) and work in workshops make up 40 per cent of the final mark.
 Preparation and defence of the paper on a chosen generalised topic of the subject make up 40 per cent of the final mark.
 Examination (at which students answer questions on comparative linguistics analysed during lectures, workshops and self-study) makes up 20 per cent of the final mark.

Compulsory reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Aitchison, J. <i>Words in the Mind: An Introduction to the Mental Lexicon</i> . Oxford-New-York, 1994.
2.	Baldauf, Ch. <i>Metapher und Kognition: Grundlagen einer neuen Theorie der Alltagsmetapher</i> . Frankfurt/M: Perter Lang, 1997.

3.	Gudavičius, A. <i>Gretinamoji semantika</i> , ŠU leidykla, 2007.
4.	Jakaitienė, E. <i>Leksinė semantika</i> , Mokslas, 1988.
5.	Krzeszowski T. P. <i>Angels and Devils in Hell</i> Warszawa, 1997.
6.	Lakoff, G., Johnson M. <i>Metaphors We Live by</i> , 1984.
7.	Marcinkevičienė R. Žodžio reikšmė. Žodynai ir tekstynai, VDU leidykla, 2011.
8.	Saeed, J. I. <i>Semantics</i> . Blackwell Publisher Ltd, 2000.
9.	Wierzbicka, A. <i>Semantics: Primes and universals</i> . Oxford University Pres, 1996.

Supplementary reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Gudavičius A. Žodžio semantinė struktūra nominacijos požiūriu. <i>Filologija</i> 2013 (18). BMK leidykla. 2013, p. 70-84.
2.	Gudavičius A. Reikšmė, sąvoka, konceptas ir prasmė. <i>Res Humanitariae</i> , X. Klaipėdos universitetas, 2011, p. 108-119.
3.	Gudavičius A. Syntagmatischer und paradigmatischer Forschungsweg in der semantischen Analyse. <i>Slovo a slovesnost</i> , 1994,3, s. 185 - 193.
4.	Gudavičius A. <i>Etnolingvistika</i> , ŠU leidykla, 2009.
5.	Gudavičius A. Dabartinės lietuvių kalbos žodynas leksikos sistemiškumo požiūriu. <i>Lietuvių kalbotyros klausimai</i> , t. 37, 1997. P. 33-39.
6.	Jakaitienė E. <i>Leksikologija</i> . Vilniaus universiteto leidykla, 2009.
7.	Lakoff G., Turner M. <i>More Than Cool Reason. A Field Guide to Poetic Metaphor</i> . Chicago, 1989.
8.	<i>Probleme der semantischen Analyse</i> . Berlin, 1977.
9.	<i>Sprachliche Bewertung</i> . Warszawa 1992.
10.	Кобозева И. М. <i>Лингвистическая семантика</i> . Москва, 2004.
11.	Вежбицкая А. <i>Язык. Культура. Познание</i> . Москва 1997.
12.	Вежбицкая А. <i>Понимание культур через посредство ключевых слов</i> . М., 2001.

Course programme designed by

No.	Name, surname	Institution	Degree	E-mail address
1.	Aloyzas Gudavičius	Šiauliai University	Prof. Dr.	gudavicius@hu.su.lt

COURSE DESCRIPTION

Course code	Volume in ECTS credits	Institution	Faculty	Department
FLG9007	5	Vytautas Magnus University	Humanities	Foreign Language, Literary and Translation Studies Lithuanian Studies

Course title in Lithuanian

DISKURSO ANALIZĖS KRYPTYS IR METODAI

Course title in English

APPROACHES TO DISCOURSE ANALYSIS

Study methods	Volume in ECTS credits
Lectures	0,5
Consultations	1
Seminars	0,5
Individual work	3

Short course annotation in Lithuanian

Šis dalykas skirtas filologijos mokslo krypties doktorantūros studijų programos studentams. Jo tikslas – suteikti teorinius ir metodinius pagrindus, reikalingus tyrimams, paremtiems diskurso analize. Šio kurso metu daugiausia dėmesio skiriama: 1) diskurso analizės metodų įvairovei ir pagrindiniams principams; 2) išsamiam susipažinimui su pasirinktos diskurso analizės krypties metodologija, duomenų rinkimo ir analizės įrankiais bei būdais.

Short course annotation in English

This subject is aimed at the students of doctoral studies in philology. The main purpose is to provide the theoretical and methodical foundations needed for research based on discourse analysis. This course overviews the broad variety of methodological approaches and research perspectives in discourse analysis and allows students to familiarize themselves with some methods in greater detail. The subject offers the possibility to gain the basic theoretical knowledge of the field in general and some specific empirical tools of the most relevant approaches.

Relevance of the course

This course develops a practical and critical approach to the analysis of written, spoken and electronic texts and provides skills as well as theoretical knowledge necessary in empirically grounded studies of discourse in context. This course overviews and critically examines the disciplinary diversity of discourse analysis so that the students could choose the most appropriate methodological and theoretical framework for a specific research design.

Course aims

This course aims to provide an overview of the vast field of discourse analysis and its theoretical and methodological diversity.

Content (topics) and methods

1. *Main approaches in discourse analysis*. This topic highlights the main trends and representatives of DA and provides an overview of how DA developed.
2. *The interrelation between DA and text linguistics*. The concept of 'discourse' is discussed; interrelations between text, context and discourse are studied; text functions are analysed from the perspective of Halliday and Hasan.
3. The topic of *discourse and communication* considers such issues as situational context and textual context, the socio-semiotic approach to discourse, unique features of discourse, intertextuality and pragmatic aspects.
4. *Sociocultural aspects of DA*: discourse in society, communication as action.
5. *Multimodal discourse analysis*: interaction between verbal and non-verbal aspects in discourse.
6. *Critical Discourse Analysis (CDA)*. Discourse is approached by relating it to power, ideology and social issues. Institutional discourse is analysed by considering its dominant narratives.
7. *Synergy between DA and corpus linguistics*. Possibilities to combine the two approaches are discussed by critically evaluating the advantages and limitations of such a dual methodology.
8. *Discourse types*. Written, spoken and electronic discourses are analysed by taking into account their multimodal nature. Swales's view on conventionalised forms for conventionalised occasions is discussed.
9. *Conversation analysis*. This topic mainly focuses on ethnography of communication as a methodology for spoken data analysis, transcription of spoken data, and turn-taking.

Structure of cumulative score and value of its constituent parts

Research project – 50 %, exam – 50 %

Compulsory reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Gee, J. P., & M. Handford (eds.). 2014. <i>The Routledge Handbook of Discourse Analysis</i> . Routledge.
2.	Gee, J. P. 2014. <i>An Introduction to Discourse Analysis: Theory and Method</i> . Routledge.
3.	Gee, J. P. 2014. <i>How to do Discourse Analysis: A Toolkit</i> . Routledge.
4.	Scollon, R. S. W. Scollon, R. H. Jones. 2012. <i>Intercultural Communication: A Discourse Approach</i> . Malden: Wiley-Blackwell.
5.	Bednarek, M., J. R. Martin. 2010. <i>New Discourse on Language: Functional Perspectives on Multimodality, Identity, and Affiliation</i> . London: Continuum.
6.	Jewitt, C. (ed.) 2011. <i>The Routledge Handbook of Multimodal Analysis</i> . Routledge.
7.	Aijmer K., and A. B. Stenström (eds.). 2004. <i>Discourse Patterns in Spoken and Written Corpora</i> . Amsterdam: John Benjamins Publishing Company.
8.	Biber, D. 1988. <i>Variation across Speech and Writing</i> . Cambridge: Cambridge University Press.
9.	Brown, P. and S. Levinson. 1994. <i>Politeness: Some Universals in Language Usage</i> . Cambridge: Cambridge University Press.
10.	Brown, G., and G. Yule. 1989. <i>Discourse Analysis</i> . Cambridge: Cambridge University Press.

