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| **General Information** | | | |
| **Course name** | American Literature - Selected Chapters | **ECTS Credits** | **3** |
| **Semester** | **summer** |
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| **Aims** | | | |
| The course focuses on the most contemporary American literature and its major themes as reflections of various aspects of American society. The aim is to discuss the latest issues in America within literary postmodern discourse, its genres, major tropes and the interdisciplinary nature of contemporary American literature in respect to politics, cultural studies, sociology etc. Apart from discussing fiction, the course will also go through the cinematic representation of some of the literary works and discuss the possibilities and limitations of visual representation of a literary work. | | | |
| **Contents** | | | |
| 1. Introductory session  2. Mapping contemporary American literature I  3. Mapping contemporary American Literature 2  4. Suburban mythology (Geoffrey Eugenides, The Virgin Suicides 1993)  5. Mothers/daughters (Amy Tan, The Joy Luck Club 1989)  6. Historical trauma (J.Safran Foer, Everything Is Illuminated 2001)  7. Post-apocalypse (Cormac Mccarthy, The Road (2006)  8. Terrorism, Technology (Don DeLillo, Cosmopolis 2003, The Falling Man, 2007)  9. Violence and Consumerism, Chuck Palahniuk, The Fight Club, 1996)  10. Tutorials  11. Minority Issues, Alice Walker, Color Purple, 1982  12. Presentations | | | |
| **Evaluation** | | | |
| Each student is required to prepare 2/25-30 minute presentations on selected work of fiction. One presentation should be selected from the list of literary works and the 2nd presentation should be student ́s own choice (only contemporary American literature).  The presentation should include the following:  1. Placing the work and the author within literary context (10 points)  2. Very brief account of the plot (20 points)  3. Perception of the literary criticism (including reviews, newspaper sources, academic databases) (30 points)  4. Major themes and their discussion, characterization, the use of the language (30 points)  5. Conclusion, comments, discussion (10 points) | | | |
| **Bibliography** | | | |
| (Geoffrey Eugenides, The Virgin Suicides 1993)  (Amy Tan, The Joy Luck Club 1989)  (J.Safran Foer, Everything Is Illuminated 2001)  (Cormac Mccarthy, The Road (2006)  (Don DeLillo, The Falling Man, 2007) (Don DeLillo, Cosmopolis)  (Chuck Palahniuk, The Fight Club)  (Junot Diaz, The Brief Wondrous Life of Oscar Wao 2007)  Alice Walker, The Color Purple,  Philip Roth, American Pastoral  Cormac McCarthy, Blood Meridian  Jonathan Franzen, Freedom  M. Robinson, Housekeeping,  Own choice of a book | | | |

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| **General Information** | | | |
| **Course name** | Arts and Culture in Great Britain | **ECTS Credits** | **4** |
| **Semester** | **summer** |
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| **Aims** | | | |
| The course builds upon the students’ prior knowledge of British history and literature and tries not only to revise this knowledge but also to put it into a broader cultural context. Proceeding chronologically from the period of English Renaissance, we shall focus on how the political and social situation of the time has been reflected in (not only) visual art and in cultural production of the time, taking British literature as a starting point. The students shall therefore be asked to revise selected chapters of British history and literature for each seminar. This revision will be followed by reading materials that deal specifically with mostly visual art and culture of the time. This theoretical knowledge will then be applied to specific examples art and culture that may serve as a source of information not only about the artistic values of the society of the time but also about its norms, values and institutions. Learning Outcomes: By the end of this course, student will be able to:  • Identify some of the most significant works of British art  • Understand the connections between historical background and cultural development of the respective periods • Identify main ideas and arguments in the texts assigned for home preparation  • Apply this theoretical knowledge to the analysis of works of art and culture and make their own analysis of a selected work of art based on the theories studied throughout the semester • Students would also improve the transferable skills of summarising texts they have read, understanding knowledge gained in the classroom, understanding and applying it in the form of a presentatio | | | |
| **Contents** | | | |
| WEEK 1: Course Introduction Content: defining culture and art, the concept of national culture, British culture and stereotypes, cultural literacy We will discuss our understanding of the terms ‘art’ and ‘culture’ and try to come up with our own definitions. Then we will think about the term ‘national’ culture and British culture in particular and see how we each understand these notions and what concepts and stereotypes we associate with being British. Our next task will be to try to clarify the term ‘art’ and how we understand it in relation to culture. Throughout this course, we will also be working on improving certain skills that may be useful in broader context. This lesson will focus on summarising texts and presenting these summaries to others, which will later be applied in individual presentations. Reading (in class): • Arnold, D.: Art History. A Very Short Introduction. Oxford: OUP, 2004. Chapter 1  WEEK 2: English Renaissance Content: Renaissance, Reformation, portrait painting, Tudors and the Golden Age In this class, we will compare the understanding of arts and the role of artists in ancient, medieval and Renaissance society and discuss how and why Renaissance came to be a defining turning point for European culture and how our awareness of this period has been shaped by its presentation in the media. Revision: Tudor England (history), Elizabethan and Tudor Literature (literature) Reading: • http://www.arthistory.sbc.edu/artartists/ancmed.html http://www.arthistory.sbc.edu/artartists/renaissance.html Presentation(s): compare the position of art and artist in ancient, medieval and Renaissance society.  WEEK 3: Commonwealth and Restoration Content: Charles I and Baroque portrait, art and culture of the Commonwealth, Restoration This class will focus on the reflection of the changing social and political situation in the period art, particularly the portrait painting. We will discuss how portraits of monarchs and other influential figures reflected their ambitions and served as a message for the others. Applying our theoretical knowledge to analysing specific works of art, we will move on to discuss the form of the final presentation and its evaluation criteria. Revision: Stuarts (history), 17th century and Restoration literature (literature) Reading: • Sharpe, K. ‘Portrait of an Age’. In History Today, March 2009, pp. 6-7. • Skeaping, L. ‘All singing, all dancing’. In History Today, February 2010, pp. 18-24.  WEEK 4: Neo-Classicism, English School of Art Content: The Age of Reason, Enlightenment, the rise of middle classes, satire, journalism Neo-Classical art and culture in general marked a shift in topics, styles and target audience for writers and visual artists alike. Using our knowledge of neo-classical literature as a starting point, we will analyse several paintings of the so called English School to see how similar principles were applied in visual arts. Since this period also marked the birth of journalism and regular newspapers, we will compare some of those with our current notions of what a newspaper is. Revision: Neoclassical prose and poetry (literature) Reading:  • http://www.gutenberg.org/files/2176/2176-h/2176-h.htm - (Introduction and the first of the discourses) • http://www.gutenberg.org/files/22500/22500-h/22500-h.htm#Page\_113 Presentation(s): compare Hogarth’s and Reynolds’ attitudes to art (themes and genres they preferred) and the education and training of young artists  WEEK 5: Georgian Era Content: architecture, domestic life, Regency This period in British art history will give us an opportunity to pay more attention to architecture. We will look back on how architectural styles evolved but will also discuss the less visible aspects of this topic, including the notion of domesticity and the organisation of domestic life. Revision: Jane Austen (literature), Hanoverians (history) Reading: • Vickery, A. ‘Open House Georgian Style’. In History Today, November 2009, pp. 42-44. • Bryson, B. At Home. A Short History of Private Life. London: Transworld Publishers, 2010. Chapter 5  WEEK 6: Romanticism, Landscape Content: changing perception of nature, topography, history painting Our discussion of Romantic painting will focus on the development of this genre and primarily on comparing 2 most significant English landscape painters, trying to identify their different aims and understanding of their work. We will also cover the genre of history painting, its connection to landscape in the works of Turner and discuss the reasons for its prominent status in this particular period in history. Revision: the Age of Romanticism (literature) Reading: • Wilton, A.: Five Centuries of British Painting. From Holbein to Hodgkin. London: Thames and Hudson, 2002. Chapter 5 Constable: http://www.nationalgallery.org.uk/paintings/john-constable-the-hay-wain http://www.nationalgallery.org.uk/paintings/john-constable-salisbury-cathedral-from-the- meadows Turner: http://www.nationalgallery.org.uk/paintings/learn-about-art/paintings-in-depth/heroine-of- trafalgar-the-fighting-temeraire/\*/viewPage/1 http://www.nationalgallery.org.uk/paintings/joseph-mallord-william-turner-rain-steam-and-speed- the-great-western-railway Presentation(s): compare Constable and Turner’s different approaches to the genre of landscape paining  WEEK 7: Victorian Britain Content: Empire, industrialisation, old vs. new, Arts and Crafts movement We will start this lesson by discussing last week’s reading and then move on to other aspects of Victorian Britain. We will discuss its conservatism as opposed to major innovations in technology, science and thinking, major advances and modernisation as opposed to pseudo-styles and attempts at reviving ancient arts and crafts. Revision: Industrial Revolution, Victorian Britain (history), Reading: • Wilton, A.: Five Centuries of British Painting. From Holbein to Hodgkin. London: Thames and Hudson, 2002. Chapter 6 – Pre-Raphaelite Brotherhood • Bryson, B. At Home. A Short History of Private Life. London: Transworld Publishers, 2010. Chapter 1 Presentation(s): old vs. new in Victorian Britain in terms of visual art, architecture and way of thinking  WEEK 8: Contemporary Art and Culture Content: Young British Artists, conceptual art, new media During this class, we will return to our initial definitions of what art means and will compare these with the theories discussed in the reading that try to respond to current styles and trends. Specific examples will include paintings, installations and other forms of art by contemporary British artists. Again, we will see how the understanding of art, artist and their role has been evolving. Reading: • Pooke, G. and Whitman, G. 2008. Teach Yourself Art History. Chapter 4 • http://www.london.gov.uk/fourthplinth/content/about-programme http://www.london.gov.uk/fourthplinth/content/marc-quinn http://www.london.gov.uk/fourthplinth/content/what-people-are-saying www.london.gov.uk/fourthplinth/ Presentation(s): Fourth Plinth project, its ambition, main idea and the inspiration common to most of the exhibited works; approaches to defining and understanding art ad their applicability to contemporary visual art Written Exam will also be a part of this seminar!  WEEK 9: Final Presentations  WEEk 10: Tutorials - no class  WEEK 11: Final Presentations  WEEK 12: May 1 - no class  WEEK 13 /14: TUTORIALS | | | |
| **Evaluation** | | | |
| Continuous Assessment:  • Regular Class Attendance Students are allowed to miss no more than 2 seminars for whatever reason, in order to be able to complete the course. Should anyone come unprepared, he or she will be asked to leave and considered absent from the seminar. There are no re-takes for presentations. Please keep this in mind and make sure you are always present in class when your presentation is due.  • Active Participation in Class - 10+ points (1 for each class = a chance to earn some additional points) At the beginning of each seminar, students will be asked to provide a brief revision of the given historical period and of the English/British literature of the time. All you have to do is go through your notes from British History 1 and British Literature 1 and 2 and provide a concise overview, focusing on what you consider important. Another way of earning points for active participation is by contributing your knowledge and opinions to the discussion and interacting with your colleagues. These opinions should be based on your home preparation and reading. Do not expect to earn points for active presentation if all you do is say a word or two occasionally or when asked. You are expected to interact with your colleagues, answer their questions as well as those asked by the teacher and ask relevant questions yourself.  • Reading presentation and leading discussion - 10 points (reading comprehension, summarizing and paraphrasing, manner of delivery, language, questions and discussion - each worth 2 points) This presentation will focus on the reading assigned for home preparation to all the students. One person will, however, summarise the arguments of the article, chapter etc., present the main points, terminology, compare if there is anything to compare. Another part of this presentation will be leading the class debate, which means preparing some questions for your colleagues to discuss. This means avoiding simple yes/no questions or asking about trivia. Please remember that this is not a ‘presentation’ that requires you to stand in front of the classroom and run a power point presentation. You are expected to explain the text, to check your colleagues’ understanding by asking them relevant questions and to engage them in a discussion. All the reading materials will be available online at http://ffweb.ff.upjs.sk/vyuka/Katedra Anglistiky a Amerikanistiky/Sabovikova/Art and Culture/ or, in case of online sources, links are provided directly in the syllabus. • Written exam - 15 points Before final presentations are due, students will revise the material studied throughout the semester and sit an exam that will check their understanding of the material discussed in classes and assigned for home study and revision. Hopefully, this will also help you organize your thoughts and prepare a better final presentation. You are all advised to take notes of your home readings and of whatever is said in class.  • Final Presentation - 15 points (see the document entitled "Final presentation and evaluation" for detailed instructions) Each student will choose their own topic from the very broad area of British art and culture – a painting, statue, installation, building, monument, street art, photography etc. Please, make sure you choose something you like, find interesting and would like your colleagues to know about. Do not choose the works discussed in our seminars! You will be asked to apply the historical background and the theoretical information you have studied during the semester to the analysis of your chosen work of art and present it to your colleagues in a 10-15 minute presentation. All the topics must be approved by the teacher and submitted no later than during our seminar in week 7. A specific set of rules to follow and a list of criteria for presentation evaluation is available on ffweb for you to be able to prepare a successful presentation and to evaluate your colleagues. If you have any questions, do not hesitate to ask them in class or during my office hours.  Final Assessment Active participation 20% Reading presentation 20% Written exam 30% Final presentation 30%  Grading policy: A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less | | | |
| **Bibliography** | | | |
| Recommended Reading:  ARNOLD, D. 2004. Art History. A Very Short Introduction. Oxford: OUP, 2004.  BRYSON, B. 2010. At Home. A Short History of Private Life. London: Transworld Publishers, 2010.  GAUNT, W. 1967. A Concise History of English Painting. London: Thames and Hudson, 1967.  GUY, J. 2000. The Tudors. A Very Short Introduction. Oxford: OUP, 2000.  HOWARD, M. 2002. The First World War. A Very Short Introduction, 2002.  Mill, J. S.: On the Subjection of Women. Available at: http://www.gutenberg.org/ebooks/27083  POOKE, G. and WHITMAN, G. 2008. Teach Yourself Art History. London: McGraw-Hill, 2008.  ROTHENSTEIN, J. 2001. An Introduction to English Painting. London: Tauris Parke Paperbacks, 2001.  WILTON, A. 2002. Five Centuries of British Painting. From Holbein to Hodgkin. London: Thames and Hudson, 2002.  Websites of selected British museums and galleries:  http://www.tate.org.uk/ http://www.tate.org.uk/visit/tate-modern  http://www.nationalgallery.org.uk/ http://www.npg.org.uk/  http://www.nationalgalleries.org/ http://www.ashmolean.org/ http://www.glasgowlife.org.uk/museums/our-museums/goma/Pages/home.aspx | | | |

