

Subject card

Subject name and code	Contexts of English-language literatures of the world, PG_00137900						
Field of study	English Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2025/2026		
Education level	Master's studies		Subject group		Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		English		
Semester of study	1		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Institute of English and American Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Ewa Kroplewska-Kuśnierz				
	Teachers		dr Maria Fengler				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		18.0	50
Subject objectives	The aim of the course is to familiarise students with cultural and literary contexts necessary as background to the subjects English-language literatures of the world I (Canada, Australia, New Zealand), II (India) and III (Kenya, Nigeria, South Africa, Zimbabwe, West Indies).						
Learning outcomes	Course outcome		Subject outcome		Method of verification		
	[FAMU2_W12] Knows and understands the main development trends in literature, in particular with regard to research into English-language literature.		Knows and understands selected issues in the fields of linguistic, geographical, historical, cultural contexts of English-language literatures of the world.		[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion		
	[FAMU2_K01] Is ready to critically evaluate the extent of their knowledge and skills, in particular in the field of English-language linguistics and literature and English.		Is ready to critically evaluate the extent of their knowledge and skills in the field of linguistic, geographical, historical, cultural and literary contexts of English-language literatures of the world.		[SK1] oral statement/conversation/discussion [SK4] test/exam - oral or written		
	[FAMU2_U05] Can use and present orally and in writing knowledge in the field of auxiliary and related sciences, which is a context for English linguistic and literary studies and supports the professional work of an English philologist.		Can use and present orally and in writing knowledge in the field of linguistic, geographical, historical, cultural and literary contexts of English-language literatures of the world.		[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written		

Subject contents	Students will learn selected aspects of the cultural and literary context of the countries listed in the syllabuses of the subjects: English-language literatures in the world I (Canada, Australia, New Zealand), II (India) III (Kenya, Nigeria, South Africa, Zimbabwe, West Indies), based on interviews with writers, reviews of their works, memes, festivals, speeches/lectures at the (Nobel) Prize Gala, etc.		
Prerequisites and co-requisites	Knowledge of English at at least C1 level. Choice of the specialisation Language, Literature, Education; Literary Studies.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	written/oral test	51.0%	50.0%
	participation in class discussions	51.0%	50.0%

Recommended reading	Basic literature	Sample reading list: Gilbert H. Muller, <i>The New World Reader: Thinking and Writing about the Global Community</i> (Fifth Edition), 2016. Emma Donoghue, <i>The Woman Who Gave Birth to Rabbits: Stories</i>, 2003. Jamaica Kinkaid, <i>The Autobiography of My Mother</i>, 1996. Chimamanda Ngozi Adichie, <i>Half of a Yellow Sun</i>, 2006. Chimamanda Ngozi Adichie, <i>The Thing Around Your Neck</i>, 2009. Ben Okri, <i>Dangerous Love</i>, 2014. Alice Munro, <i>Dear Life</i>, 2012. Margaret Atwood, <i>My Evil Mother: A Short Story</i>, 2022. Margaret Atwood, <i>The Testaments</i>, 2019. Kazuo Ishiguro, <i>Never Let Me Go</i>, 2006. Aravind Adiga, <i>The White Tiger</i>, 2008. Saleem Haddad, <i>Guapa</i>, 2006. Leila Aboulela, <i>Elsewhere, Home</i>, 2016. Joy Harjo, <i>Conflict Resolutions for Holy Beings: Poems</i>, 2015. The person running the course may choose different texts. The full list will be given during the first class.
	Supplementary literature	The Postcolonial Studies Reader, 3rd Edition, Bill Ashcroft, Gareth Griffiths, and Helen Tiffin, eds., 2024. The Cambridge Companion to Postcolonial Literary Studies, Neil Lazarus, ed. 2004. The Cambridge Companion to Literature and the Anthropocene, John Parham, ed. 2021.
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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