11.	Crystal, D., and D. Davy. 1969. <i>Investigating English Style</i> . New York: Longman.
12.	Fairclough, N. J. 1995. <i>Critical Discourse Analysis: the Critical Study of Language</i> . London: Longman.
13.	Stenström, A.-B. 1994. <i>An Introduction to Spoken Interaction</i> . London and New York: Longman.

Supplementary reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Jones, R. H. 2012. <i>Discourse Analysis: A Resource Book for Students</i> . Routledge.
2.	Reisigl, M. & Wodak, R. 2001. <i>Discourse and Discrimination. Rhetorics of Racism and Antisemitism</i> . London: Routledge.
3.	Renkema, J. 2004. <i>Introduction to Discourse Studies</i> . Amsterdam: John Benjamins.
4.	Johnstone, B. 2002. <i>Discourse analysis</i> . Malden: Blackwell.
5.	Bhatia, V. 1993. <i>Analysing genre: Language Use in Professional Settings</i> . London & New York: Longman.
6.	Georgakopoulou, A. & D. Gutsos. 2004. <i>Discourse Analysis: An Introduction</i> . 2nd ed. Edinburgh University Press.
7.	Fairclough, N. J. 2001. <i>Language and Power</i> . 2nd ed. Harlow: Longman.
8.	Schiffrin, D. 1994. <i>Approaches to Discourse</i> . Oxford: Blackwell.
9.	Schiffrin, D., D. Tannen, & H. E. Hamilton (eds.). 2001. <i>The Handbook of Discourse Analysis</i> . Oxford: Blackwell.
10.	Swales, J. M. 1990. <i>Genre Analysis: English in Academic and Research Settings</i> . Cambridge: Cambridge University Press.

Course programme designed by

No.	Name, surname	Institution	Degree	E-mail address
1.	Jūratė Ruzaitė	VDU	Prof. Dr.	jurate.ruzaitė@vdu.lt
2.	Rūta Petrauskaitė	VDU	Prof. Dr.	ruta.petrauskaite@vdu.lt

COURSE DESCRIPTION

Course Code	Volume in ECTS credits	Institution	Faculty	Department
FLG8007	5	Šiauliai University	Social Sciences, Humanities and Art	Lithuanian Linguistics, Literature and Communications

Course title in Lithuanian

LITERATŪRA IR FILOSOFIJA

Course title in English

LITERATURE AND PHILOSOPHY

Study methods	Volume in ECTS credits
Lectures	0,5
Consultations	1
Seminars	0,5
Individual work	3

Short course annotation in Lithuanian

Kursas grindžiamas dar antikos laikus siekiančiu dvių diskursų – literatūros ir filosofijos – nesutapimu, už kurio slypi judviejų giminiškumas, leidžiantis išanalizuoti pagrindinius prozos žanrus (apsakymą ir romaną) literatūros ir filosofijos santykio požiūriu. Doktorantai įgyja kompetenciją atpažinti minėtuose žanruose literatūros ir filosofijos santykį, perskaityti literatūros kūrinių filosofškai, pastebėti atskirų istorinių epochų savitumą ir skirtumus. Kursas lavina teorinio mąstymo kultūrą, analitinius ir lyginimo sugebėjimus. Studijų formos: paskaitos, seminarai, konsultacijos, savarankiškas studento darbas.

Short course annotation in English

The aim of the course is to analyse the main literary genres, the short story and the novel, through the perspective of the relationship between literature and philosophy by drawing on the differences that go back

to the ancient times between literary and philosophical discourses and underlying similarities. Students will be able to identify the relationship between literature and philosophy in these genres, treat a literary text from a philosophical perspective, and recognize the peculiarities and differences of particular historical periods. The course develops the culture of theoretical thinking, analytical skills, and the ability to draw comparisons. Study methods: lectures, seminars, independent work.

Relevance of the course

Literature and Philosophy, being an interdisciplinary study subject, can open unexpected aspects of both literature and philosophy. This subject encourages doctoral students to relate different disciplines and look for the things that connect and unite them, thus contributing to the development of an independent thinking of doctoral students.

Course aims

To develop doctoral students' ability to describe the relationship between literature and philosophy in a literary work, to see the philosophic aim in a literary work, to establish the discrepancy and connections between literature and philosophy in a literary work and to understand the common development of literature and philosophy throughout the ages.

Content (topics) and methods

- 1. Literature and History of Ideas. Three functions of philosophy in a literary text.** Literature has to consider the development of ideas, while great changes in literature (e.g. literary trends) cannot be developed without the philosophic background of the epoch. Study method: an involving lecture.
- 2. The Problem of Philosophic Reading** (a seminar). The relationship between literature and philosophy. The impact of the philosopher on the writer and vice versa, the existence of philosophy in a literary work, a philosophical landscape of the epoch, against which a literary text is created. Study method: a group discussion.
- 3. Philosophy and Literary Theory. The System of Genres.** Any commentary of the text is related to the history of philosophy, which implicitly determines it to a lesser or greater degree. Study method: an involving lecture.
- 4. Short Story: an Event Genre** (a seminar). The basis of the short story is an event, while the short story can be personal or impersonal. Study method: a group discussion.
- 5. Philosophical Paradox of Literature.** Literature can flaunt its specific relationship with the Idea and the truth and demand a new status and a new function: to be the background for philosophy, which has reached its limit. Study method: an involving lecture.
- 6. The Idea of Literature** (a seminar). Doctoral student discuss the birth of the new concept of literature in the 18th c. Study method: a group discussion.
- 7. A Continuous Contradiction of Literature.** Literature has inherited two features since Romanticism: its fragmentary nature and universality. Study method: an involving lecture.
- 8. The Ontology of the Metaphor** (a seminar). Doctoral students find out that "the metaphor with its all essential features remains a classical philosopheme, a metaphysical concept" (J. Derrida). Study method: a group discussion.
- 9. The Philosophy of the Novel.** The novel, being the genre of the genres includes all of them as types of discourses, antagonises and mocks them. Study method: an involving lecture.
- 10. The Idea of Philosophy: Literature** (a seminar). Doctoral students find out that literature has always existed and still exists only for philosophy. Study method: a group discussion.

Structure of cumulative score and value of its constituent parts

Analytic papers for the seminars and homework constitute 50% of the final mark.

An examination, during which the recommended literary works are analysed independently from the point of view of the relationship between philosophy and literature constitutes 50% of the final mark.

Compulsory reference materials

No.	Author, title, publisher, year of publication
1.	Baranova J. <i>Filosofija ir literatūra: priešpriešos, paralelės, sankirtos</i> , Tyto alba, 2006.
2.	Platonas. <i>Valstybė</i> , Mintis, 1981.
3.	Habermas J. <i>Modernybės filosofinis diskursas</i> , Alma littera, 2002.
4.	Camus A. <i>Maištaujantis žmogus</i> , Kronta, 2006.
5.	Бикуньяус. В. <i>Поэтика философского романа</i> . Вильнюс, 1988.

Supplementary reference materials

No.	Author, title, publisher, year of publication
1.	Eco U. <i>Atviras kūrinys</i> , Tyto alba, 2004.

2.	Descombes P. <i>Proust. Philosophie du roman</i> , Minuit, 1987.
3.	Bachelard G. <i>Svajonių džiaugsmas</i> , Vaga, 1993.
4.	Heideggeris M. <i>Rinktiniai raštai</i> , Mintis, 1992.
5.	Angoulvent A.-L. <i>Baroko dvasia</i> , Baltos lankos, 2005.