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| **General Information** | | | |
| **Course name** | American Studies 1 - History and Institutions of the USA | **ECTS Credits** | **3** |
| **Semester** | **winter** |
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| **Aims** | | | |
| The main objective of the course is to develop and/or improve essential analytical skills in dealing with contemporary cultural problems with the focus on social institutions as the main agents of social changes. The course considers the economic, social and political history of the USA from the earliest period. It provides an explanation of what happened and why. It captures the events, personalities that shaped the nation. It examines how historians have interpreted the past and provides a conceptual framework through which the past can be illuminated | | | |
| **Contents** | | | |
| Week 1:Introduction  Week 2: Identity  Week 3: Multiculturalism and Race  Week 4: Family  Week 5: Film Screening (essay)  Week 6: Gender and Gay Liberation  Week 7: Religion  Week 8: Tutorial  Week 9:Class (the American Dream)  Week 10: Film Screening (discussion)  Week 11:Americanism  Week 12: Tutorial  Week 13: Tutorial  History part :  Week 1: Introductory lesson  Week 2: Discovery and settlement of the New World  Week 3: Independence and nation building  Week 4: An emerging identity  Week 5: The Jacksonian Era  Week 6: TEST 1  Week7 TUTORIALS  Week 8: Slavery, Secession and the Civil War  Week 9: Reconstruction and the Gilded Age  Week 10: World War I  Week 11: World War II  Week 12 : TEST 2  Week 13 : TUTORIALS  Week 14 : TUTORIALS | | | |
| **Evaluation** | | | |
| Attendance - students are expected to attend each class according to schedule. No transfers among the groups are allowed. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are. Students must be on time for class or they will be marked as absent.  Continuous assessment: Students are expected and required to actively participate in each lesson (active participation = participation in discussions based on having read the required texts and watched the required films). Should they fail to participate in discussions they will be marked absent.  Final assessment:  The final grade will be calculated as a sum of grades from two tests and one essay according to this schedule: A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less | | | |
| **Bibliography** | | | |
| The SAGE Dictionary of Cultural Studies, Ch. Barker  American Identities, An Introductory Textbook, ed. L.P.Rudnick  Representation, Cultural Representations and Signifying Practices, ed. S.Hall  The Content of Our Character, S.Steele  I Am America and So You Can, D. Colbert  America, Jean Baudrillard  History part :  Remini, Robert V. : A short history of the United States. Harper Collins. 2008.  Hamby, Alonzo L. : Outline of U.S. history.  Grant, Susan-Mary. : A concise history of the United States of America. Cambridge. 2012.  materials as recommended by the lecturer | | | |

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| **General Information** | | | |
| **Course name** | Arts and Culture of the USA | **ECTS Credits** | **4** |
| **Semester** | **winter** |
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| **Aims** | | | |
| The aim of this course is to develop and improve essential analytical skills in dealing with American culture and art, and to acquire knowledge of historical development of the Fine Arts in USA. The course is designed to provide students with information about the most vital eras important in the overall development of a distinctive American tradition in Arts, and to incite students‘ very own interpretation of individual works of art and. The course embraces eras and periods starting from Colonial America until late 20th century contemporary USA, focusing on both mainstream and ethnic traditions, and all means of artistic production (visual art as well as audiovisual art of the 20th century). In its essence, the main objective of the course is to present information about the development of art in coherence with wider social, cultural but also political contexts that substantially continue to contribute to the expression of American art. | | | |
| **Contents** | | | |
| Week 1: Introduction  Week 2: The Art and Identity in the British Colonies in America Portraiture – Ch.W.Peale, J.S.Copley, G.Stuart The Grand Tour – Benjamin West Reading – Of Plimoth Plantation Extra – Potraiture  Week3: Post-Revolutionary America The Hudson River School and Landscape Painting Folk Art American Scenes of Everyday Life Reading – Alexis deTocqueville, The Influences of Democracy upon Science and the Arts, Two Weeks in the Wilderness Extra – American Treasury, Landscape Painting  Week 4: America comes of Age 1876-1900 American Impressionism - Childe Hassam, M.S. Cassatt Gilded Age and Realism The Ashcan School – R.Henri, G.Bellows, G.Sloan Extra – American Ephemera  Week 5: Photography The Daguerreian Era and the Rise of Amateur Photography Pictorialism A.Stieglitz and His Circle Reading – Susan Sontag, America seen through Photographs, darkly Extra – More than Mere Photographs  Week 6: Presentations  Week7: Tutorials  Week 8: Avant-Garde – M.Duchamp Modernism – Ch.Sheeler, G.O’Keeffe Geometric Abstraction Reading – Walt Whitman, Give Me the Splendid Silent Sun  Week9: New Deal - Social Realism and Utopia Documentary imagination and Early Documentary Photography – D.Lange Regionalism and Ethnic Pluralism  Week 10: Abstract Expressionism – J.Pollock and the NY School Pop-Art, The post War print Renaissance Conceptual Art and Photography – J.Johns Minimalism Reading – Allen Ginsberg, Howl  Week 11: Feminist Art Black Art 1980s and Contemporary Art  Week 12: Basquiat, The Radiant Child Essay  Week 13: Discussion  Week 14: Tutorials | | | |
| **Evaluation** | | | |
| 1. Attendance - students are expected to attend each class according to the schedule. No transfers among the groups are allowed. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are. Student must be on time for class or he/she will be marked as absent.  2. Continuous assessment: Students are expected and required to actively participate in each lesson (active participation = participation in discussions based on having read the required texts and articles), and to present a paper on a chosen topic. Should students fail to provide a presentation, they will not receive credits. Students are required to read all texts given by the lecturer in order to participate in discussions - if they fail to participate in discussions they will be marked absent.  Final assessment: The final grade will be calculated as a sum of grades - active class participation and presentation (30%), essay (30%) and panel discussion (40%) FINAL EVALUATION : A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less | | | |
| **Bibliography** | | | |
| Recommended literature:  Doss, Erika. Twentieth-Century American Art. 1st edition. Oxford: Oxford University Press,2002.  Taylor, Joshua C. The Fine Arts in America. Chicago: The University Press of Chicago, 1979.  Orvell, Miles. American Photography. 1st edition. Oxford: Oxford University Press, 2003.  Zinn, Howard. A People's History of the United States. New York: HarperCollins Publishers, 2003.  The American Art Book. Phaidon. 1999  Sontag, Susan. On Photography. London: Penguin Books, 1978.  Recommended documentary:  Hughes, Robert. American Visions: The Epic History of Art in America. BBC, 1997. Film.  Useful links: http://www.metmuseum.org/toah/hi/te\_index.asp?i=America | | | |

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| **General Information** | | | |
| **Course name** | British Literature - Selected Chapters | **ECTS Credits** | **3** |
| **Semester** | **summer** |
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| **Aims** | | | |
| Students will development their academic skills: close reading of literary texts; formulation of academic argument, critical thinking | | | |
| **Contents** | | | |
| The course deals with a selection of short stories by writers from the British Isles, focusing mainly on authors from the 20th century. The focus is on the analysis of the formal elements of the short stories and their function in the authors’ presentation of their subject matters.  SEMINARS-DESCRIPTION  I. Introduction  II. Analysing fiction- theory (sample text: Joyce: Eveline)  III. W. S. Maugham: The Outstation/J. Conrad: The Secret Sharer  IV. D.H. Lawrence: Odour of Chrysanthemums/J. Joyce: A Painful Case  V. T. Hughes: Rain horse/ K. Mansfield: Garden Party  VI. Test 1  VII. Alan Sillitoe: 'The Fishing-boat Picture/ Fay Weldon: Weekend  VIII. Tutorials  IX. CH Perrault: Bluebeard vs. A. Carter: The Bloody Chamber, Beauty and the Beast vs. A. Carter: The Courtship of Mr Lyon, The Tiger's Bride  X. H. Kureishi: My Son the Fanatic/ S. Rushdie: The Prophet’s Hair/ K. Ishiguro A Family Supper  XI. G. Swift: Seraglio/D. Lodge: Hotel des Boobs  XII. Test 2  XIII. Tutorials | | | |
| **Evaluation** | | | |
| Students will be asked to sit two credit tests. The sum of the scores from these two tests must be at least 65% in order for a student to be allowed to take the final exam. Since there are no retakes for these two tests, it is advisable for the students to be present at every seminar. Each student is required to have their own copy of the seminar materials. Failing to do so will result in considering the student absent for the given seminar session. Each student is allowed two absences of the seminar sessions. Higher number of missed seminars will result in failing the course, without the necessity of taking the final exam. NOTICE: IT IS THE TEACHER’S RIGHT TO CHANGE THE DATE OF THE TESTS, IF NECESSARY. THIS CHANGE WILL BE ANNOUNCED ON THE NOTICE BOARD ON THE DEPARTMENT WEBSITE.  Final assessment: active participation in the seminars (10%) + tests (90%) = 100% Mark % A93–100 B86–92 C78–85 D72–77 E65–71 FX64-0  Seminar texts will be provided on the internet site ffweb.ff.upjs.sk/vyuka. | | | |
| **Bibliography** | | | |
| Bradbury, Malcolm (ed.). The Penguin Book of Modern British Short Stories. Penguin Books, 1987.  Holman, C. Hugh A Handbook to Literature, London: Colier Macmillan Publishers, 1986, or a more recent edition  Malcolm, Cheryl A., Malcolm David.(ed.) A Companion to the British and Irish Short Story. Blackwell, 2008.  March-Russel, Paul. The Short Story. An Introduction. Edinburgh: Edinburgh University Press, 2009. | | | |

