University of Gdańsk

Subject card

Subject name and code	Literature outside of the book (fragmentary literature, unfinished literature, street poetry, graffiti, etc.), PG_00177157		
Field of study	Romance Studies		
Date of commencement of studies	October 2024	Academic year of realisation of subject	2025/2026
Education level	Bachelor's studies	Subject group	Obligatory subject group in the field of study Optional subject group
Mode of study	full-time studies	Mode of delivery	at the university
Year of study	2	Language of instruction	French 50% french 50% polish
Semester of study	3	ECTS credits	2.0
Learning profile	academic	Assessment form	credit
Conducting unit			
Name and surname of lecturer (lecturers)	Subject supervisor	dr Jadwiga Bodzińska-Bobkowska	
	Teachers		

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

- Identifing the formal and thematic characteristics of a literary fragment/aesthetics of the fragment
- Understanding the historical, aesthetic and philosophical aspects of aesthetics of the fragment
- Placing the aesthetics of the fragment in the context of the avant-garde and postmodernism.
- Placing the aesthetics of the fragment in a numerical context.
- Reflecting on the ludic forms of fragment aesthetics.
- Exploring, reading, viewing and analyzing fragmentary works.
- Creatively experimenting with the form of the fragment.

Learning outcomes

Course outcome	Subject outcome	Method of verification
[FRL3_W14] Has general knowledge of history, history of arts, history of literature, economic, legal and diplomatic realities in French-speaking countries.	The student has general knowledge of contemporary cultural texts.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW5] implementation of a problem task
[FRL3_W07] Knows and understands the main contemporary trends in literary studies.	Recognizes the main trends of literary studies in relation to the analysis and interpretation of contemporary cultural texts.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW5] implementation of a problem task
[FRL3_U02] Knows and can use the main research methods and tools, develops and presents results in yhe field of literary studies.	Uses basic research methods and tools to create an author's portfolio on selected contemporary cultural texts.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU5] implementation of a problem task
[FRL3_K06] He participates in culture in the broadest sense using various media and understands the need to encourage others to interact with cultural, economic and social life, thinks and acts in an enterpreneurial manner, critically evaluates his knowledge.	The student draws on cultural richness and contact with various media. He is able to relate to them in a critical way referring to the acquired knowledge.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK5] implementation of a problem task [SK8] observation of student's independent or team work
[FRL3_K05] He is aware of the responsibility for preserving and promoting the cultural heritage of Europe and French-speaking countries, and is aware of the importance of this heritage for understanding social, cultural, economic and legal events.	Identifies with European culture, especially French-speaking culture, and in interpreting cultural and social events to this culture refers to it.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK5] implementation of a problem task [SK8] observation of student's independent or team work
[FRL3_U08] Can interpret cultural texts using typical philological methods.	Uses basic philological methods and tools to analyze cultural phenomena and creatively apply it.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU8] observation of student's independent or team work
[FRL3_W15] Has general knowledge of humanistic and social thought in the countries of the Romance language areas.	Uses knowledge of Francophone humanist thought to analyze and interpret contemporary cultural texts.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW5] implementation of a problem task
[FRL3_U15] Is able to make observations and interpret socio-cultural, economic and legal phenomena, analyze their connections with various fields and disciplines of the humanities.	The student subjects cultural phenomena to observation and analyzes them in an interdisciplinary perspective.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU5] implementation of a problem task [SU8] observation of student's independent or team work
[FRL3_W12] Realizes the diversity of information sources, the complexity of the nature of language, and the historical variability of meanings in French and other Romance languages.	The student is able to selectively and methodically refer to diverse written and oral sources.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW5] implementation of a problem task
[FRL3_U16] He/she is able to express himself/herself precisely and coherently in French and communicatively in another Romance language in writing and in speech on a topic concerning selected philological and cultural issues.	When presenting selected philological or cultural phenomena, student uses correct and precise French.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU3] text preparation/written work [SU8] observation of student's independent or team work
[FRL3_W02] Knows advanced literary terminology in French.	Uses literary terminology to analyze and interpret contemporary cultural texts.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW5] implementation of a problem task

	Course outcome	Subject outcome	Method of verification
	[FRL3_U06] Is able to use basic concepts of literary studies in typical professional situations.	Uses basic literary concepts to analyze and interpret different texts.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU8] observation of student's independent or team work
Subject contents	The aim of the course is to analyze and interpret the phenomenon of fragmentariness in literature. Students will explore the aesthetic, philosophical, and narrative strategies underlying the choice of the fragment as a literary form. Half of the classes will take the form of workshops students will either recreate fragmentary texts or search for fragmentary literature in the surrounding reality (such as street poetry, latrinalia, etc.).		
Prerequisites and co-requisites	Knowledge of French at a minimum A2 level.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	final project	51.0%	70.0%
	Activity during class	70.0%	30.0%
Recommended reading	Basic literature	**Philosophy expressed in the form of fragments**: Heraclitus, Parmenides, Lucretius, Seneca, Blaise Pascal, La Rochefoucauld, and others. **The fragment as a literary form in the 20th and 21st centuries**: The avant-garde and surrealism (Bruno Jasieński, André Breton, OuLiPo), Roland Barthes (*Fragments dun discours amoureux*, *Le plaisir du texte*), Annie Ernaux and the écriture plate style (notationality, fragmentariness of memory), Pascal Quignard (*Petits traités*), Georges Perec (*Espèces despaces*). **Fragment and trauma**: Post-war literature and testimonies (Maurice Blanchot, Primo Levi, Charlotte Delbo, and others). **Selected epistolary literature**: Szymborska, Miłosz, Lem, Camus, Chiaromonte, and others. **Fragment and contemporary culture**: Social media, hypertext, micronarratives, latrinalia, street poetry, etc.	
	Supplementary literature	• Friedrich Schlegel, *Fragments critiques*. • Maurice Blanchot, *Lécriture du désastre*. • Jean-Luc Nancy, *Les fragments dun corps*. • Annie Ernaux, *Les années*. • *La Fragmentation du texte, revue Poétique no 88, 1991.* • *Daniel Gronowski, Fragments de vie. Essai sur l'écriture fragmentaire au XXe siècle*	
	eResources addresses		
Example issues/ example questions/ tasks being completed	Why is the fragment form particularly well-suited to expressing certain kinds of content? Comment on the given literary fragment by placing it within a broader context. Identify fragmentary literary forms in your surroundings, document them, and describe them.		
Work placement	Not applicable		

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