Course programme designed by

No.	Name, surname	Institution	Degree	E-mail address
1.	Vytautas Bikulčius	Šiauliai University	Assoc. Prof.	vytautasbikulcius@yahoo.fr

COURSE DESCRIPTION

Course code	Volume in ECTS credits	Institution	Faculty	Department
FLG8005	5	Šiauliai University	Social Sciences, Humanities and Art	Lithuanian Linguistics, Literature and Communications

Course title in Lithuanian

MENINĖS KALBOS POETIKA LITERATŪROS IR KITUOSE DISKURSUOSE

Course title in English

THE POETICS OF ARTISTIC LANGUAGE IN LITERARY AND OTHER DISCOURSES

Study methods	Volume in ECTS credits
Lectures	0,5
Consultations	1,5
Seminars	1
Individual work	2

Short course annotation in Lithuanian

Meninės kalbos poetika nagrinėjama kaip vienas esminių literatūros ir kitų diskursų aiškinimo elementų. Poetikos sampratai pasitelkiamos skirtingos autorinės koncepcijos, skirtinga šios sąvokos vartoseną, metodologinis traktavimas. Literatūros poetika nagrinėjama per sąveiką su mitologijos, religijos, lingvistikos, didaktikos ar kitų menų diskursais. Nagrinėjama specifinė šiems diskursams priklausančių tekstų poetika, aktualizuojant literatūrinio diskurso reikšmingumą konkrečiu atveju. Atliekamas teorinis tam tikros poetikos problematikos tyrimas, juo remiantis – praktinė tekstų analizė.

Short course annotation in English

Poetics of artistic language is analysed as one of the key elements of explaining literary and other discourses. Different conceptions of various authors are employed to understand the concept of poetics, its usage and methodological approaches. The poetics of literature is analysed through an interaction with mythological, religious, linguistic, didactic or other artistic discourses. Specific poetics of the texts belonging to these discourses is investigated by analysing the importance of the literary discourse in every concrete case. A theoretical research into some problems of poetics is conducted, and on the basis of it a practical analysis of texts is carried out.

Relevance of the course

Poetics of artistic language in the studies of the subject is formulated as one of the key elements for reading, explaining and understanding literary and other related discourses. The course offers an opportunity to expand and deepen understanding of the issues of this sphere also by initiating formulation of the new problems connected with poetics. By analysing different aspects, concepts and issues of poetics from the point-of-view of hermeneutics, phenomenology, sociology, new historicism and semiotics, the students are offered an opportunity to pay more attention to the concrete theoretical view of the topic, which is important for the doctoral students' field of interest or their dissertation theme. The course, by offering a wider view on certain concepts and themes of poetics (metaphors, the comic, rhythm, genre, style and other poetic means), carries out a more detailed analysis of the issues with regard to the doctoral student's dissertation theme. Texts offered by doctoral students are also analysed. The course is important not only in terms of research into literary discourse, but also into other metonymically related or parallel discourses (mythology, religion, linguistics, didactics, various arts, etc.). By emphasising mutual openness, an influence of these

discourses on the literary poetics is analysed as well as the importance of literary poetics for the research of poetics in sermons, plays, rhetoric and other texts is emphasised.

The course programme initially presents an overview of all the topics and subtopics, while in the case of concrete studies and accounting for the course, the tasks are adjusted and narrowed thus offering an opportunity to meet the research needs of a doctoral student.

Course aims

- 1) To deepen and expand the knowledge of classical, modern and contemporary as well as individual conceptions of poetics by analysing them in the context of hermeneutics, phenomenology and new historicism on the basis of principles of semiotics and sociology of literature.
- 2) To internalise poetics of artistic language as an exceptional element of a literary text and work of art and to be able to analyse it in concrete literature by singling out the interaction of aesthetic and linguistic, historical and theoretical as well as other regularities with the language of a concrete text.
- 3) By analysing examples of Lithuanian and world literature (and culture), to reveal the variety of poetic strategies of literary and other texts.
- 4) To understand participation of religious, philosophical, mythological, musical, theatrical, rhetoric, didactic, linguistic and other discourses in the formation of literary poetics, by being able to analyse concrete literary texts on the basis of this dialog and intertextuality.
- 5) To understand the importance of literary poetics for different artistic, religious, cultural, social, didactic, linguistic and other discourses by being able to analyse certain texts of these discourses by employing specific and literary poetics principles.
- 6) To apply concrete individual conceptions, theoretical and methodological principles for the analysis of poetics of literary and other discourses.

Content (topics) and methods

I. The concepts and definitions of poetics (and discourse). The contribution of aesthetic thought to the definitions of poetics, the issues of the genre and typology, style and rhythm, image and other issues of poetics are analysed on the theoretical basis of hermeneutics and phenomenology by focusing on the concept of discourse and its relationship with poetics. Didactic strategies of literary and other discourses are analysed from ancient times to present day with a focus on the specific features of the period of Enlightenment. Involving lectures, seminars (individual self-study) to analyse research literature and fiction; presentations, reflections and papers.

II. The metaphor and symbol as a problem of poetics. By talking about the development of the concept of ancient, mediaeval and general historic metaphor and symbol, the dissemination of the modern approach is analysed, the specifics of the metaphor and symbol as elements of poetics in the texts of concrete literary and other discourses is investigated. Lectures, seminars (individual self-study), creative tasks to analyse research literature and fiction; a paper produced during the seminar or an analysis of this aspect of poetics in the context of a wider topic (the main paper).

III. Didactic and aesthetic intentions of the text. The field of tension of these strategies and relationship variants are analysed. The poetics of the moral (a didactic statement) and rhetoric of the example are analysed as basics of the poetics of the didactic text. A semiotic approach towards the verbal and visual didactic text. Lectures, seminars (individual self-study), discussion and analysis of research literature and fiction.

IV. Literary communication and poetics of other discourses. Communications poetry typical of literary and other cultural texts is analysed on the basis of sociology of literature. An involving lecture, a seminar, individual self-study, written tasks, the main written paper is suggested on this topic.

V. The culture and poetics of the comic (jokes) in literature and other discourses. The comic is presented as one of the more important aspects of poetics from the point-of-view of the discursive modernist approach. The poetics of tragi-comical, play and carnival, history and contemporary understanding of irony and grotesque are analysed in more detail. The students are acquainted with the topic during a lecture, while during the seminar the job is going to be divided among the students according to the topic: each will have to choose one or two aspects of the comic and perform an oral analysis of the chosen text or present a paper if the topic is useful for the dissertation.

VI. The repertoire of poetics of children's and youth literature. To reveal the topic, the impact of the addressee on the poetics and the addresser's commitment for the literary discourse for children and youth are mostly analysed. The semiotics of childhood in the world and Lithuanian literature is analysed. Studies are conducted through a lecture, a seminar, and discussion of a non-traditional task.

VII. Modern conceptions of myth poetics and Theo poetics. Through the dialogue between religion, myth, and literature, during an involving lecture the following aspects of the topic are analysed: the dialogue between Bible and poetry, poetics of the fathers of the church and (mediaeval) mysticism and its tradition in literature, poetics of the lives of the saints and their depiction in literature, poetics of the sermon and homilies, etc.; the language of the symbol, archetypes and rituals in the myth poetics of different discourses. A chosen text from the sphere of mythology, theology or literature is analysed orally or in writing during the seminar, some creative tasks are performed, presentations with a view of their usefulness for the dissertation topic are done.

VIII. Didactics in the post-modernist epoch. Forms of poetics of traditional and new didactics are analysed during an involving lecture and seminar. The main methods are involving lecture and discussion.

IX. Poetics of literature and other arts. The specificity of poetics of music and its manifestations in literary poetics (rhythm and other issues, the concept of the art of the sound and modern poetry) are discussed. Another sub-topic is poetics of visual art and visuality in poetry (visual art and literary discourse, the image and the word, visuality and poetic language). Historical interaction between the theatre and drama is analysed by demonstrating its importance for the research into literary and theatrical poetics (conditional and experimental theatre, the language of the post-dramatic theatre and drama, etc.). The specifics and commonality of the cinema and literary language are analysed through the prism of the philosophy of the cinema, poetics of the language of senses, etc. During the seminar, a more detailed oral analysis of the poetics of the chosen discourse and a certain text (texts) is performed (possibly by sharing tasks), having in mind the importance of the topic for the dissertation.