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| **General Information** | | | |
| **Course name** | British Studies 1 - History and Institutions of Great Britain | **ECTS Credits** | **3** |
| **Semester** | **summer** |
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| **Aims** | | | |
| To achieve an understanding of the key theoretical terminology related to the themes and to acquire theoretical information on the given issues as well as an insight into the recent development of the situation in the set areas of British society and history. The course also introduces the economic, social and political history of Britain from the earliest period. | | | |
| **Contents** | | | |
| The course British Studies 1 develops on some of the themes that were introduced in the course Introduction to British Studies. The problem of social institutions (generation, gender, race and class) in GB are at the target of the course work based on the usage of both theoretical materials and information from media (journals, newspapers, broadcasting).  Seminars:  Week 1: Introduction to the course. Course organization.  Week2-3: Ethnicity, race & minorities in British society Reading: Royle (trends in post-war....), Hiro (Introduction.... ), Hiro (The future ...)  Week4: Class in British society R: Storry( Class and politics), literary texts and articles PM: Changing class attitudes  Week 5: Family in British society R: Harris (The family...), Bernardes (Families in society) PM: Articles  Week6-7: Gender in British society R: Storry (Gender, sex...), Summerfield (Women in Britain), Brackenbridge (Gender inequalities) PM: Articles  Week 8: Tutorials – no class  Week 9: Homosexuality in British society R: articles PM: attitudes towards homosexuality, articles  Week 10: Religion in British society R: articles PM: articles  Week 11: Drugs in British society R: articles PM: articles, present drug scene  Week 12: REVISION - TEST  Week 13: Tutorials  History part :  Week 1: Introductory lesson  Week 2: The Anglo-Saxon Period  Week 3: The Early Middle Ages – Norman and Plantagenet  Week 4: The Later Middle Ages - Lancaster and York  Week 5: The Tudors  Week 6: REVISION I  Week7 The Stuarts  Week 8: The 18th and 19th century  Week 9: The 20th century I  Week 10: TUTORIALS  Week 11: BANK HOLIDAYS  Week 12 : The 20th century II  Week 13 : REVISION II  Week 14 : Tutorials | | | |
| **Evaluation** | | | |
| CONTINUOUS ASSESSMENT:  Social institutions: To receive final mark each student MUST be active during seminars, give one presentation and take the written test in week 12 and miss no more than two seminars. There are NO RETAKES. Continuous assessment = presentation 20% + test in week 12 30% Activity: Each of the students is expected to read and analyse the class materials before the lesson, to bring and use them in the seminars, to contribute actively to seminar discussions by presenting information, ideas and comments.  Attendance: Students are allowed to miss NO MORE THAN 2 seminars during the semester. All the students MUST be present at seminar in week 12 and the week s/he is having the presentation. Should students miss more than two seminars s/he will receive no credits for the course and therefore will receive FX.  Presentation: Each student must give a 10 minute presentation on one of the topics on the syllabus at the beginning of a seminar lesson. These presentations should not be essays which s/he reads out, but should present new or important information in a manner which his/her peers will be able to absorb. S/He should use the blackboard, handouts, tape, video, etc. The students will be given the information about sources and specific tasks in advance. The students should mainly focus on essential approaches and theories, explaining them to their peers. The students will not be allowed to read from a paper. They have to provide the teacher with the copy of the text of their presentation in advance via e-mail at a.sabovikova@gmail.com. It they should fail to do so, they will be awarded ONLY half the points for presentation. The student MUST be present at the seminar s/he is supposed to have his/her presentation. Otherwise s/he gets no points for this part of evaluation. Should the student fail to send the presentation in advance he will be awarded only half the points. History part : Students will take 2 written tests. There will not be any re-take tests for the students who fail in one or both credit tests. One must achieve at least 65% as a sum of both tests to get a credit.  FINAL ASSESSMENT : A student’s score on the final exam, written test covering social institutions seminars in Week 12 & presentation (together 50 percent) and written test (50 percent) covering British social history lectures presumably in Week 12, will be used to determine their grade. Every part has to have a minimum pass mark 65 percent. Average mark will be calculated when both parts reach a minimum pass mark. The following grading scale will be used: Mark points % A100–93 B92–86 C85–78 D77–72 E71–65 FX 64 and less | | | |
| **Bibliography** | | | |
| d Bilton, T et al.: Introductory Sociology. Macmillan, London, 1996  Bassnett, S. (ed.): Studying British Cultures. Routledge, London, 1997  Bennett, T.: Understanding Everyday Life. The Open University, 2002  Braham, P.: Social Differences and Divisions. The Open University, 2002  Spittles, B.: Britain since 1960. Macmillan, London, 1995  Storry, M. (ed.): British Cultural Identities. Routledge, London, 1997  Bernardes, I.: Family Studies, An Introduction. London, Routledge, 1997  Hiro, D.: Black British, White British, A History of Race Relations in Britain. London, Grafton Books, 1991  Solomon, J.: Race and Racism in Contemporary Britain. London, Macmillan, 1991  Kearney, H.: The British isles. A history of four nations. Cambridge university press 1995. Maurois, A.: Dĕjiny Anglie. Praha 1995.  McDowall, D.: An illustrated history of Britain. Longman 1992.  Morgan, O. K.: The Oxford history of Britain. Oxford university press 1993.  Peprník, J.: Úvod do dějin a kultury Velké Británie. Praha 1975. | | | |

