**Curriculum**

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| **Program** | | **Western European and American Literature** |
| **Degree awarded** | | Ph.D. |
| **Faculty** | | Faculty of Humanities |
| **Program coordinator/coordinators** | | Prof. N. Kakauridze |
| **Length of the program (semester, ECTS)** | | Length - 6 semesters  Total number of credits – 180 |
| **Language of the Program** | | Georgian |
| **Program development and renewal date of issue** | | Accreditation Resolution №97; 19.04.2012  Academic Council Decree N45(16/17) 15.09.2017 |
| **Program prerequisites** | | |
| Minimum requirements for admission to the Doctoral Program are:  1. Academic degree of Master or Diploma Specialist in Western European (English, German, French) Philology and American Studies  2. Knowledge of English, German or French language at C1 level (passing a second foreign language exam at Akaki Tsereteli State University or submitting a relevant certificate).  3. Passing the exam in the specialty.  (Written examination in Western European and American literature). | | |
| **Aim of the Program** | | |
| ▪ The PhD program is relevant and topical as it covers important and not fully studied issues of English, German, French and American literatures as well as Western European and American, Western European and Georgian, Georgian-American literary relations on the basis of modern critical/research methodologies.  ▪ The PhD Program "Western European and American Literature" includes English, German, French and American literatures and is based on the unity of branch disciplines and scholarly research, which aims to prepare highly-qualified specialists of Western European and American literature. The purpose of doctoral studies is to prepare a scholar and high school teacher who has the ability to conduct independent research (critical analysis of scholalry literature, the ability to use of different research methodologies, awareness of and adherence to academic honesty principles, the ability to support his/her critical and/or conceptual approach with solid scholarly arguments and to provide new conceptual/theoretical research framework and perspective etc.) and will have the ability to make scholarly conclusions. Having acquired research skills and deep knowledge in the field, PhD student will be able to create original research works such as publications in scholalry editions and doctoral thesis.  ▪ Language of instruction is Georgian. Foreign language scholarly materials (monographs, academic articles, textbooks etc.) are extensively used for study and research purposes.  ▪ Research topics include, but are not limited to: The problematic issues of Medieval and Renaissance Western European literatures; the problematic issues of the 17th century Western European literatures; peculiarities of Western European Enlightenment in different literary genres; aesthetics and poetics of Western European and American Romanticism; problematic issues of Western European and American realist literature; aesthetics of literary modernism; modernist mythopoeia: the uses of myth in Western European and American literatures; linguistic and stylistic experiments in Western European and American modernist literature; postmodern trends in Western European and American literatures; problems of comparative and systemic study of Western European and American literature. | | |
| **Learning outcomes (general and field competences) (The map of competences - see attached document 2)** | | |
| **Knowledge and understanding** | First of all, at the third stage of education, PhD graduate has deep knowledge of latest scholarly achievements and recent developments in the field of Western European and American literature studies; his/her knowledge is defined by the strategic coordination of methodological disciplines and targeted selection of compulsory and optional courses; the doctoral student is able to apply the acquired knowledge through the use of innovative methods in the process of research work for highly reviewed publications. On the basis of above mentioned, PhD student is aware of the necessity and importance of continuous professional development. | |
| **Applying knowledge** | PhD candidate is able to plan and implement innovative research in the field of German, English, American and French literatures, as well as develop new research approaches using analytical methods; he/she is able to publish his/her research works in international referencing and/or peer-review journals. The Thesis will serve the specialists and students of relevant field; Research outcomes will be used for further research in respective areas of expertise as well as in lecture courses and special courses. | |