Structure of cumulative score and value of its constituent parts

50 proc. For an analytic written paper or two papers, the topics of which the doctoral student formulates in accordance with the subject programme and content, the themes of the lectures and seminars and agrees with the lecturer. Because two lecturers are responsible for the delivery of the subject, usually two written works are produced. However, one written paper is also possible if it integrates both parts of the course. In the case of two papers, each of them is evaluated by a separate lecturer. If one paper is produced, both lecturers assess it.

50 proc. For the average for work during the seminars. It includes an active participation in lectures, preparation for the set tasks. Plans for the seminars are sent out together with subject programme, however, the topics may be adjusted during the first classes with regard to the students' research interests, the predicted work-sharing and other circumstances. Work during the seminars is equally assessed by both lecturers.

Compulsory reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Bachtinas M. <i>Autorius ir herojus: estetikos darbai</i> , Aidai, 2002.
2.	Buckley I. <i>Retorikos tradicija XIX amžiaus lietuvių literatūroje</i> , Versus Aureus, 2006.
3.	Derrida J. <i>Apie gramatologiją</i> , Baltos lankos, 2006.
4.	Gadamer H. G. <i>Istorija. Menas. Kalba</i> , Baltos lankos, 1999.
5.	Greenblatt S., „Culture“, Lentricchia F., McLaughlin T. (eds.). <i>Critical Terms for Literary Study</i> , University of Chicago Press, 1995.
6.	Greimas A. J. <i>Struktūrinė semantika. Metodo ieškojimas</i> , Baltos lankos, 2005.
7.	Jampolskij M. <i>Kalba – kūnas – įvykis: kinas ir prasmės paieškos</i> , Mintis, 2011.
8.	Kayser W. <i>Das sprachliche Kunstwerk</i> , Francke, 1956.
9.	Krūminienė J. „Myth and Christian Doctrine: Interactive Perspectives“. <i>Tekstai ir kontekstai: transformacijų sklaida</i> , 2008, t. 2.
10.	Kuschel K. J. „Kelyje į teopoetiką“. Prieiga per internetą: http://hu.su.lt/bylos/fakultetai/humanitarinis/litk/jakaite_nagliuviene_literatura_ir_teologija_2008.pdf .
11.	Lehmann H. T. <i>Postdraminis teatras</i> , Menų spaustuvė, 2010.
12.	Lotmanas J. <i>Kultūros semiotika</i> , Baltos lankos, 2004.
13.	Maingueneau D. <i>Literatūros kūrinio kontekstas: sakymas, rašytojas, visuomenė</i> , Baltos lankos, 1998.
14.	Montgomery Robert L. <i>The Reader's Eye: Studies in Didactic Literary Theory from Dante to Tasso</i> , University of California Press, 1979.
15.	<i>Muzika kaip kultūros tekstas: naujausios muzikologijos antologija</i> , Apostrofa, 2007.

16.	Nastopka K. <i>Lietuvių eilėraščių poetika: XX amžius</i> , Vaga, 1985.
17.	Nastopka K. <i>Reikšmių poetika: semiotikos bandymai</i> , Baltos lankos, 2002.
18.	Ricoeur P. <i>Egzistencija ir hermeneutika: interpretacijų konfliktas</i> , Baltos lankos, 2001.
19.	Ricoeur P. <i>Interpretacijos teorija: diskursas ir reikšmės perteklius</i> , Baltos lankos, 2000.
20.	Satkauskytė D. <i>Lietuvių poezijos kalbinė savimonė: raidos tendencijos</i> , LLTI, 1996.
21.	Vaitkevičiūtė V. <i>LDK katalikiškas Baroko pamokslas: tarp ars vivendi ir ars moriendi</i> , LLTI, 2006.
22.	Vorgrimler H. <i>Naujasis teologijos žodynas</i> , Katalikų interneto tarnyba, 2003.
23.	<i>XX amžiaus literatūros teorijos</i> , VPU leidykla, 2006.
24.	<i>XX amžiaus literatūros teorijos: konceptualioji kritika</i> , LLTI, 2010.
25.	Žvirgždas M. <i>Regimybės atspindžiai: vizualumo poetika Alfonso Nykos-Niliūno kūryboje</i> , LLTI, 2009.

Supplementary reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Baliulė I., Brazauskas N., Jakaitė D., Maskuliūnienė Dž. <i>Žmogaus ir epochos vaizdavimas literatūroje</i> , ŠU leidykla, 2012.
2.	Brown P. <i>Šventųjų kultas: jo atsiradimas ir vaidmuo lotyniškoje krikščionybėje</i> , Aidai, 1999.
3.	Brūzgienė R. „Muzikinis periodas kaip intonacinė – muzikinė teksto struktūra“. Prieiga per internetą: http://www.kalbos.lt/zurnalai/05_numeris/06.pdf
4.	Daujotytė V. <i>Mažoji lyrikos teorija</i> . Mokslo ir enciklopedijų leidybos institutas, 2005.
5.	Dinzelbacher P. (sud.) <i>Europos mentaliteto istorija: pagrindinių temų apybraižos</i> , Aidai, 1998.
6.	Jakaitė D. „1930-ieji – šventojo Augustino metai Lietuvoje“. Šv. Augustinas: tradicijos, kontekstai, interpretacijos, VU leidykla, 2006.
7.	Jakaitė D. „Literatūros mokslas ir teologija: dialogiško santykio realijos ir krikščioniškos mistinės tradicijos laukas“. // Literatūra, 2011, nr. 53.
8.	Jauss H. R. <i>Ästhetische Erfahrung und literarische Hermeneutik</i> , Fink, 1977.
9.	Kačerauskas T. <i>Filosofinė poetika</i> . Kultūros, filosofijos ir meno institutas. 2006.
10.	Kavolis V. <i>Žmogus istorijoje</i> , Vaga, 1994.
11.	Maskuliūnienė Dž. <i>Pelių takais</i> . Lietuvių vaikų literatūros tyrinėjimai, ŠU leidykla, 1997.
12.	Mejerhold V. <i>Apie teatrą</i> , Apostrofa, 200).
13.	Šmitienė G. <i>Kalbėti kūnu: fenomenologinė Alfonso Nykos-Niliūno kūrybos studija</i> , LLTI, 2007.
14.	Sodeika T. <i>Filosofija ir tekstas</i> , Technologija. 2010.
15.	<i>Textsorten und literarische Gattungen</i> , E. Schmidt, 1983.
16.	Vaitkūnas G. <i>Švietimo epochos estetiškos kultūros metmenys</i> , Mintis, 1987.
17.	Warning R. (Hrsg.). <i>Rezeptionsästhetik: Theorie und Praxis</i> , Wilhelm Fink, 1975.
18.	<i>XX amžiaus literatūros teorijos: chrestomatija aukštųjų mokyklų studentams</i> , 2 d, LLTI, 201

Course programme designed by

No.	Name, surname	Institution	Degree	E-mail address
1.	Dalia Jakaitė	Šiauliai University	Assoc. Prof.	dalia.jakaite@gmail.com
2.	Džiuljeta Maskuliūnienė	Šiauliai University	Prof. Dr.	maskuliuniene@hu.su.lt

COURSE DESCRIPTION

Course code	Volume in ECTS credits	Institution	Faculty	Department
FLG9004	5	Vytautas Magnus University	Humanities	Lithuanian Studies
		Klaipėda University	Humanities and Educations Sciences	Baltic Philology
		Šiaulių universitetas	Social Sciences, Humanities and Art	Lithuanian Linguistics, Literature and Communications

Course title in Lithuanian

ŠIUOLAIKINĖS LITERATŪROS TEORIJS IR METODOLOGIJS

Course title in English

THE THEORIES AND THE METHODOLOGIES OF CONTEMPORARY LITERARY RESEARCH

Study methods	Volume in ECTS credits
Lectures	0,5
Consultations	1
Seminars	0,5
Individual work	3

Short course annotation in Lithuanian

Kurso tikslas – supažindinti su šiuolaikinėmis filologijos metodologijomis, daugiausia dėmesio sutelkiant į postfroidizmo, poststruktūralizmo, dekonstrukcijos, semiotikos teorijas.