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| **General Information** | | | |
| **Course name** | BA Thesis Seminar 1 | **ECTS Credits** | **4** |
| **Semester** | **summer** |
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| **Aims** | | | |
| The goal of the course is to teach students basic rules of scientific research, primary/secondary sources analysis, drawing conclusions. They are supposed to learn how to structure the thesis, and how to use various methods and approaches in the progress of their research. | | | |
| **Contents** | | | |
| PART: doc. Lívia Kőrtvelyessy - LINGUISTICS: List of topics:  1. Introduction to the course. Home assignments. Reading and website materials. Syllabus. Evaluation.  2. Diploma thesis – principles and methods, primary and secondary sources, collection and selection of materials for analysis.  3. Libraries. Use of sources, databases, online sources – in the University Library.  4. Research principles and rules. Plagiarism.  5. Regulations and rules for BA thesis at Safarik University and Department of British and American Studies. Structure of BA thesis, formal requirements.  6. Formal requirements BA thesis at Safarik University and Department of British and American Studies.  7. Formal requirements BA thesis at Safarik University and Department of British and American Studies.  8. Group assignment  9. Presentations  PART: Dr. Šnircová - LITERATURE AND STUDIES: Course content:  Week 1: Introduction to the course. Home assignments.  Week 2: Individual presentations (source U. Eco, Jak napsat diplomovou práci): A: sections I.1, I.3, B: sections II.1, II.2, C: sections II.3, II4 Seminar discussion: How to read an academic article I (use materials provided on ffweb, Katedra anglistiky a amerikanistiky/Snircova/ Seminár k záverečnej práci and Hacker, pp. 346-357)  Week 3: Individual presentations (source U. Eco, Jak napsat diplomovou práci): A: sections II.6, B. sections II.6.2, II.7., C: sections III.1 Seminar discussion: How to read an academic article II (use materials provided on ffweb, Katedra anglistiky a amerikanistiky/Snircova/Seminár k záverečnej práci and Hacker, pp. 346-357 )  Week 4: University Library  Week 5: Individual presentations (source U. Eco, Jak napsat diplomovou práci): A: sections III.1.2, B: sections III.2.1, C: sections III.2.2 Seminar discussion: What is an academic paper, critical analysis, hypothesis/tentative thesis, informed arguments, logic: inductive, deductive reasoning (use materials provided on ffweb, Katedra anglistiky a amerikanistiky/Snircova/Seminár k záverečnej práci and Hacker, pp. 357-380)  Week 6: Individual presentations (source U. Eco, Jak napsat diplomovou práci): A+B: sections III.2.5, IV.1, C: sections V.1, V.2 Seminar discussion: Evaluation of sample BA thesis (provided by the teacher\_  Week 7: Tutorials.  Week 8: Individual presentations (source U. Eco, Jak napsat diplomovou práci): A+B: sections V.3.1, C: sections V.4.1. Seminar discussion: Regulations and rules for BA thesis at Šafárik University and Department of English and American Studies. Academic Style Guidelines, ISO Norm, Abstract, Plagiarism. BA defences: Preparation and procedure (use Departmental Website materials available in Bachelor’s Theses section and materials provided on ffweb, Katedra anglistiky a amerikanistiky/Snircova/ Seminár k záverečnej práci)  Week 9-12.: BA thesis project presentations (use the guidelines provided on ffweb, Katedra anglistiky a amerikanistiky/Snircova/Seminár k záverečnej práci)  Week 13-14: Tutorials.  PART: Doc. Tomascikova –British, American, European, Gender Studies:  Week 1: No class – Ceremonial opening of the academic year.  Week 2: Introduction to the course. Home assignments. Website materials - Regulations and rules for BA thesis at Šafárik University and Department of English and American Studies. Academic Style Guidelines, ISO Norm, Abstract, Plagiarism. BA defences: Preparation and procedure (use Departmental Website materials available in Bachelor’s Theses section)  Week 3: Analysis of home reading assignment (U. Eco, Jak napsat diplomovou práci): Sections I.1, I.3, II.1, II.2, II.3, II.4, II.6, II.7 Website materials - Regulations and rules for BA thesis at Šafárik University and Department of English and American Studies. Academic Style Guidelines, ISO Norm, Abstract, Plagiarism. BA defences: Preparation and procedure (use Departmental Website materials available in Bachelor’s Theses section)  Week 4: Presentation of thesis template / Sablona ZP (Mgr. Sotakova)  Week 5: Analysis of home reading assignment (U. Eco, Jak napsat diplomovou práci): Sections: III.1, III.1.2, III.2.1, III.2.2, III.2.5 Presentations 1 – group presentations of existing BA and MA thesis  Week 6: Analysis of home reading assignment (U. Eco, Jak napsat diplomovou práci): Sections: IV.1, V.1, V.2, V.3.1, V.4.1. Presentations 1 – group presentations of existing BA and MA thesis  Week 7: Tutorials.  Week 8: Presentations 1 – group presentations of existing BA and MA thesis Presentations 2 – individual presentations  Week 9: Presentations 2 – individual presentations  Week 10: University Library Databases  Week 11: Presentations 2 – individual presentations  Week 12: Presentations 2 – individual presentations  Week 13-14: Tutorials. | | | |
| **Evaluation** | | | |
| Continuous Assessment  PART: doc. Lívia Kőrtvelyessy - LINGUISTICS:  1. Regular participation makes 10% of the overall grade (1% each attendance). Each student is required to have their own copy of the seminar materials (FF web) and come to class prepared. Failing to do so will result in considering the student absent for the given seminar session. No retakes are possible.  2. Active participation makes 40% - each attendance can be evaluated by 0-4% depending on student‘s active participation. Students will be called at random to answer questions and contribute to the discussion. Voluntary discussion contributions will be highly appreciated. The classwork will be enhanced by intelligent participation in class discussions and hurt by visible lack of preparation for the class. No retakes are possible. The tutor of the course will follow the work of the individual students throughout the semester.  3. 50% of the assessment – presentations. Students are required to prepare a power point or poster presentation on their diploma thesis; introduce their research question, methodology, research methodology, analysis and expected results. Students should also briefly introduce their references, use 1 citation and 1 paraphrase.  PART: Dr. Šnircová - LITERATURE:  1.Preparation and active participation – 20% - all students are required to contribute to the class analyses and discussions. Every student MUST have their own copies of the books, materials, their own written preparation and be prepared to discuss them. Otherwise they will be considered absent.  2. Presentation 1 - 30% (10 minute presentation of assigned sections from Umberto Eco Jak napsat diplomovou práci – for guidelines see ffweb, Katedra anglistiky a amerikanistiky/Snircova/Seminár k záverečnej práci) 3. Presentation 2 - 50% (15 minute BA thesis project presentation – for guidelines see ffweb, Katedra anglistiky a amerikanistiky/Snircova/Seminár k záverečnej práci)  PART: Doc. Tomascikova –British, American, European, Gender Studies  1. Preparation, home reading (Umberto Eco), and active participation – 30% - all students are required to read the assigned chapters of Umberto Eco’s Jak napsat diplomovou praci and contribute to the class of the books, materials, their own written preparation and be prepared to discuss them. Otherwise they will be considered absent.  2. Presentation 1 - 20% - groups of students will present projects of existing BA and MA thesis assigned by the lecturer. The focus will be on the definition of topic, hypothesis, research goals, research questions, research methods, selection of secondary and primary sources.  3. Presentation 2 – 50% - individual 15 minute presentation of student’s BA thesis project. The focus should be on the presentation of the topic, hypothesis, research goals, research questions, research methods, selection of secondary and primary sources.  Final Assessesment  PART 3: doc. Lívia Kőrtvelyessy - LINGUISTICS: The SUM of the scores from the 3 parts (Regular participation 10 %, Active participation 40 % and Presentation 50 %) must be AT LEAST 65%. There are NO RETAKES. Final mark 100% A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less  PART: Dr. Šnircová - LITERATURE: The SUM of the scores from the 3 parts (Preparation and active participation 20 %, Presentation 1-30% and Presentation 2 - 50 %) must be AT LEAST 65%. There are NO RETAKES. Final mark 100% A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less  PART: Doc. Tomascikova –British, American, European, Gender Studies: The SUM of the scores from the 3 parts (Preparation, home reading and active participation 30 %, Presentation 1- 20% and Presentation 2 - 50 %) must be AT LEAST 65%. There are NO RETAKES. Final mark 100% A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less | | | |
| **Bibliography** | | | |
| doc. Lívia Kőrtvelyessy Recommended texts :  Hacker, Diana. Rules for Writers. 6th edition. Bedford/St. Martin's, 2009.  Eco, Umberto. Jak napsat diplomovou práci. Votobia 1997.  Meško, Dušan, Katuščák, Dušan, a kol. Akademická príručka. Martin: Osveta, 2004 .  Departmental Website materials available in Bachelor’s Theses section.  Dr. Šnircová Compulsory literature  Eco, Umberto. Jak napsat diplomovou práci. Votobia 1997. (assigned sections)  Hacker, Diana. Rules for Writers. 6th edition. Bedford/St. Martin's, 2009. (pages 345-475)  Meško, Dušan, Katuščák, Dušan, a kol. Akademická príručka. Martin: Osveta, 2004 . (Section 10 Citovanie a zoznam bibliografických odkazov, pp. 173-196)  Departmental Website materials available in Bachelor’s Theses section.  Materials provided by the teacher on ffweb/Katedra anglistiky a amerikanistiky/Snircova/Seminár k záverečnej práci  doc. Tomascikova Recommended texts :  Eco, Umberto. Jak napsat diplomovou práci. Votobia 1997.  Hacker, Diana. Rules for Writers. 6th edition. Bedford/St. Martin's, 2009.  Lethbridge, Stefanie, Mildorf, Jarmila. Basics of English Studies: An introductory course for students of literary studies in English. Part 1 Basic Concepts, Developed at the English departments of the Universities of Tübingen, Stuttgart and Freiburg , http:// www2.anglistik.uni- freiburg.de/intranet/englishbasics/PDF/BasicConcepts.pdf  Meško, Dušan, Katuščák, Dušan, a kol. Akademická príručka. Martin: Osveta, 2004 .  Pickering, Michael (ed.) Research Methods for Cultural Studies. Edinburgh: Edinburgh University Press, 2008 | | | |

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| **General Information** | | | |
| **Course name** | British Media | **ECTS Credits** | **3** |
| **Semester** | **summer** |
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| **Aims** | | | |
| General introduction to subject of mass media in Britain, the most important aspects of functioning of mass media in British society, analysis of various media and their products, their importance, functions, discourses and aspects, how these operate within contemporary British and Slovak societies. | | | |
| **Contents** | | | |
| Week 1: Introduction to the course. Course organisation.  Week 2: Media and society. Status, functions, influences and changes.  Week 3: British media.  Week 4: News journalism in Britain - print and broadcast news.  Week 5: Advertising in Britain - in print and broadcast media.  Week 6: British sitcom.  Week 7: British soap opera. British reality show.  Week 8: Tutorials.  Week 9: Reading week. Project presentation preparation.  Week 10: Presentations.  Week 11: Presentations.  Week 12: Presentation.  Weeks 13: Tutorials.  Weeks 14: Tutorials | | | |
| **Evaluation** | | | |
| Continuous assessment: 100 %:  1, The course work (activity and reports) represents 50 % of your continuous assessment. Activity: Each of you is expected to read and analyse the class materials before the lesson, to bring and use them in our seminars, to contribute actively to seminar discussions by presenting information, ideas and comments. Report: Each student must give a short report on the material assigned by the teacher. You will be given the information about sources and specific tasks in advance. You should mainly focus on essential approaches and theories, explaining them to your peers. These presentations should not be essays which you read out, but should present new or important information in a manner which your peers will be able to absorb.  2, Individual /pair project represents 50 % of your continuous assessment. You will be assigned a specific task (e.g. analysis of media product, case analysis, etc.) on which you will work on your own /in pairs. You will present your project outcomes to the rest of the class.  Final assessment: 100% continuous assessment. FINAL EVALUATION Mark points % A100–93 B92–86 C85–78 D77–72 E71–65 FX 64 and less | | | |
| **Bibliography** | | | |
| Recommended texts:  ALLAN, Robert C. (editor). 1995. To Be Continued... : Soap Operas around the World. 1st ed. London; New York : Routledge, 1995. 398 p. ISBN 0-415-11007-6.  CARTER, Cynthia – BRANSTON, Gill – ALLEN, Stuart (editors). 1998. News, Gender and Power. 1st ed. London; New York : Routledge, 1998. 298 p. ISBN 0-415-17016-8.  COOK, Guy. 1992. The Discourse of Advertising. 1st ed. London; New York : Routledge, 1992. 250 p. ISBN 0-415-04171-6.  DINES, Gail – HUMEZ, Jean M. (editors). 1995. Gender, Race and Class in Media : A Text- Reader. 1st ed. Thousand Oaks; London; New Delhi : Sage, 1995. 648 p. ISBN 0-8039-5164-7.  EDGINTON, Beth – MONTGOMERY, Martin. 1996. The Media. 1st ed. London : The British Council, 1996. 155 p. ISBN 0-86355-177-7.  FISKE, John. 1987. Television Culture. 1st ed. London; New York : Routledge, 1987. 353 p. ISBN 0-416-92440-9.  FULTON, Helen at al. 2005. Narrative and Media. 1st ed. Melbourne; New York : Cambridge University Press, 2005. 329 p. ISBN 0-521-61742-1.  MIRZOEFF, Nicholas (editor). 1998b. The Visual Culture Reader. 1st ed. London; New York : Routledge, 1998. 530 p. ISBN 0-415-14134-6.  TOMAŠČÍKOVÁ, Slávka. 2005. Television News Discourse : Textbook for Mass Media Communication Courses [online]. Prešov : Prešovská univerzita v Prešove, 2005. 113 p. [cit. 2007-06-10]. Available at: <http://www.pulib.sk/elpub/FF/Tomascikova1/index.htm> ISBN 80-8068-393-X.  BASSNETT, Susan (ed). 1997. Studying British Cultures. 1st wd. London : Routledge, 1997.  SPITTLES, Brian. 1995. Britain since 1960. 1st ed. London : Macmillan, 1995.  Briggs, A. and Burke, M. A Social History of the Media. Polity, London, 2002.  McNair, B. News and Journalism in the UK. Routledge, London, 1996.  Seymour-Ure, C. The British Press and Broadcasting since 1945. Blackwell, London, 1994.  Negrine, R. Politics and Mass Media in Britain. Routledge, London, 1992.  Lowell, T. Television Situation Comedy. 1999. | | | |

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| **General Information** | | | |
| **Course name** | e-mail English | **ECTS Credits** | **2** |
| **Semester** | **summer** |
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| **Aims** | | | |
| The primary objective of the course is to introduce students into basics of communication and business correspondence. The course is designed to help students develop writing skills needed for creating lucid messages. A special emphasis is put on spelling, text design, style and register. | | | |
| **Contents** | | | |
| 1. Introduction: Forms of Business Correspondence  2. Basics of Business Correspondence and Components of an Email Message  3. Opening and Closing - Formulaic Phrasing  4. Getting the Right Tone-Being Friendly versus Being Formal  5. Punctuation and Spelling in Written Communication - Grammar in Emails  6. Requests, Replies and Follow Up  7. Asking for Better Terms, Replying and Agreeing Terms  8. Making an Order and Confirming an Order  9. Asking for Payment, Complaints and Apologies  10. Reports  11. Application and Recommendation | | | |
| **Evaluation** | | | |
| Class attendance Students are expected to attend each class according to the schedule. Transfers among groups are possible. In case you miss one class you are required to attend the class with a different group or excuse your absence with a valid doctor’s certificate. In case you miss more than two classes, you will not receive credits for the course. You must be on time for class. Should you miss the first ten minutes of a particular seminar session your presence in the class will not count.  Preparation Students are expected to make their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy of the required study materials or a completed home assignment for a particular seminar, your presence in class will not count. If you arrange with the tutor in advance not to attend a class session, you will be expected to submit any assignment on the subsequent session.  The final assessment is based on the results of the two credit tests: A=100 - 94; B=93 - 87; C=86 - 80; D=79 - 73; E=72 - 66; FX=65 - 0. | | | |
| **Bibliography** | | | |
| 1. Paul Emmerson: Email English, Macmillan Publishing Company 2004, ISBN: 1405012943  2. Crispin Michael Geoghegan, Jacqueline Gonthierová: Praktická anglická a americká korešpondencia, Mladé Letá 1994, ISBN: 8006004862 | | | |