| **Making judgments** | PhD graduate is able to do critical analysis, synthesis and evaluation of complex, controversial scholarly ideas and approaches in the study area. He/she has retrospectively analyzed the problematic issues, is able to carry out critical analysis of the scholarly literature, has research skills, has mastered various research methodologies and principles, can elaborate his/her own approach and conceptual positions, to make relevant scholarly conclusions, has analytical thinking abilities. Gaining deep insight into the problematic issues of western European and American literatures, mastering research methodologies, the study of such discipline as philosophy, as well as seminars, colloquiums, publications of research papers, thesis writing help him/her to achieve his/her scholarly goals and contribute to the development of the field. | |
| **Communication skills** | The fact that the PhD student will be fluent in at least two European languages, will give him/her the opportunity of rapid orientation in the international academic community. PhD will present novel knowledge in relation to the old one, he/she will be able to participate in scholarly discussions with international academic community (conferences, symposia). He/she is also able to transfer knowledge consistently to various target audiences, logically and clearly formulates his/her opinions. | |
| **Learning skills** | PhD student demonstrates readiness for generating and developing original scholarly ideas, which is based on the achievements of modern Western European and American literary scholarship. He has the relevant skills to gain deep insight into the complex and controversial scholarly ideas and conduct independent research. | |
| **Values** | PhD student will have a respect of cultural diversity, social responsibilities, will motivate humans and direct them to the mutual aims, will follow ethical values, will maintain academic honesty principles. He/she will be able to find paths to build up innovative methods. Above-mentioned is achieved through the disciplines, where humanism tendencies are clearly expressed (literature, philosophy and etc.) | |
| **Teaching** **Methods** | | |
| Problem-based teaching (PBL), euristic method, discussion/debates, cooperative working methods, analysis and synthesis, e-teaching, deductive and inductive reasoning, presentation | | |
| **Structure of the Program** | | |
| Doctoral Program :  - Field teaching methodological module – 15 ECTS  - Module of field courses – 20 ECTS  - Module of optional courses – 15 ECTS  - Research component – 120 ECTS\  Total: 180 credits  The curriculum is attached as as appendix 1. | | |
| **Assessment system** | | |
| Assessment of the academic performance of students of higher education programs at Akaki Tsereteli State University is carried out on the basis of the orders of the Minister of Education and Science of Georgia №3 (21.09.2009) and No.102 / n of August 18, 2016. The credits attributed to the program component can be obtained only in case when the learning outcomes are achieved in the syllabus, which is confirmed with one of the positive assessments (paragraph 6) provided by the assessment system.  The assessment system at Akaki Tsereteli State University is divided into the following components:  The share of the intermediate appraisal from the general score (100 points) of the Component Assessment Component is totally 60 points, which includes the following assessment forms:  Student activity during training semester (comprises different components of assessment) - 30 points;  Intermediate exam - 30 points;  Final exam - 40 points.  The student has the right to pass the final examination of the minimum competency margin in the intermediate assessment component totals at least 18 points.  The assessment system allows:  A) Five types of positive assessment:  Aa) (A) fare - 91-100 points of rating;  Ab) (B) Very good - 81-90 points of maximum assessment;  Ac) (C) Good - 71-80 points for maximum assessment;  Ad) (D) satisfactory - 61-70 points of maximum assessment;  A) (E) enough - 51-60 points for maximum assessment.  B) two types of negative assessment:  Ba) (FX) can not pass - 41-50 points of maximum assessment, which means that the student needs more work to pass and is given the right to pass an additional exam with independent work;  Bb) (F) - 40 points and less for maximum assessment, which means that the work carried out by the student is not enough and he has to learn the subject from the beginning.    In case of adoption of FX in the educational component of the educational program, an additional exam will be appointed no less than 5 days after the conclusion of the final exam results .   * Minimum margin of assessment received by the student on the final exam is determined by 15 points * The number of points received in the final assessment is not added to the assessment received by the student . * The additional assessment assessment is the final assessment and will be reflected in the final assessment of the educational component of the educational program. * In case of obtaining 0-50 points in the final assessment of the educational component, the student will be able to evaluate the score F-0.   See assessment criteria in the syllabus of the exact course.    **Doctoral knowledge assessment system:**  Assessment of doctoral academic performance in individual disciplines may be carried out by various activities such as intermediate exams, final exams, execution of targeted written work, individual assignment, etc. Assessment criteria are different from the specifications of individual disciplines, which are fixed in syllabuses of relevant subjects.  Assessment of the pedagogical practice is based on the form of the register defined by the Decree № 76 (10/11) of the Academic Board on 28 April 2011.  During the seminars and colloquial assessment, the relevant protocol is drawn up, which indicates the success achieved by the doctoral student. During the assessment, attention is paid to the performance of the presented report, the presentation of the work and the quality of the answers given to the asked questions.  Final assessment of the dissertation work is based on the Decision No. 17 (09/10) "Doctoral Thesis Assessment Criteria" of the Academic Board on November 6, 2009.  **Obtaining credit for other study or research activity (ies) (e.g article)** is confirmed by the doctoral student’s scientific supervisor ,based on the joint conclusion of Head of PhD Program and Faculty Quality Assurance Service  Recognition of the credits of studied component in other accredited higher education institution is carried out according to the special decree of ATSU Academic Board.  **Dissertation thesis assessment system:**  a) Excellent ( a summa cum laude in ) - Excellent work;  b) Too Good ( Magna cum laude in ) - The result, which exceeds the requirements in every way;  c) Good (cum laude) - the result, which exceeds the requirements;  d) Average (bene) - the outcome, that meets the requirements in spite of all the shortcomings;  e) Satisfactory (rite) - the outcome, that still satisfies the set requirements in spite of shortcomings;  f)Unsatisfactory (insufficient) - the outcome, that does not satisfy the requirements due to significant shortcomings;  g) Totally unsatisfactory (sub omni canone)- the result, that does not completely satisfy the requirements.  Each member of the Dissertation Commission assesses the dissertation according to the above -described system.  a) The assessment of the Dissertation Commission members is consistent with numbers 1 to 7, with the following scheme of compliance: ".  1.”Totally unsatisfactory " , 2 ,, Unsatisfactory " , 3 ,, satisfactory " , 4 ,, Average" , 5 ,, Good " , 6 ,, Very good " , 7 ,, Excellent " .  b) The average arithmetic of these numbers is calculated E;  c) E is defined as E the closest natural number (if E is n, of 5 types, then E is determined as equal to n + 1 )  d) The final assessment is appropriate to E number assessment- in accordance with the scheme a) if no less ha 2/3 of the commission members evaluates the thesis positively (e.g it will not asseass with ”Totally unsatisfactory “ or “Unsatisfactory“)  e)The final assessment is “Unsatisfactory “ if 1/3 of the commission members evaluates the thesis negatively and E=2  f) The final assessment is “ Totally unsatisfactory” if 1/3 of the commission members evaluates the thesis negatively and E=1 | | |
| **Employment opportunities** | | |
| Universities, various types of higher education, research, training, and educational and research institutions, print and electronic media, museums, publishing houses, editorial offices, various types of institutions state, non-governmental organizations, international organizations. | | |
| **Supportive resources** | | |
| ▪ Material and technical resources for implementing the Program:  Most of the material resources are acquired by the Goethe International Society, Heidelberg University, DAAD, DFG, US and French Embassies in Georgia, British Councils. The research is conducted in the departments, research centers and libraries of Akaki Tsereteli state University.  ▪ For the program implementation the university has acquired recent literature in Georgian, German, English and French languages. They are located at the respective departments, the Center for American Studies as well as the faculty library and University central library.  ▪ The program is served by a high level academic staff of Akaki Tsereteli State University. | | |
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**Depending on the human and material resources, it is possible to admit 2 PhD students annually to each direction (German, English, French and American literature). Total 8 PhD students.**