Paskaitose sistemiškai apžvelgiamos XX amžiaus literatūros teorijos (postfroidizmo, poststruktūralizmo, dekonstrukcijos), susipažįstama su pagrindiniais mokyklų atstovais, svarbiausiomis sąvokomis ir terminologija. Pristatomas interdisciplininis literatūros mokslo diskursas, išugdomas gebėjimas taikyti poststruktūralistines koncepcijas teksto analizei. Per seminarus studijuojami pasirinkti teoriniai straipsniai, šiuolaikinių teorijų taikymas lietuvių mokslininkų darbuose, jų metodologiniai principai pritaikomi konkrečių kūrinių interpretacijoms. Doktorantai, išklause kursą, žino ir geba apibūdinti atskirų literatūros teorijų ir metodų esminius bruožus. Geba nagrinėti įvairių literatūrinių epochų tekstus, taikydamas atskiras teorijas. Kurso pabaigoje rašoma vieno kūrinio ar problemos analizė.

Short course annotation in English

Course objective: to introduce contemporary philological methodologies, focusing on postfreudian, poststructuralist, deconstructionist, semiotic theories. Lectures systematically overview the twentieth century literary theory (postfreudian, poststructural, deconstructionist), students are introduced to the representatives of each school of thought, key concepts and terminology. Interdisciplinary scientific literary discourse is introduced, application of poststructuralist concepts to text analysis students are taught to apply the concepts of poststructuralist textual analysis. During seminars students get a chance to analyze their chosen theoretic articles, they are taught about contemporary application of those theories in works of Lithuanian researchers, their methodological principles of interpretation applicable in specific works. Doctoral students who have completed the course know and are able to describe the different literary theories and methods of critical features. They also have the ability to analyze texts of various epochs, using the separate theories. At the end of the course one work or problem is analysed in written work.

Relevance of the course

Course teaches to recognize and apply the most relevant methods of text analysis, how to select appropriate methodologies in order to prepare for the thesis. This course also teaches how to apply different interpretative schemes and analytical strategies for cultural, scientific and literary discourses; also teaches how to motivate the use of methodology (method) in certain contexts, to determine the connections between text's inner meaning.

Course aims

Course objective: to introduce contemporary philological methodologies, focusing on postfreudian, poststructuralist, deconstructionist, semiotic theories.

Objectives: 1) to teach how to determine postmodern concepts in the text, to teach the interdisciplinary and intertextual discourses, to teach the application of poststructuralist way of text analysis, use deconstructionist postulates for text analysis.

2) to introduce the history of textual criticism (Russian, German, English, Lithuanian) by using tasks, principles of textual criticism, methods and terminology;

3) to discuss the evolution of genetic criticism, its' main representatives, main ideas, object, goals, concepts

4) to learn how to apply the principles of semiotic analysis of the text by analyzing verbal and non-verbal discourses.

Content (topics) and methods

I topic. Basics of theoretical postmodern aesthetics – postfreudian, poststructuralism, deconstruction. Introducing postmodernism as the "time spirit" concept of the late twentieth century.

II topic. Analysing methodological problems of postmodernism — irony, structure of "desire", rhizomatics, aesthetic polylogue, interactivity, virtuality.

III topic. Analyzing what is discourse? Discourse genres. Language and discourse. Text and discourse.

IV topic. Deconstructivism – critical practice of poststructuralism. Introducing deconstruction as a historical event.

V topic. Discussing pantextualism, linguistic skepticism, deconstruction as a textual interpretation of the theory. Literature is presented as writing.

VI topic. Discussing the differing topics, polymorphism of writing, writing as a game. Delivered deconstruction practices and the Yale School.

VII topic. Object of textual criticism, the basic concepts: autograph, copy, transcript, draft, end draft, authorized publication, canonical text, and so on. Mentions of most important works by textologists. Using S. Daukantas manuscripts and publications as an example to introduce the concepts of textual criticism.

VIII topic. Textual criticism methods and principles: attribution, dating, conjecture, commentary. Interpreting textual sources. Study of S. Daukantas manuscript and printed heritage. Learning basic text analysis. Analysing wordings, transcripts.

IX topic. Text attribution. The main tasks of textual criticism: determining author's will and the main text, commentary of texts, preparation for publication. Types of publications.

X topic. The goals and objectives of genetic criticism. The modern concept of manuscripts. Getting acquainted with the French genetic criticism School (ITEM). Considering the differences and the similarities between textual criticism and genetic criticism.

XI topic. Manuscript – the genesis of the work and the author. Basic concepts. Discussing the genesis, development of the text, avoiding finalistic evaluation.

XII topic. Analysis of S. Daukantas inheritance using the principles and methods of genetic criticism.

XIII topic. The interdisciplinary nature of semiotics, issue of meaning, the concept of semiotic structures.

XIV topic. Aesthetic codes and capabilities of semiotic analysis.

XV topic. Specifics of different semiotic perspectives (AJ Graham, M. Lotman, U. Eco, etc.).

Structure of cumulative score and value of its constituent parts

Written work – 70%, exam – 30 % of the final grade.

Compulsory reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Grésillon Almuth. <i>Eléments de critique génétique: Lire les manuscrits modernes</i> , Presses universitaires de France, 1994.
2.	Grésillon Almuth. <i>Literarische Handschriften. Einführung in die „critique genetique“</i> . Aus dem Französischen übersetzt von Frauke Rother und Wolfgang Günter, redaktionell überarbeitet von Almuth Gresillon, Herausgegeben von Wienfried Woesler, Peter Lang, 1999.
3.	Subačius P. <i>Tekstologija. Teorijos ir praktikos gairės</i> , Aidai, 2001.
4.	Greetham David C. <i>Textual Scholarship: An Introduction</i> , Garland, 1994.
5.	McKerrow Ronald B., <i>An Introduction to Bibliography for Literary Students</i> , Introduction by David McKitterick, Oak Knoll Press, 1994.
6.	Shillingsburg Peter L. <i>Resisting Texts: Authority and Submission in Constructions of Meaning</i> , The University of Michigan Press, 1997.
7.	Derrida J. <i>Apie gramatologiją</i> . Baltos lankos, 2006.
8.	Jurgutienė A. <i>Dekonstrukcija</i> . Vilniaus pedagoginio universiteto leidykla, 2003.
9.	Melnikova I. <i>Intertekstualumas: teorija ir praktika</i> . Vilniaus universiteto leidykla, 2003.
10.	<i>XX amžiaus literatūros teorijos: chrestomatija aukštųjų mokyklų studentams</i> . II dalis. Lietuvių literatūros ir tautosakos instituto leidykla, 2011.
11.	Greimas A. J. <i>Semiotika</i> , Mintis, 1989.
12.	Nastopka K. <i>Literatūros semiotika</i> , Baltos lankos, 2010.
13.	Лотман Ю. М. <i>Семіо́сфера</i> , Искусство-СПБ, 2000.