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| **General Information** | | | |
| **Course name** | English Grammar | **ECTS Credits** | **2** |
| **Semester** | **summer** |
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| **Aims** | | | |
| The aim of this course is to expand the essentials of upper-intermediate English grammar to improve students’ language competence. | | | |
| **Contents** | | | |
| Week 1: Introductory lesson  Week 2: Tenses I  Week 3: Tenses II  Week 4: Passives and causatives  Week 5: Infinitives, -ing forms  Week 6: Credit test I  Week 7: Tutorials  Week 8: Conditional sentences  Week 9: Determiners, Quantifiers / Pronouns  Week 10: Adverbs and conjunctions  Week 11: Common mistakes in English  Week 12: Credit test II  Week 13: Tutorials Week 14 Tutorials | | | |
| **Evaluation** | | | |
| 1. Attendance - students are expected to attend each class according to schedule. No transfers among the groups are allowed. Should the student miss three classes, he/she will not receive credits for the course no matter what his/her overall results are on the tests. The student must be on time for class or he/she will be marked as absent.  2. Credit tests - One credit test will take place in week 6, another one will take place in week 12. There will not be any retake test . Final assessment: The final grade will be calculated as a sum of two tests, while each test will have ~ maximum points. The student who will get the credit has to achieve 65% after calculating a total of both tests.  FINAL EVALUATION  A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less | | | |
| **Bibliography** | | | |
| Compulsory materials :  •materials provided by the lecturer  •selected chapters from recommended books  Recommended books:  • Evans, Virginia : Round up 6. (upper-intermediate). Longman.  • Hewings, Martin : Advanced grammar in use, A self-study reference and practice book for advanced learners of English . Cambridge University Press.  • Mann, Malcolm; Taylore-Knowles, Steve : Destination C1&C2, Grammar and Vocabulary. | | | |

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| **General Information** | | | |
| **Course name** | English Word Formation | **ECTS Credits** | **5** |
| **Semester** | **summer** |
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| **Aims** | | | |
| Mastering fundamental terminology, theories and methods of research in the field of word- formation. | | | |
| **Contents** | | | |
| Scope of WF Marchand Lees Halle, Aronoff  Major word-formation processes - compounding, affixation, conversion, back-formation Minor Word-formation processes - blending, clipping, acronymization, gemination Productivity and constraints on productivity, blocking  Lexicalization  Headedness. | | | |
| **Evaluation** | | | |
| Final exam 100%. | | | |
| **Bibliography** | | | |
| P. Stekauer. 2000. Rudiments of English Linguistics. Chapter on WF. Presov: Slovacontact.  P. Stekauer and R. Lieber. 2005. Handbook of Word-Formation. Dordrecht: Springer. Selected chapters.  L. Bauer. 1983. English Word-Formation. Cambridge: CUP. | | | |

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| **General Information** | | | |
| **Course name** | European Institutions | **ECTS Credits** | **3** |
| **Semester** | **winter** |
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| **Aims** | | | |
| The content of the subject is designed to provide an overview of the structure, functioning and development of the European political institutions, economic and social policies that form the realm of the European equality regimes. By completing the course the students should be able to understand definition of equality, must have a stable knowledge of European anti-discrimination policies and the regional and national impact of these policies | | | |
| **Contents** | | | |
| 1. Introduction, Resources and Requirements, Terminology  2. Introduction into European Studies, History and Institutions  3. Discrimination vs. Tolerance; Equality, Political Rights and Social Responsibility  4. Justice, Freedom and Security Policies in the EU  5. Employment, Social Affairs and Equal Opportunities Policies  6. Intersectionality of Multiple Inequalities  7. Institutionalizing Intersectionality in the EU  8. European Anti-discrimination Regimes  9. European Equality Regimes  10. Regional Characterisitcs: the Nordic Countries  11. British Anti-discrimination and Equality Policies and Other Western European Approaches  12. Eastern European Anti-discrimination and Equality Policies | | | |
| **Evaluation** | | | |
| Class attendance Students are expected to attend each class according to the schedule. Transfers among groups are NOT possible. Should you miss one class you are required to excuse your absence with a valid doctor’s certificate. In case you miss more than two classes, you will not receive credits for the course. You must be on time for class. Should you miss the first ten minutes of a particular seminar session your presence in the class will not count.  Preparation Students are expected to make their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy of the required study materials or a completed home assignment for a particular seminar, your presence in class will not count. If you arrange with the tutor in advance not to attend a class session, you will be expected to submit any assignment on the subsequent session.  Testing The first credit test will take place on the 6th week. The second credit test will take place on the 12th week. The pass level is 65 points from the two tests together. There will be NO RETAKE TEST.  The final result is calculated according to the following formula: (1st CREDIT TEST) + (2nd CREDIT TEST) = FINAL MARK A100-93 B92-86 C85-78 D77-72 E71-65 FX64-0 | | | |
| **Bibliography** | | | |
| 1. Kriyzsan, Andrea; Skjeie, Hege; Squires, Judith: Institutionalizing Intersectionality, The Changing Nature of European Equality Regimes, Gender and Politics, Pagrave Macmillan, 2012, ISBN: 978-0-230-29295-6  2. Bomberg, Elizabeth, Peterson, John, Stubb Alexander: The European Union: How Does it Work?, Oxford University Press, 2008, ISBN: 978-0-19-920639-1  3. Jorgesen, Knud Erik, Pollack, Mark A., Rosamond Ben, Handbook of European Union Politics, 2006, SAGE Publications, ISBN-10 1-4129-0875-2 | | | |

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| **General Information** | | | |
| **Course name** | European Studies 1 - History of the European Union | **ECTS Credits** | **3** |
| **Semester** | **winter** |
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| **Aims** | | | |
| The aim of this subject is to provide a general overview of political, economic, and social development of the European Union. By completing this course the students should be able to understand historical, political, economical, security and social factors that significantly contributed to and influenced the development of the European idea. The primary objective is to create a stable and coherent knowledge base for further research as well as to develop the essential practical skill required for work in European institutions in accordance with the European Personnel Selection Office’s requirements. | | | |
| **Contents** | | | |
| 1. Introduction, Resources and Requirements: A Short history of Europe  2. European - American Relations After World War II; The Truman Doctrine, The Marshall Plan and the NATO  3. The Cold War; The Warsaw Pact, Comecon; Comintern  4. The European Coal and Steel Community - Economic cooperation in Europe  5. The Treaties of Rome (EEC+EURATOM) - European Economic Community and the EFTA  6. The Period of Economic Growth (the 1960s) in Western Europe  7. Development of Eastern Europe between 1945 and 1989  8. British-European Relations - France and Charles De Gaulle  9. The First and the Second Enlargement of the EU  10. Political integration in Europe after 1989 - The Single European Act  11. Economic Development of the EU - The road to Euro. The European Monetary Union and Monetary Crisis  12. Transformation of Eastern Europe after 1989  13. The Helsinki Process – a New European Security System - Defence and Arms Control in Europe | | | |
| **Evaluation** | | | |
| Class attendance Students are expected to attend each class according to the schedule. Transfers among groups are NOT possible. In case you miss one class you are required to excuse your absence with a valid doctor’s certificate. In case you miss more than two classes, you will not receive credits for the course. You must be on time for class. Should you miss the first ten minutes of a particular seminar session your presence in the class will not count.  Preparation Students are expected to make their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy of the required study materials or a completed home assignment for a particular seminar, your presence in class will not count. If you arrange with the tutor in advance not to attend a class session, you will be expected to submit any assignment on the subsequent session.  Testing The first credit test takes place on Week 6. The second credit test takes place on Week 12. The pass level is 65 points from the two tests together. There will be NO RETAKE TEST.  The final result is calculated according to the following formula: (1st CREDIT TEST) + (2nd CREDIT TEST) = FINAL MARK A100-93 B92-86 C85-78 D77-72 E71-65 FX64-0 | | | |
| **Bibliography** | | | |
| Internet resources:  - http://europa.eu/abc/history/index\_en.htm  - http://www.ena.lu/  Books:  - The Ultimate EU Test Book, 2010 Edition, András Baneth, Gyula Cserey, John Harper Publishing, 2010, ISBN 13: 9780956450807  - The Community of Europe: A History of European Integration since 1945, Derek W. Urwine, Longman, ISBN ISBN-13: 978-0582231993  - Western Europe Since 1945, A Political History, Derek W. Urwine, Longman ISBN-13: 978-0582253742  - Politics in Eastern Europe 1945-1992, George Schöpflin, Blackwell ISBN-13: 978-0631147244 | | | |

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| **General Information** | | | |
| **Course name** | European Studies 2 - Institutions of the European Union | **ECTS Credits** | **3** |
| **Semester** | **winter** |
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| **Aims** | | | |
| The goal of this course is to provide a detailed overview about the structural background of the European institutions within the EU in a historical context. | | | |
| **Contents** | | | |
| 1. Introduction to the European Structures  2. The Council of the European Union  3. The European Council  4. The European Parliament  5. The Commission of the European Union  6. The Court of Justice and The Court of First Instance  7. Community Legal Order  8. The European Court of Auditors  9. Advisory Bodies and Agencies  10. The European Central Bank  11. The European Investment Bank and The European Bank For Reconstruction and Development | | | |
| **Evaluation** | | | |
| Class attendance Students are expected to attend each class according to the schedule. Transfers among the groups are NOT possible. In case you miss one class you are required to excuse your absence with a valid doctor’s certificate. In case you miss more than two classes, you will not receive credits for the course. You must be on time for class. Should you miss the first ten minutes of a particular seminar session your presence in the class will not count.  Preparation Students are expected to make their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy of the required study materials or a completed home assignment for a particular seminar, your presence in class will not count. If you arrange with the tutor in advance not to attend a class session, you will be expected to submit any assignment on the subsequent session.  Testing The first credit test will take place on the first tutorial week, between the 2nd and the 5th of November. The second credit test will take place during the second tutorial period between the 13th and the 23rd of December. The pass level is 65 points from the two tests together. There will be NO RETAKE TEST.  The final result is calculated according to the following formula: (1st CREDIT TEST) + (2nd CREDIT TEST) = FINAL MARK A100-93 B92-86 C85-78 D77-72 E71-65 FX64-0 ONLY THOSE STUDENTS ARE ALLOWED TO REGISTER FOR THE ORAL EXAM WHO GAINED AT LEAST 65 POINTS FROM THE TWO CREDIT TESTS TOTAL! The final assessment is based on: • The credit test results,  • A submitted SEMINAR PROJECT, 900-1000 words long, on a selected area according to the syllabus of the subject, • ORAL EXAM. On the oral exam the students are required, after a short period of preparation (3-5 minutes) independently discuss a randomly selected topic from the subject area (10-12 minutes), as well as perform a presentation (5-7 minutes) based on the topic of the submitted seminar project when READING IS STRICTLY PROHIBITED!  Oral exam: • 0-20 points for correct data usage and presentation • 0-20 points for correct understanding of the political, economical, social, etc. connections in a wider historical context • 0-20 points for presentation skills, pronunciation, tone, Power Point presentation Seminar project: • 0-20 points for correct data usage and presentation • 0-20 points for scientific presentation, style and precise formulation  The final mark is calculated according to the following scheme: Credit tests final result max. 100 points + (Oral exam max. 60 points + seminar project max. 40 points) = FINAL MARK Example: 73 points (credit tests total) + (57 points oral exam + 20 points seminar project) = 150 points, D A:200–185 B:184–171 C:170–155 D:154–143 E:142–129 FX:128–0 | | | |
| **Bibliography** | | | |
| 1. Archer, Clive: The European Union – Global Institutions, 2008, Routledge, ISBN: 978-0-415-37011-6  2. Bomberg, Elizabeth, Peterson, John, Stubb Alexander: The European Union: How Does it Work?, Oxford University Press, 2008, ISBN: 978-0-19-920639-1 | | | |