**Structure of the PhD program**

**Methodological module (mandatory)**

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| **N** | **Course** | **Status of the course** | **Number of credits** | **Dividing the credits according to the semesters** | | | | | | **Exam** | | | | | |
| **I** | **II** | **III** | **IV** | **V** | **VI** | **I** | **II** | **III** | **IV** | **V** | **VI** |
| 1. | Modern Research methods of Literary Scholarship | Mandatory | 5 | 5 |  |  |  |  |  | \* |  |  |  |  |  |
| 2. | Modern teaching methods and technologies | Mandatory | 5 |  | 5 |  |  |  |  |  | \* |  |  |  |  |
| 2. | Pedagogical practice | Mandatory | 5 |  |  | 5 |  |  |  |  |  | \* |  |  |  |

**Module of English/German/French/American Literature**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **N** | **Course** | | | **Status** | **Number of credits** | **Dividing the credits according to the semesters** | | | | | | **Ex** | | | | **Am** | | | |
| **I** | **II** | **III** | **IV** | **V** | **VI** | **I** | **II** | **III** | **IV** | **V** | **VI** | | | |
| 1 | Problematic issues of Western European and American literature; Modern literary theories 1 | | | Mandatory | 5 | 5 |  |  |  |  |  | \* |  |  |  |  |  | | | |
| 2 | Problematic issues of Western European and American literature; Modern literary theories 2 | | | Mandatory | 4 |  | 4 |  |  |  |  |  | \* |  |  |  |  | | | |
| 3 | Problematic issues of English/German/French/American literature 1 | | | Mandatory | 5 | 5 |  |  |  |  |  | \* |  |  |  |  |  | | | |
| 4 | Problematic issues of the English/German/French/American literature 2 | | | Mandatory | 5 |  | 5 |  |  |  |  |  | \* |  |  |  |  | | | |
| 5 | Problematic issues of English/German/French/American literature 3 | | | Mandatory | 5 |  |  | 5 |  |  |  |  |  | \* |  |  |  | | | |
| 6 | Seminar 1 | | | Mandatory | 3 | 3 |  |  |  |  |  | \* |  |  |  |  |  | | | |
| 7 | Seminar 2 | | | Mandatory | 3 |  | 3 |  |  |  |  |  | \* |  |  |  |  | | | |
|  | **Elective courses** | | |  | **15** |  | **5** | **5** | **5** |  |  |  | **\*** | **\*** | **\*** |  |  | | | |
|  | **English Literature:** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
|  | **II Semester** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 1 | Poetics of English Renaissance Drama | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 2 | Philosophy | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 3 | Second Foreign Language B2 | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
|  | **III Semester** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 1 | “metaphysical school": English variety of European Baroque | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 2 | Poetics of English Modernist Novel | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 3 | Postmodern trends in English and Americqan Literature of the 2nd Half of the 20th Century | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
|  | **IV semester** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 1 | The Problems of Comparative and Systemic Study of western European and American Literatures | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 2 | Doctoral courses passed at Foreign universities | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 3 | Comparative Literature Studies | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
|  | **German literature:** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
|  | **II Semester** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 1 | Problems of German Enlightenmentliterature | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 2 | Philosophy | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 3 | Second Foreign Language B2 | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
|  | **III Semester** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 1 | Philosophical and Aesthetic Precursors of German Romanticism | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 2 | Poetics of the German Novel in the 1st Half of the 20th Century | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 3 | Aesthetic-Poetological tendencies of German Literature in the 2nd Half of the 20th Century | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
|  | **IV semester** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 1 | The Problems of Comparative and Systemic Study of western European and American Literatures | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 2 | Doctoral courses passed at Foreign universities | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 3 | Comparative Literature Studies | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
|  | **French literature:** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
|  | **II Semester** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 1 | French Symbolist poetry | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 2 | Philosophy | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 3 | Second Foreign Language B2 | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
|  | **III Semester** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 1 | Poetics of French “Nouveau Roman” | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 2 | Poetics of French “Sream of consciousness" novel | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 3 | Theory and Practice of French “Drama of Absurd" | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
|  | **IV semester** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 1 | The Problems of Comparative and Systemic Study of western European and American Literatures | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 2 | Doctoral courses passed at Foreign universities | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 3 | Comparative Literature Studies | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
|  | **In American literature:** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
|  | **II Semester** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 1 | Transcendentalism as American Version of Romanticism | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 2 | Philosophy | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 3 | Second Foreign Language B2 | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
|  | **III Semester** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 1 | Main trends of Modern American Literature | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 2 | Poetics of the 20th Century American Drama | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 3 | Regionalism in American Literature | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
|  | **IV semester** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 1 | The Problems of Comparative and Systemic Study of western European and American Literatures | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 2 | Doctoral courses passed at Foreign universities | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
| 3 | Comparative Literature Studies | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
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**PhD student can choose one course which equals to 5-credits (totally - 15 credits) from the above-mentioned elective courses in II, III and IV semesters.**

**Total number of credits for the courses: 60 credits**

**II Research component (120 credits)**

|  |  |  |
| --- | --- | --- |
| **No.** | **Research Component** | **In which semester must it be performed** |
| **1** | **Elaborating bibliography** | **I** |
| **2** | **Presenting draft version of thesis** | **II** |
| **3** | **Publishing research results and participating in conferences** | **III, IV, V** |
| **4** | **Colloquium of a doctoral student I** | **III** |
| **5** | **Colloquium of a doctoral student II** | **IV** |
| **6** | **Colloquium of a doctoral student III** | **V** |
| **7** | **Performing PhD thesis and defending** | **III, IV, V, VI** |
|  |  |  |
| **Total research component 120 credits** | | |

**Total number of credits for educational and research component: 180 credits**