Supplementary reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Žirgulyš Algirdas. <i>Tekstologijos bruožai</i> , Mokslas, 1989.
2.	Krištopaitienė Daiva. <i>Kristijono Donelaičio raštų leidimai: tekstologinės problemos</i> , LLTI, 2007.
3.	Bergez Daniel [...]. <i>Literatūros analizės kritinių metodų pagrindai</i> , Baltos lankos, 1998 (p. 36-50).
4.	Bončkutė Roma. (1994). <i>Simono Daukanto istoriografinių darbų rankraščiai</i> , Senoji Lietuvos literatūra kn. 3, LLTI leidykla, 1994.
5.	Jameson F. <i>Kultūros posūkis</i> . Rinktiniai darbai apie postmodernizmą (1983 – 1998), Lietuvos rašytojų sąjungos leidykla, 2002.
6.	Spivak G. CH. <i>Translator's Preface</i> . In: J. DERRIDA. <i>Of Grammatology</i> . The Johns Baltimore and Hopkins University Press, 1976.
7.	Eco U. (2004) <i>Atviras kūrinys. Forma ir neapibrėžtumas šiuolaikinėje poetikoje</i> , Tyto alba, 2004.

Course programme designed by

No.	Name, surname	Institution	Degree	E-mail address
1.	Roma Bončkutė	KU	Prof. Dr.	roma.bonckute@ku.lt
2.	Asija Kovtun	VDU	Prof. Dr.	asija.kovtun@vdu.lt
3.	Džiuljeta Maskuliūniene	ŠU	Prof. Dr.	maskuliuniene@hu.su.lt

COURSE DESCRIPTION

Course code	Volume in ECTS credits	Institution	Faculty	Department
FLG9005	5	Vytautas Magnus University	Humanities	Lithuanian Studies
		Klaipėda University	Humanities and Education Sciences	Baltic Philology

Course title in Lithuanian

SOCIOLOGINIAI MODELIAI LYGINAMOJOJE LITERATŪROLOGIJOJE

Course title in English

THE MODELS OF LITERARY SOCIOLOGY IN COMPARATIVE LITERATURE

Study methods	Volume in ECTS credits
Lectures	0,5
Consultations	1,5
Seminars	0,5
Individual work	2,5

Short course annotation in Lithuanian

Tai pasirenkamas filologijos mokslo krypties doktorantūros studijų programos dalykas, skirtas supažindinti su literatūros sociologijos raida ir perspektyvomis šiuolaikinėje komparatyvistikoje, dėmesį sutelkiant į literatūros sociologijos teoretikų išplėtotus modelius tirti sudėtingą literatūros tekstų ir jų socialinių kontekstų persipynimą. Kurso metu aptariamos keletas tyrinėjimo galimybių, kurios paliko pėdsaką literatūrinės sociologijos istorijoje.

Short course annotation in English

This course is a postgraduate-level introduction to the development and perspectives of literary sociology within the discipline of comparative literature, focusing on and models that theorists of literary sociology have developed for studying complex interweaving of literary texts and their social contexts. Several research options that marked the history of literary sociology are discussed during the course.

Relevance of the course

The recent developments within the social sciences have made it more difficult for literary scholars to thematise the relationship between literature and society. Though the terms like “the sociology of literature” are often dropped, the central problems of literary sociology are more alive than ever and continue to steer the literary-critical agenda of comparative literature. The ongoing international dialogue between literary studies and the social sciences has generated renewed attention for the social contexts that surround and shape literature. Researchers have begun to study the social and institutional dimensions of poetry, novels and criticism, the historical dimensions of readership, and the strategic behavior of actors in so-called ‘fields’ or ‘networks’. Foregrounding the complex interweaving of cultural and social tendencies, literary sociology, as a culturally oriented approach to literature, sees literature within a broad perspective, exploring such issues as cultural construction of identity and the everyday practices of postmodern subjects; the influence of media society and information technology; the subject-constituting influence of literature and culture.

Course aims

This course aims to provide an overview of some of the many sociological approaches to literature inquiry that have emerged in comparative literature during the past several decades. The overall purpose of the course is to provide students with the means to frame possible responses to the issues concerning the complex interweaving of literary texts and their social contexts, and also to furnish them with tools for analyzing particular literary texts. These tools should be useful to students in their future scholarship and teaching.

Content (topics) and methods

Topic 1. Literary sociology now: a brief overview. This topic covers current tendencies of the discipline in Europe and U.S., and their differences; students read articles on the topic and formulate questions for discussion.

Topic 2. The development of literary sociology in the 20th century. Literary sociology as a form of context analysis. This topic covers the historical stages of the development of the discipline: Marxist (Lukács, Bakhtin, Brecht, Benjamin, and Adorno); new Marxist (Köhler, Bürger, Goldmann, Macherey, Zima, Eagleton, and Jameson); post-Marxist (Bourdieu); and non-Marxist theories. Students read articles on the topic and formulate questions for discussion.

Topic 3. Literary sociology and comparative literature. This topic discusses the functions of literary sociology in comparative literature; the students formulate questions for discussion after reading the articles on the topic. Topic 4. The conception, status and situation of literary sociology in Lithuanian literary studies. This topic discusses the issue of the application of models, concepts and strategies of literary sociology in the works by Lithuanian literary researchers; the students read the works by Lithuanian authors and formulate questions for discussion putting into dialogue the theoretical concepts with particular literary text(s) or phenomenon.

Topic 5. Mikhail Bakhtin's literary sociology. This topic analyses new forms of literary sociology elaborated upon Bakhtin; students read his works and write their theory reading journal.

Topic 6. "The sociology of texts". This topic covers the issue of literary production, explored by book history and new bibliography studies; while reading articles on the topic, students write their theory reading journal.

Topic 7. The research on the super- or extra-social networks of cultural production. The influence of "new or digital media" upon cultural production is discussed; students write theory reading journal, putting into dialogue the theoretical concepts with particular literary text(s) or phenomenon.

Topic 8. Pierre Bourdieu's theory of "field". This topic covers the research models in the history and logic of literary values and literary canon formation; students study Bourdieu's works and write their theory reading journal.

Topic 9. Reflexive sociology of literary studies and literature. This topic analysis the rethinking of the history of literary studies and its place and function among the disciplines and in the wider social world; students write their theory reading journal.

Topic 10. Broader social implications of literature: nationalism and literature. This topic discusses the use of literature in establishing collective identities. Students write theory reading journal, putting into dialogue the theoretical concepts with particular literary text(s) or phenomenon.

Topic 11. The sociology of reading. This topic discusses reading as social practice. The works by Bourdieu (*Distinction*), Griswold and Radway are analysed; students write their theory reading journal.

Topic 12. The sociology of globalization and "world literature". The works by Casanova and Franco Moretti are discussed; students write their theory reading journal.

Topic 13. Empirical methods. This topic covers the tendencies of the application of empirical methods in literary sociology; discussing some authors' works in more detail; the students write their theory reading journal.

Structure of cumulative score and value of its constituent parts

Discussion questions and theory reading journal – 50 %, exam (article and its abstract) – 50 % final mark.

Compulsory reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Bakhtin M. <i>The Dialogic Immagination: Four Essays</i> by M. M. Bakhtin, ed. Holquist M. Austin: University of Texas Press, 1981.
2.	Bakhtin M. M., Medvedev P. N. <i>The formal method in literary scholarship: a critical introduction to sociological poetics</i> ; translated by Albert J. Wehrle. Cambridge: Harvard University Press, 1985
3.	Benjamin W. <i>Nušvitimai</i> . Vilnius: Vaga, 2005.
4.	Bourdieu P. <i>The Rules of Art: Genesis and Structure of the Literary Field</i> . Polity Press. 1996.
5.	Eagleton T. <i>Criticism and Ideology</i> . Verso, 2006.
6.	Ferguson Pr. P., Ph. Desan and W. Griswold. „Editors' Introduction: Mirrors, Frames, and Demons: Reflections on the Sociology of Literature“ // <i>Critical Inquiry</i> , Vol. 14, No. 3, <i>The Sociology of Literature</i> (Spring, 1988), pp. 421-430.
7.	Gelder K. <i>Popular Fiction: The Logics and Practices of a Literary Field</i> . London: Routledge, 2004.
8.	Griswold W. <i>Cultures and societies in a changing world</i> . Thousand Oaks: Pine Forge Press, 1994.
9.	Griswold W. <i>Recent Moves in the Sociology of Literature</i> // <i>Annual Review of Sociology</i> , Vol. 19, 1993, pp. 455-467.