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| **General Information** | | | |
| **Course name** | Fan Fiction | **ECTS Credits** | **3** |
| **Semester** | **winter** |
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| **Aims** | | | |
| The aim of this course is to familiarise students with the contemporary trend of Fan Fiction as a literary and audio-visual genre. After the completion of the course, a student should able to classify and analyse Fan Fiction. | | | |
| **Contents** | | | |
| Fan Fiction—definition  Genres of Fan Fiction  Fandom  Canon/Fanon | | | |
| **Evaluation** | | | |
| Continuous assessment: project  Final assessment: colloquium (project defense) | | | |
| **Bibliography** | | | |
| Hills, M. (2002). Fan Cultures. New York: Routledge.  Jenkins, H. (1992). Textual Poachers: Television Fans and Participatory Culture. New York: Routledge.  Lewis, L. A. ed. (1992). The Adoring Audience: Fan Culture and Popular Media. New York: Routledge.  Miller, C. H. (2004). Digital Storytelling: A Creator’s Guide to Interactive Entertainment. Oxford: Elsevier.  Morley, D. (1992). Television, Audiences and Cultural Studies. New York: Routledge. | | | |

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| **General Information** | | | |
| **Course name** | Feminist Theories | **ECTS Credits** | **4** |
| **Semester** | **winter** |
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| **Aims** | | | |
| The aim of this course is to introduce students to the basic concepts of Feminism, its branches, waves, and core portrayals of feminism. | | | |
| **Contents** | | | |
| Third Wave: Gloria Anzaldúa, Audre Lorde and Maxine Hong Kingston Queerness: Jill Johnston and Rita Mae Brown  Postfeminism: Christina Hoff Sommers and Susan Faludi  1st Session Margaret Fuller’s Woman in the Nineteenth Century. Part I. Available at: http://www.vcu.edu/ engweb/transcendentalism/authors/fuller/woman1.html  2nd Session Charlotte Perkins Gilman. Herland. Chapters 1 & 3. Available at: http://www.gutenberg.org/files/32/32-h/32-h.htm  Simone de Beauvoir. The Second Sex. “Introduction: Woman as Other.” Available at: http:// www.marxists.org/reference/subject/ethics/de-beauvoir/2nd-sex/introduction.htm  3rd Session Betty Friedan. The Feminine Mystique. Chapter 1. Available at: http://www.h-net.org/~hst203/ documents/friedan1.html  4th session Kate Millett. Sexual Politics. Chapter 2: “Theory of Sexual Politics.” Available at: http:// www.marxists.org/subject/women/authors/millett-kate/theory.htm 5th session Presentation of students and general discussion | | | |
| **Evaluation** | | | |
| 1. Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the tests(s). The student must be on time for class.  2. Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises.  3. Continuous assessment – students will take 2 written tests. There will not be any re-take tests for the students who failed in one or both credit tests. Final assessment – scores of both tests will be summed up and it must be minimum 50%, which is a pass mark for the course. Otherwise, the students will not receive credits for the course.  The final grade for the course will be based on the following grading scale. Mark % A90–100 B80–89 C70–79 D60–69 E50–59 FX49-0 | | | |
| **Bibliography** | | | |
| Auerbach, Elaine. “Interview: Kate Millet.” Belles Lettres 10.2 (1995): 54-56; 67.  Beauvoir, Simone de. The Second Sex. NY: Vintage, 2011. 2Introduction” (3-20).  Chansky, Dorothy. “Usable Performance Feminism for Our Time: Reconsidering Betty Friedan.” Theatre Journal 60.3 (2008): 341-64.  Egan, Kristen R. “Conservation and Cleanliness: Racial and Environmental Purity in Ellen Richards and Charlotte Perkins Gilman.” WSQ: Women's Studies Quarterly 39.3 (2011): 77-92.  Eliot, George: "Margaret Fuller and Mary Wollstonecraft." Enslavement and Emancipation. Ed. Harold Bloom, Harold & Blake Hobby. NY: Bloom's Literary Criticism, 2010. 221-28.  Freedman, Estelle. No Turning Back: The History of Feminism and the Future of Women. NY: Ballantine, 2002. Chapters: “The Historical Case for Feminism” (1-16) & “Women’s Rights, Women’s Work, Women’s Sphere” (45-72).  Friedan, Betty. The Feminine Mystique. NY: WW Norton & Co., 1997. Chapter: “The Problem that Has no Name” (57-78).  Fuller, Margaret. Woman in the Nineteenth Century. Toronto, ON: Dover Thrift Editions, 1999. Part I (3-27).  Gilman. Charlotte Perkins. Herland. Toronto, ON: Dover Thrift Editions, 1998. Chapters 1 & 3.  Ince, Kate. “Cinema, the Second Sex and Studies of French Women's Films in the 2000s.” Studies in French Cinema: UK Perspectives, 1985-2010. Ed. Will Higbee & Sarah Leahy. Bristol: Intellect, 2011. 231-40.  Millett, Kate. Sexual Politics. Champaign, IL: U of Illinois P, 2000. Chapter “Theory of Sexual Politics” (23-58). | | | |

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| **General Information** | | | |
| **Course name** | Fundamentals of English Lexicography | **ECTS Credits** | **3** |
| **Semester** | **summer** |
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| **Aims** | | | |
| The aim of the subject is to make students understand that neither English language learning nor successful research work is possible without the use of various types of dictionaries, containing the whole information on the language, its word stock, functioning and current usage. The students should know the ways the words are presented in linguistic and encyclopaedic dictionaries,specialized ones and thesauri. | | | |
| **Contents** | | | |
| English vocabulary as a system.  Lexicography as a branch of linguistics, covering the theory and practice of dictionary compiling.  Its main aims, tasks and perspectives.  The history of British lexicography.  The history of American lexicography.  Dictionaries of New Zealand English.  The main problems of dictionary compiling.  Types of dictionaries, their main characteristics.  Diachronic dictionaries.  Explanatory and bilingual dictionaries.  Pronouncing, etymological and spelling dictionaries.  Ideographic dictionaries.  Thesaurus.  Encyclopedias.  Specialized dictionaries. | | | |
| **Evaluation** | | | |
| Written tests, presentations on the suggested topics, individual tasks on dictionary material, examination. A- 87-100% B- 77-86% C- 69-76% D- 61-68% E- 56-60% FX- 55 and less | | | |
| **Bibliography** | | | |
| Burkhanov I. Linguistic Foundations of Ideography. Semantic Analysis and Ideographic Dictionaries.- Poland: Rzeszow,1999.-388p.  Macmillan English Dictionary for Advanced Learners, 2002. Longman Dictionary of Contemporary English, 2003.  Fabian M. Method-guide on lexicography for the students of English.-Uzhhorod,1994.-27p.  Fabian M. Etiquette lexis in Ukrainian, English and Hungarian languages.- Uzhhorod: IVA, 1998.-256p. | | | |

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| **General Information** | | | |
| **Course name** | Gender and Film | **ECTS Credits** | **3** |
| **Semester** | **winter** |
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| **Aims** | | | |
| It is the aim of the course to present to students different forms of representation of gender identities in British and American film production. | | | |
| **Contents** | | | |
| British and american film rating  The dominant film production  Minority film production | | | |
| **Evaluation** | | | |
| Continuous assessment: research project  Final assessment: colloquium | | | |
| **Bibliography** | | | |
| Daniel, L. & Jackson, C. (2003). The Bent Lens: A World Guide to Gay and Lesbian Film. 2nd Edition. Crows Nest, NSW: Allen & Unwin.  Elsaesser, T. & Buckland, W. (2002). Studying Contemporary American Film: A Guide to Movie Analysis. Oxford: Oxford University Press.  Gauntlett, D. (2002). Media, Gender and Identity: An Introduction. New York: Routledge.  Griffiths, R. ed. (2008). Queer Cinema in Europe. Bristol: Intellect.  Henderson, B., Martin, A. & Amazonas, L. (1999). Film Quarterly: Forty Yearsa Edition. Los Angeles, CA: University of California Press.  McCaughey, M. & King, N. ed. (2001). Reel Knockouts: Violent Women in the Movies. Austin: University of Texas Press.  McCracken, G. (2008). Transformations: Identity Construction in Contemporary Culture. Bloomington: Indiana University Press.  McGowan, T. (2007). The Real Gaze: Film Theory after Lacan. New York: State University of New York Press. | | | |

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| **General Information** | | | |
| **Course name** | Gender and Language | **ECTS Credits** | **5** |
| **Semester** | **summer** |
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| **Aims** | | | |
| the aim of the course is to clarify the basic terminology and to introduce the main approaches to research on language and gender | | | |
| **Contents** | | | |
| LECTURES - DETAILED DESCRIPTION  Week 1: Introduction of important terms: sex and gender, man/woman, male/female, masculine/feminine  Week 2: No lecture  Week 3: The Sapir – Whorf hypothesis Anthropomorphism  Week 4: Making-up gender, connotation, denotation Social role Socialization and Identity  Week 5: Stereotyping. Stereotype and prototype The language and the mind  Week 6: Politically Correct Speech – origin of the term Linguistic Neutrality  Week 7: Gender and Speech Styles Folk Linguistics  Week 8: Significant research on gender and speech styles: R. Lakoff, William O'Barr and Bowman Atkins, D. Tannen  Week 9: Gender and Discourse analysis  Week 10: Tutorials – no lecture  Week 11: Making social moves Speech Act Theory  Week 12: Working the market: use of varieties Gender and the use of linguistic varieties  Week 13: Tutorial – no lecture  Week 14: Tutorial – no lecture  SEMINARS - DETAILED DESCRIPTION  Week 1: Introduction. Aims and objectives. Assessment and evaluation.  Week 2: No seminar  Week 3: Activities – handout  Week 4: Activities – handout  Week 5: Activities – handout  Week 6: Test I  Week 7: Activities – handout  Week 8: Activities – handout  Week 9: Activities – handout  Week 10: Tutorials – no seminar  Week 11: Activities – handout  Week 12: Test II  Week 13: Tutorial – no seminar  Week 14: Tutorial – no seminar | | | |
| **Evaluation** | | | |
| Attendance - students are expected to attend each class according to schedule. Should the student miss the classes without relevant reason, he/she will not receive credits for the course no matter what his/her overall results are on the tests. The student must be on time for class or he/she will be marked as absent.  Continuous assessment:  1. Test I will take place in week 6.  2. Test II will take place in week 12.  Continuous assessment is a condition for final exam. There is no retake for continuous assessment. In the case the students fail to achieve a positive percentage in both tests together (at least 50 %) they will not be allowed to take part in the final exam test. Mark % A100–90 B89–80 C79–70 D69–60 E59–50 FX 49 and less | | | |
| **Bibliography** | | | |
| Eckert, P. – McConnell-Ginet, S.(2003). Language and Gender. Cambridge: Cambridge University Press.  Goddard, A. – Mean, L. (2009). Language and Gender. London and New York: Routledge.  Liotosseliti, L. – Sunderland, J. (eds.). (2002).  Gender Identity and Discourse Analysis. John Benjamins.  Weatherall, A. (2002). Gender, Language and Discourse. New York: Routledge.  or any other course available | | | |

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| **General Information** | | | |
| **Course name** | Gender and Media | **ECTS Credits** | **5** |
| **Semester** | **winter** |
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| **Aims** | | | |
| The aim of this course is to present students with an insight into the way various genders are represented in the media. The course explains the stereotypical depiction of hetero-normativity in the Western society focusing on television (sitcoms, music industry, films, pornography and the news), the press (magazines), advertisements, etc. Based on different theories, students will analyse various films, videos, texts and other material and present a critique of stereotypical presentation of gender in contemporary media. | | | |
| **Contents** | | | |
| Week 1: Introduction to the course.  Week 2: Gender and Media terminology.  Week 3: Stereotypes in media production.  Week 4: Gender in the news, advertisements, press.  Week 5: Gender and Television I.  Week 6: Gender and Television II.  Week 7: Tutorials.  Week 8: Gender and music videos.  Week 9: Queering the mainstream.  Week 10: Sexualization and Pornography.  Week 11: Violence.  Week 12: Final discussion/Final exam.  Week 13: Tutorials.  Week 14: Tutorials. | | | |
| **Evaluation** | | | |
| Attendance - students are expected to attend each class according to the schedule. No transfers among the groups are allowed. Students are allowed to miss two classes at the most. Should s/he miss three or more classes, s/he will not receive credits for the course. The student must be on time for class or s/he will be marked as absent.  Assessment:  Class participation – 20% Research paper – 30% (deadline for the paper: Week 10) Course exam/Final discussion – 50% The final grade for the course will be based on the following grading scale: A100-93% B92-86% C85-78% D77-72% E71-65% FX 64% and less  Cheating and/or plagiarism will result in an automatic FX for the course and a memo to the Head of the Department explaining why the FX was awarded. | | | |
| **Bibliography** | | | |
| Carter, Cynthia and Linda Steiner [ed.]. 2004. Critical Readings: Media and Gender. Maidenhead, Berkshire: Open University Press, 2004. ISBN: 0-335-21097-X.  Foucault, Michel. 1990. The History of Sexuality: Volume 1: An Introduction. New York : Pantheon Books, 1990. ISBN-10: 0679724699.  —. 1990. The History of Sexuality: Volume 2: The Use of Pleasure. New York : Pantheon Books, 1990. ISBN-10: 0394751221.  Findlen, Barbara, [ed.]. 2001. Listen Up: Voices From the Next Feminist Generation. Emeryville: Seal Press, 2001. ISBN: 1-58005-054-9.  Gauntlett, David. 2002. Media, Gender and Identity: An Introduction. New York : Routledge, 2002. ISBN-10: 0415189608.  Halberstam, J. Jack. 2012. Gaga Feminism: Sex, Gender, and the End of Normal. Boston: Beacon Press, 2012. ISBN: 978-0-8070-1098-3.  Hall, Stuart. 1980. Encoding/Decoding. [ed.] Stuart Hall, et al. Culture, Media, Language. London : Routledge, 1980, pp. 117-127.   Jackson, Stevi and Sue Scott [ed.]. 2002. Gender: A Sociological Reader. New York: Routledge, 2002. ISBN: 0-415-20180-2.  Malti-Douglas, Fedwa, [ed.]. 2007. Encyclopedia of Sex and Gender. New York : Thompson Gale, 2007. ISBN-10: 0028659600.  Mulvey, Laura. Visual Pleasure and Narrative Cinema (1975). [Online] [Cited: August 10, 2013.] pp. 6-18. http://imlportfolio.usc.edu/ctcs505/mulveyVisualPleasureNarrativeCinema.pdf.  Pilcher, Jane and Whelelan, Imelda. 2004. Fifty Key Concepts in Gender Studies. London : Sage Publications Ltd., 2004. ISBN 0 7619 7035 5.  Wolf, Naomi. 2002. The Beauty Myth: How Images of Beauty are Used Against Women. New York : Harper Perennial, 2002. ISBN-10: 0060512180. | | | |

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| **General Information** | | | |
| **Course name** | Gender and TV | **ECTS Credits** | **3** |
| **Semester** | **summer** |
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| **Aims** | | | |
| The aim of the course is to present information on the representation of various gender identities on British and American television. | | | |
| **Contents** | | | |
| TV rating systems  Dominant/minority TV production  Reality shows | | | |
| **Evaluation** | | | |
| Attendance - students are expected to attend each class according to the schedule. Students are allowed to miss two classes at the most. Should s/he miss three or more classes, s/he will not receive credits for the course. The student must be on time for class or s/he will be marked as absent.  Assessment Class participation – 30% Presentation – 30% Final discussion – 40% The final grade for the course will be based on the following grading scale: A100-93% B92-86% C85-78% D77-72% E71-65% FX 64% and less  Cheating and/or plagiarism will result in an automatic FX for the course and a memo to the Head of the Department explaining why the FX was awarded. | | | |
| **Bibliography** | | | |
| McCabe, J. & Akass, K., ed. 2006. Reading Desperate Housewives: Beyond the White Picket Fence. New York: I. B. Tauris.  Hill, A. (2005). Reality TV: Audiences and Popular Factual Television. New York: Routledge.  Allrath, G. & Gymnich, M. ed. (2005). Narrative Strategies in Television Series. New York: Palgrave Macmillan.  Ang, I. (1996). Living Room Wars: Rethinking Media Audiences for a Postmodern World. New York: Routledge.  Casey, B., Casey, N., Calvert, B., French, L. & Lewis, J. (2002). Television Studies: The Key Concepts. New York: Routledge.  Comstock, G. & Scharrer, E. (1999). Television: What’s on, Who’s Watching and What It Means. New York: Academic Press.  Davis, G. & Needham, G. ed. (2008). Queer TV: Theories, Histories, Politics. New York: Routledge.  Fiske, J. & Hartley, J. (2004). Reading Television. New York: Routledge.  Fiske, J. (2001). Television Culture: Popular Pleasures and Politics. New York: Routledge.  Gauntlett, D. & Hill, A. (1999). TV Living: Television, Culture and Everyday Life. New York: Routledge. | | | |

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| **General Information** | | | |
| **Course name** | Gender, household and food | **ECTS Credits** | **5** |
| **Semester** | **summer** |
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| **Aims** | | | |
| The course deals with food theory. Students are introduced to how food intersects with other vectors of identity, such as race, class, nationality and gender. Within the field of food and gender special attention will be paid to the construction of masculinity and queerness through food; the division between the public area of the dining room and the domestic arena of the kitchen; sex and reproduction, and food obsession in anorexia, bulimia and obesity. The objective is: Help students become informed consumers of food by being critical of its highly diverse ideological productions. Food historian Warren Belasco affirms that “If you want to create a better future, start by learning how to cook. In our quick-and-easy age, it’s one of the most subversive things you can do.” Knowing how to cook, where food comes from, what effects food production has on the natural environment as well as the causes of the recurrent famines in the world, serves to question both the principles of capitalism and industrialization and challenge hegemonic food practices. | | | |
| **Contents** | | | |
| Concept of food.  Issues of Race, Class, Nation and Gender.  Other relevant ingredients are:  Food and masculinities; lesbigayfication of food; the dividion private/public; sex and reproduction; anorexia, obesity and bulimia.  LECTURES  1.What is Food? Food Studies and Feminism  2. Race  3. Class  4. Nation  5.Gender  6. Masculinities  7. Queering Food  8. Private and Public  9. Sex and Reproduction  10. Anorexia  11. Obesity | | | |
| **Evaluation** | | | |
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| **Bibliography** | | | |
| SEMINARS-COMPULSORY READINGS:  1.What is Food? Food Studies and Feminism Avakian, Arlene Voski and Barbara Haber. "Feminist Food Studies: A Brief History." In: From Betty Crocker to Feminist Food Studies: Critical Perspectives on Women and Food. Ed. Arlene Voski Avakian and Barbara Haber. University of Massachusetts Press, 2005. 1-28. Barthes, Roland. "Toward a Psychosociology of Contemporary Food Consumption. " In: Food and Culture: A Reader. Ed. Carole Counihan and Penny Van Esterik. NY: Routledge, 2013. 22-30. Belasco, Warren. "Why Study Food? "In: Food: The Key Concepts. Warren Belasco. Oxford: Berg, 2008. Counihan, Carole and Penny Van Esterik. "Why Food? Why Culture? Why Now? Introduction to the Third Edition." In: Food and Culture: A Reader. Ed. Carole Counihan and Penny Van Esterik. NY: Routledge, 2013. 1-18.  2. Race Deck, Alice A. "‘Now Then—Who Said Biscuits? ́The Black Woman Cook as Fetish in American Advertising. " In: Kitchen Culture in America: Popular Representations of Food, Gender and Race. Ed. Sherrie A. Innes. University of Pennsylvania Press, 2001. 69-94. Williams-Forson, Psyche. "More than Just the `Big Piece of Chicken ́: The Power of Race, Class and Food in American Consciousness." In: Food and Culture: A Reader. Ed. Carole Counihan and Penny Van Esterik. NY: Routledge, 2013. 107-18.  3. Class Bourdieu, Pierre. "Distinction: A Social Critique of the Judgement of Taste." In: Food and Culture: A Reader. Ed. Carole Counihan and Penny Van Esterik. NY: Routledge, 2013. 31-39.  4. Nation Wilk, Richard. "Real Belizean Food: Building Local Identity in Transnational Caribbean." In: Food and Culture: A Reader. Ed. Carole Counihan and Penny Van Esterik. NY: Routledge, 2013. 376-93. Heldke, Lisa. "Let’s Cook Thai: Recipes for Colonialism." In: Food and Culture: A Reader. Ed. Carole Counihan and Penny Van Esterik. NY: Routledge, 2013. 394-408.  5.Gender Inness, Sherrie A. "Introduction: Thinking Food/Thinking Gender." In: Kitchen Culture in America: Popular Representations of Food, Gender and Race. Ed. Sherrie A. Innes. University of Pennsylvania Press, 2001. 1-12. Counihan, Carole. "Food and Gender: Toward the Future." In: Around the Tuscan Table: Food, Family, and Gender in Twentieth- Century Florence. NY: Routledge, 2004. 157-76.  6. Masculinities Holden, T.J. "The Overcooked and Undone: Masculinities in Japanese Food Programming." In: Food and Culture: A Reader. Ed. Carole Counihan and Penny Van Esterik. NY: Routledge, 2013. 119-36. Parasecoli, Fabio. "Feeding Hard Bodies: Food and Masculinities in Men’s Fitness Magazines." In: Food and Culture: A Reader. Ed. Carole Counihan and Penny Van Esterik. NY: Routledge, 2013. 284-98. Swenson, Rebecca. "Domestic Divo? Televised Treatments of Masculinity, Femininity, and Food." In: Food and Culture: A Reader. Ed. Carole Counihan and Penny Van Esterik. NY: Routledge, 2013. 137-53..  7. Queering Food Carrington, Christopher. "Feeding Lesbigay Families." In: Food and Culture: A Reader. Ed. Carole Counihan and Penny Van Esterik. NY: Routledge, 2013. 187-210.  8. Private and Public Goody, Jack. "Industrial Food: Towards a Development of a World Cuisine." In: Food and Culture: A Reader. Ed. Carole Counihan and Penny Van Esterik. NY: Routledge, 2013. 72-90.  9. Sex and Reproduction Counihan, Carole. "Food, Sex, and Reproduction. Penetration of Gender Boundaries." In: The Anthropology of Food and Body: Gender, Meaning, and Power. Carole Counihan. NY: Routledge, 1999. 61-75. Counihan, Carole. "Body and Power in Women‘s Experiences of Reproduction in the United States. " In: The Anthropology of Food and Body: Gender, Meaning, and Power. Carole Counihan. NY: Routledge, 1999. 195-214. Neuhaus, Jessamyn. "The Joy of Sex Instruction: Women and Cooking in Marital Sex Manuals, 1920-63." In: Kitchen Culture in America: Popular Representations of Food, Gender and Race. Ed. Sherrie A. Innes. University of Pennsylvania Press, 2001. 95-118.  10. Anorexia Counihan, Carole. "An Anthropological View of Western Women’s Prodigious Fasting. A Review Essay." In: The Anthropology of Food and Body: Gender, Meaning, and Power. Carole Counihan. NY: Routledge, 1999. 93-112. Bordo, Susan. "Not Just `a White Girl’s Thing‘: The Changing Face of Food and Body Image Problems." In: Food and Culture: A Reader. Ed. Carole Counihan and Penny Van Esterik. NY: Routledge, 2013. 265-75. O’Connor, Richard. "De-medicalizing Anorexia: Opening a New Dialogue." In: Food and Culture: A Reader. Ed. Carole Counihan and Penny Van Esterik. NY: Routledge, 2013. 276-83.  11. Obesity Mead, Margaret. "Why Do We Overeat? " In: Food and Culture: A Reader. Ed. Carole Counihan and Penny Van Esterik. NY: Routledge, 2013. 19-22. Counihan, Carole. "What Does It Mean to Be Fat, Thin, and Female? A Review Essay." In: The Anthropology of Food and Body: Gender, Meaning, and Power. Carole Counihan. NY: Routledge, 1999. 76-92. Albritton, Robert. "Between Obesity and Hunger: The Capitalist Food Industry." In: Food and Culture: A Reader. Ed. Carole Counihan and Penny Van Esterik. NY: Routledge, 2013. 342-54. | | | |