10.	Jameson F. <i>The Political Unconscious: Narrative as a Socially Symbolic Act</i> . Ithaca: Cornell University Press, 1981.
11.	Keunen B. <i>Sociological Approaches to Literary Narrative</i> // ed. Herman D., Jahn M., Ryan M-L. <i>Routledge Encyclopedia of Narrative Theory</i> . London and New York: Routledge, 2008, p. 544–548.
12.	Milner A. <i>Literature, culture and society</i> . Second edition, London and New York: Routledge. 2005.
13.	<i>New Literary History: Volume 41, Number 2, Spring. 2010.</i>
14.	Radway, Janice A. <i>Читая любовные романы: женщины, патриархат и популярное чтение / Дженис А. Рэдуэй; перевод Курганской М.Т. и Тихонова М.А.; Институт социальной и гендерной политики. Москва: Прогресс-Традиция, 2004.</i>
15.	Tötösy de Zepetnek, Steven. <i>From Comparative Literature Today toward Comparative Cultural Studies</i> . // CLCWeb: Comparative Literature and Culture 1.3 (1999): http://dx.doi.org/10.7771/1481-4374.1041

Supplementary reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Adorno T. W. <i>seNoten zur Literatur</i> . Frankfurt am Main: Suhrkamp, 1974.
2.	Anderson B. <i>Įsivaizduojamos bendruomenės</i> . Vilnius: Baltos lankos, 1999.
3.	Bourdieu P., Wacquant. L. J. D. <i>Įvadas į refleksyviąją sociologiją: nuostatos ir idėjos; iš anglų k. vertė V. Poviliūnienė</i> . Vilnius: Baltos lankos, 2003.
4.	Bourdieu P. "Questions of Method." in <i>Empirical Studies of Literature</i> . Ed. Elrud Ibsch, Dick Schram, and Gerard Steen. Amsterdam: Rodopi, 1991. 19-36.
5.	Bourdieu P. <i>La distinction: critique sociale du jugement</i> . Paris: Éditions de Minuit, 1996.
6.	Bürger P. <i>Theory of the Avant-Garde</i> , trans. Michael Shaw. Minneapolis: University of Minnesota Press, 1984.
7.	Eagleton T. <i>Įvadas į literatūros teoriją</i> . Iš anglų kalbos vertė M. Šidlauskas. Vilnius: Baltos lankos, 2000.
8.	Foucault M. <i>The Order of Things: An Archaeology of the Human Sciences</i> . Vintage books, 1973.
9.	Georgakopoulou A. „Sociolinguistic Approaches to Narrative“ // ed. Herman D., Jahn M., Ryan M-L. <i>Routledge Encyclopedia of Narrative Theory</i> . London and New York: Routledge, 2008, p. 539–543.
10.	Goldmann L. <i>Towards a Sociology of the Novel</i> , trans. Alan Sheridan. London: Tavistock, 1975.
11.	Greenblatt St. “Culture”, in Frank Lentricchia and Thomas McLaughlin, eds. <i>Critical Terms for Literary Study</i> , Chicago: University of Chicago Press, 1990.
12.	Griswold W., T. McDonnell, and N. Wright, “Reading and the Reading Class in the Twenty-First Century” // <i>Annual Review of Sociology</i> 31 (2005): 127.
13.	Jakonytė L. <i>Rašytojo socialumas</i> . Vilnius, Lietuvių literatūros ir tautosakos institutas, 2005.
14.	Jameson F. <i>Kultūros posūkis: rinktiniai darbai apie postmodernizmą (1983-1998); iš anglų kalbos vertė A. Mardosaitė</i> . Vilnius: Lietuvos rašytojų sąjungos leidykla, 2002.
15.	Keunen B. and B. Eeckhout, eds. <i>Literature and Society: The Function of Literary Sociology in Comparative Literature</i> . Brussels/Bern: Peter Lang/PIE, 2001.
16.	Kmita R. <i>Ištrūkimai iš fabriko</i> . Vilnius: LLTI, 2009.
17.	Kvietkauskas M. Tapatybės virsmo istorija: Vaižganto <i>Pragiedruliai</i> ir 1918–1920 m. konfliktas dėl Vilniaus // <i>Literatūra</i> 48 (5), 2007, p. 77-96.
18.	Lukács G. <i>The Theory of the Novel: A Historico-Philosophical Essay on the Forms of Great Epic Literature</i> , trans. A. Bostock. London: Merlin Press, 1971.
19.	Macherey P. <i>A Theory of Literary Production</i> , trans. G. Wall. London and New York: Routledge. 2006.
20.	Rigney A., Fokkema D. W., ed. <i>Cultural Participation: Trends Since the Middle Ages</i> . John Benjamins Publishing, 1993.
21.	Šidlauskas M. Dėl Povilo Višinskio recepcijos // <i>Povilas Višinskis: idėjos ir darbai. Nauja žiūra, nauji akcentai</i> . Vilnius: Versus aureus I-kla, 2011. p. 105–110
22.	Šidlauskas M. Marksizmas, ideologijos kritika, sociokritika // sud. Jurgutienė A. <i>XX amžiaus literatūros teorijos</i> . Vilnius: VPU leidykla, 2006, p. 238–257.
23.	Šidlauskas M. Medžiaga kanono bylai (keletas teorinių svarstymų su praktiniais pastebėjimais) // <i>Kanonai lietuvių literatūroje</i> , Šiauliai: ŠU leidykla, 2001, 71–75.
24.	Šidlauskas M. Poetas ir jo aura (Kas gi sukūrė Radauską?) // <i>Darbai ir dienos</i> , 2003, 36, p. 63-72.

25.	Šidlauskas M. Vinco Kudirkos poezijos socialumas // <i>Res Humanitariae</i> V, 2009, Klaipėda: KU I-kla; Nr. 5, p. 28–38.
26.	Schmidt, Siegfried J. Literary Studies from Hermeneutics to Media Culture Studies // <i>CLCWeb: Comparative Literature and Culture</i> 12.1 (2010): http://docs.lib.purdue.edu/clcweb/vol12/iss1/1
27.	Williams R. <i>Marxism and Literature</i> , Oxford: Oxford University Press, 1977.
28.	Zima P. V. Towards Sociology of Fictional Texts. // <i>A Journal of Comparative and General Literary Studies</i> . Special Section: Literature and Philosophy, 1988, No. 5, p. 57–74.
29.	Višomirskytė V. Becoming-animal in three Postsoviet Lithuanian Novels // <i>Comparative studies</i> . Daugavpils: Daugavpils university academic press Saule. 2012, Vol. 4, iss. 1, p. 181-194.
30.	Višomirskytė V. Heterotopinė Kauno erdvė // <i>Literatūrinė Kauno regiono rašytojų savimonė</i> , Kaunas: VDU leidykla, 2011. Prieiga per internetą: http://vddb.laba.lt/obj/LT-eLABa-0001:B.03~2011~ISBN_978-9955-12-681-2
31.	Višomirskytė V. Išgyventos patirties ir teksto strategijos ryšys // <i>Antano Škėmos teksto strategija</i> Kaunas: Vytauto Didžiojo universiteto leidykla, 2004.
32.	Višomirskytė V. Kaip šiandien maištauja rašytojai // <i>Darbai ir dienos</i> , 2005, 42, p. 165-173
33.	<i>XX amžiaus literatūros teorijos</i> . Chrestomatija aukštųjų mokyklų studentams (I). Vilnius: LLTI, 2011.

Course programme designed by

No.	Name, surname	Institution	Degree	E-mail address
1.	Marijus Šidlauskas	Klaipėda university	Assoc. Prof.	emsidla@yahoo.com
2.	Vijolė Višomirskytė	Vytautas Magnus university	Doctor	vijole.visomirskyte@vdu.lt

COURSE DESCRIPTION

Course code	Volume in ECTS credits	Institution	Faculty	Department
FLG8006	5	Vytautas Magnus University	Humanities	Foreign Language, Literary and Translation Studies Lithuanian Studies

Course title in Lithuanian

TARPDALYKINĖ KOMPARATYVISTIKA

Course title in English

INTERDISCIPLINARY COMPARATIVE STUDIES

Study methods	Volume in ECTS credits
Lectures	0,5
Consultations	1,0
Seminars	0,5
Individual work	3

Short course annotation in Lithuanian

Tarpdalykinės komparatyvistikos kursas skirtas platesnėms literatūrologinėms studijoms – akcentuojami skirtingų kultūrų kontekstai, į juos inkorporuojant literatūros tekstus. Remiantis tradicine literatūrine komparatyvistika, akcentuojamas tarpdalykinis aspektas, ieškant paralelių tarp menų (dailės, muzikos, kino) ir literatūros, tarp literatūrologijos ir kitų mokslo sričių (filosofijos, psichologijos). Pasitelkus naujausius literatūros tyrinėjimų metodus, minėtų sąsajų ieškoma praktiškai, analizuojant įvairius pasaulinės (ir nacionalinės) literatūros tekstus.

Short course annotation in English

The course of interdisciplinary comparative studies is intended for the broader literary research; the most important thing here is to emphasize different contexts of different cultures at the same time having in mind literary texts. Traditional comparative studies of literature are of great importance too, but the most attention is being paid for interdisciplinary aspect – the parallels between different arts and literature, between literary research and other sciences (philosophy, psychology). All those relationships are being analysed with the help of the most modern methods of literary research.

Relevance of the course

Literary comparative studies extend the borders of literary research and trespass the realm of national literature; interdisciplinary point of view enables to unite the knowledge of different fields of arts and sciences and to grasp their relations. Comparative method corresponds to the principle of interdisciplinarity,

which is dominant nowadays, and new achievements in various fields of social science stipulate new attitudes towards culture and literature.

Course aims

The main aims of Interdisciplinary comparative studies are to help doctoral students to look for particular relations between various fields of arts and sciences, to evaluate works of art in different cultural contexts, to teach them to grasp the importance of cultural environment and to highlight specific problems or questions, the answers to which could be based on new methods of literary research.

Content (topics) and methods

- 1.The concept of world literature: Goethe's viewpoint and his ideas about transnational cosmopolitan intellectual society, pointed against growing nationalism of that time. Further development of the concept of world literature and its effects on the bases of international comparative studies.
- 2.Comparative studies and problems of the context. The contexts could be composed of literary works of different languages or texts of different fields – of theology, philosophy, medicine. Historical, social, cultural contexts and influences. The concept of intertextuality.
- 3.The parallels of the development of Ethnology and Comparative studies. Comparative research of myths, religions, tales. Ethnological concept of culture as a text (Geertz, Clifford). Postcolonial studies inspire new ideas in different literary research from the point of view of anthropology: problems of various political dimensions, of power, colonial hierarchy and ethnocentrism are to be discussed.
- 4.The denial of eurocentrism and comparative studies. The aim to create non-eurocentric canon, Europe as a province (Chakrabarty, Dipesh). The processes of globalization, stipulated by the role of internet, video material, e-books and international publishing houses.
- 5.The relations of gender studies and comparative studies. The aim of comparative studies – to trespass the borders of different languages, nations and genres. The trespass of conceptual borders relates gender studies and comparative studies (Higonnet, Margaret).
- 6.The importance of the concept of hybridity in comparative studies. The concept of the cultures as of dynamic and open formations. Interaction of literary genres and other arts. The idea of cultural hybridity opens new perspectives to the analysis of particular themes, motives, global and local influences. Hybridity is important for the research of intermediality – the relations between art, photography, films and literary works. The role of comic and comic novels in different cultures.
- 7.Migration and comparative studies. Multicultural aspects in migrant literature as the object of comparative analysis.
- 8.Regional literature and comparative studies. Lingual and social dialogs of different regions of the countries. M. Bachtin's concept of the society as of social variety of languages, cultures and voices. Comparative research of the works of bilingual authors (Slovak, Hungarian, Slovenian, Croatian literatures).
- 9.Literature and visual arts: metaphoric parallels. Literature and cinema: the analogies and oppositions. The main issues of the problem – how to analyse literary text and the product of visual art, how do we grasp the film, what notions could be used in such comparative analysis.
- 10.Literature and music: the problem of composition (R. Brūzgienė's monograph). Verbal music. Problem of genres in music and literature. Reception theory and its validity in literature and music. Reader response theory in literary research.
- 11.Translation studies. The opposition of the original and translated texts. The most important aspects and tasks of translation studies.
- 12.Literature and psychology: the aspects of text's psychology. The main postulates of Ecopsychology. The concept of virtual ego (Glen Love, Th. Roszak). The problem of transpersonalism and its illustrations in literary texts. Cognitive poetics as the most vivid cooperation of literature and psychology. The mechanism of irony and metaphor.
- 13.Franco Moretti and his attitude towards comparative literature. Distant reading and network theory in practice. The field of digital humanities as the future of comparative studies.

Structure of cumulative score and value of its constituent parts

Written work – 50%, exam – 50% of the final mark.

Compulsory reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Zymner, Rüdiger/ Hölter, Achim (Hg.). <i>Handbuch Komparatistik</i> . Verlag J. B. Metzler, 2013.
2.	Corbineau-Hoffmann, Angelika. <i>Einführung in die Komparatistik</i> . Erich Schmidt Verlag, 2000.
3.	Zima, Peter. <i>Komparatistik: Einführung in die vergleichende Sprachwissenschaft</i> . Tübingen: Francke, 2011.

4.	Brūzgienė, Rūta. <i>Literatūra ir muzika: paralelės ir analogai</i> . Lietuvių literatūros ir tautosakos institutas, 2004.
5.	Vaičiulėnaitė-Kašelionienė, Nijolė. <i>Komparatyvistikos pagrindai</i> . VPU leidykla, 2006.
6.	Moretti, Franco. “Network Theory, Plot Analysis“, <i>Literary Lab</i> , Pamphlet 2, May 1 [prieiga internete: <litlab.stanford.edu>, 2011.

Supplementary reference materials

No.	Authors of publication, title, publishing house, year of publication
1.	Baranova, Jūratė. <i>Filosofija ir literatūra</i> . Priešpriešos, paralelės, sankirtos. Tyto alba, 2006.
2.	Bernotienė, Gintarė. <i>Menų sąveikos ieškojimai</i> . Judita Vaičiūnaitė ir Leonardas Gutauskas. VDU leidykla, 2005.
3.	<i>Kultūrų dialogai šiuolaikinėje lietuvių literatūroje: lyginamieji aspektai</i> . Lituanistinės studijos. VPU leidykla, 2009.
4.	<i>Vaizdas ir pasakojimas</i> . Vilniaus dailės akademijos darbai. Vilniaus dailės akademijos leidykla, 2002.
5.	<i>World Literature Today</i> . Comparative Literature: States of the Art, University of Oklahoma, vol. 69, N 2, 1995.
6.	<i>XX amžiaus literatūros teorijos</i> . VPU leidykla, 2006.

Course programme designed by

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