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| **General Information** | | | |
| **Course name** | Gender Identities | **ECTS Credits** | **4** |
| **Semester** | **winter** |
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| **Aims** | | | |
| The aim of the course is to present various existing gender identities. The content of the course is focused on the (media) representation of gender identities. Students, who complete the course, are expected to be able to analyze such representation. | | | |
| **Contents** | | | |
| Key terminology  Biological sex – male, female, intersex  Masculinity, femininity, androgynous persons  Sexuality  Transgender/transsexual | | | |
| **Evaluation** | | | |
| Attendance - students are expected to attend each class according to the schedule. Students are allowed to miss two classes at the most. Should s/he miss three or more classes, s/he will not receive credits for the course. The student must be on time for class or s/he will be marked as absent.  Assessment:  Class participation – 30% Presentation – 30% Final discussion – 40%  The final grade for the course will be based on the following grading scale: A 100 - 93% B 92 - 86% C 85 - 78% D 77 - 72% E 71 - 65% FX 64% and less  Cheating and/or plagiarism will result in an automatic FX for the course and a memo to the Head of the Department explaining why the FX was awarded. | | | |
| **Bibliography** | | | |
| Ashmore, R. D. & Jussim, L. ed. (1997). Self and Identity: Fundamental Issues. New York: Oxford University Press Inc.  Butler, J. 2004. Undoing Gender. New York: Routledge.  Fausto-Sterling, A. 2000. Sexing the Body: Gender Politics and the Construction of Sexuality. Basic Books.  Fausto-Sterling, A. 2000. „The Five Sexes, Revisited“. Sciences 40(4): 18-23.  Jackson, S. & Scott, S. ed. 1996. Feminism and Sexuality: A Reader. New York: Columbia University Press.  Jackson, S. & Scott, S. ed. 2002. Gender: A Sociological Reader. New York: Routlegde. | | | |

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| **General Information** | | | |
| **Course name** | Gender in History 2 | **ECTS Credits** | **5** |
| **Semester** | **winter** |
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| **Aims** | | | |
| The aim is to provide an insight into the explorations of historical meanings of femininity and masculinity. The students are provided with accessible knowledge of the selected topics on gender in world history. | | | |
| **Contents** | | | |
| Week 1: Introductory lesson  Week 2: Gender and Labor in World History Laura Levine Frader  Week 3: Women and the Enlightenment in Britain c.1690–1800 I. Jane Rendall  Week 4: Women and the Enlightenment in Britain c.1690–1800 II Jane Rendall  Week 5: Europeans and native Americans Peter N. Stearns  Week 6: CREDIT TEST I  Week 7: TUTORIALS  Week 8: Women in contemporary Britain I. Jane Pilcher  Week 9: Women in contemporary Britain II. Jane Pilcher  Week 10: Women in contemporary Britain III. Jane Pilcher  Week 11: •New International Influences Peter N. Stearns •International Consumer Culture Peter N. Stearns  Week 12 : CREDIT TEST II.  Week 13 : TUTORIALS  Week 14 : TUTORIALS | | | |
| **Evaluation** | | | |
| 1. Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the test(s). The student must be on time for class or he/she will be marked as absent.  2. Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy or a completed home assignment for a particular seminar, you will be marked as absent.  3. Continuous assessment – students will take 2 written tests – 1st in WEEK6, 2nd in WEEK12. There will not be any re-take tests. Final assessment – The student who will get the credit has to achieve 65% after calculating a total of both tests.  The final grade for the course will be based on the following grading scale. A 90-100% B 80-89% C 70-79% D 60-69% E 50-59% FX 49 and less. | | | |
| **Bibliography** | | | |
| Oakley, A. Sex, Gender and Society. London: Temple Smith, 1972  Holmes, M. (2008). Gender and Everyday Life. New York: Routledge.  Hennessy, R. (2000). Profit and Pleasure: Sexual Identities in Late Capitalism. New York: Routledge.  Browne, J. ed. (2007). The Future of Gender. Cambridge: Cambridge University Press.  Stearns,N.P.(2000). Gender in World History. Routledge.  materials as instructed by the lecturer | | | |

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| **General Information** | | | |
| **Course name** | Gender in Literature: Selection of Texts from American Literature | **ECTS Credits** | **4** |
| **Semester** | **summer** |
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| **Aims** | | | |
| The aim of the course is to focus on the role of gender in the canon of American literature from its development until today. | | | |
| **Contents** | | | |
| 1. Introduction  2. Načo je dejinám literatúry kategória rodu? (Jana Cviková)  3. Kate Chopin, The Story of an Hour  4. Charlotte Perkins Gilman, The Yellow Wallpaper  5. T.S. Eliot, Alfred Prufrock  6. Raymond Chandler, The Lady in the Lake  7. Geofrey Eugenides, Middlesex  8. Diane de Prima, Selected Poems  9. Isaac Bashevis Singer, Androgynous, Two  10. Tutorials  11. Toni Morrison, The Bluest Eye  12. Presentations | | | |
| **Evaluation** | | | |
| Each student will select two texts and prepare a PP presentation focusing on the issue of gender using secondary materials. | | | |
| **Bibliography** | | | |
| Nieves Pascual Soler, Ján Gbúr (eds.) Gender in Literature. Rod v literatúre. Košice: Pavol Jozef Šafárik University, 2013. ISBN 978-80-8152-092-1. | | | |

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| **General Information** | | | |
| **Course name** | Gender in Literature: Selection of Texts from British Literature | **ECTS Credits** | **4** |
| **Semester** | **winter** |
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| **Aims** | | | |
| Development of students’ academic skills: analysis of literary texts with a special attention to gender issues; formulation of academic argument, critical thinking | | | |
| **Contents** | | | |
| The course deals with a selection of British short stories, focusing on 20th -century authors and their presentation of gender.  SEMINARS-DESCRIPTION  1. Introduction  2. Analysing fiction- theory (sample text: Katherine Mansfield The Garden Party) page: 108  3. W. S. Maugham: The Outstation  4. Joyce: Eveline /J. Joyce: A Painful Case  5. D.H. Lawrence: Odour of Chrysanthemums/Alan Sillitoe: The Fishing-boat Picture  6. Test 1  7. Tutorials  8. Lucy Maud Montgomery: The Quarantine at Alexander Abraham’s /Fay Weldon The Weekend  9. Angela Huth The Weighing up/Jean Rhys Mannequin  10.Virginia Woolf The Dress /Jean Rhys: The Lotus  11. Deconstruction: Beauty and the Beast vs. A. Carter: The Courtship of Mr Lyon, The Tiger's Bride  12. Test 2  13.-14. Tutorials | | | |
| **Evaluation** | | | |
| Students will be asked to sit two credit tests. Since there are no retakes for these two tests, it is advisable for the students to be present at every seminar. Each student is required to have their own copy of the seminar materials. Failing to do so will result in considering the student absent for the given seminar session. Each student is allowed two absences of the seminar sessions. Higher number of missed seminars will result in failing the course. NOTICE: IT IS THE TEACHER’S RIGHT TO CHANGE THE DATE OF THE TESTS, IF NECESSARY. THIS CHANGE WILL BE ANNOUNCED ON THE NOTICE BOARD ON THE DEPARTMENT WEBSITE.  Final assessment: active participation in the seminars (40%) + tests (60%) = 100% Mark % A93–100 B86–92 C78–85 D72–77 E65–71 FX64-0 Seminar texts will be provided on the internet site ffweb.ff.upjs.sk/vyuka. | | | |
| **Bibliography** | | | |
| Abrams, M.H. A Glossary of Literary Terms, heinle & heinle, 1999  Bradbury, Malcolm (ed). The Penguin Book of Modern British Short Stories. Penguin Books, 1987.  Craig, Patricia (ed). The Oxford Book of Modern Women’s Stories. Oxford: Oxford University Press, 1994.  Goodman, Lizbeth (ed). Literature and Gender, London: Routledge, 1996.  Hill, Susan (ed). The Penguin Book of Modern Women’s Short Stories, London : Penguin Books, 1990.  Lethbridge, Stefanie, Mildorf, Jarmila. Basics of English Studies: An introductory course for students of literary studies in English.  Prose in http://www2.anglistik.uni-freiburg.de/intranet/ englishbasics/PDF/Prose.pdf  Shaw, Valerie. The Short Story, A Critical Introduction, London: Longman: 1983 | | | |

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| **General Information** | | | |
| **Course name** | Gender Mainstreaming | **ECTS Credits** | **3** |
| **Semester** | **winter** |
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| **Aims** | | | |
| The aim of the seminar is to study the concept of Gender Mainstreaming as an essential part of all political, economic and social spheres of life. | | | |
| **Contents** | | | |
| Gender Mainstreaming – Basic Terminology  Gender specific activities and positive discrimination  Concept of Gender Equality (Equal vs. Identical) | | | |
| **Evaluation** | | | |
| Essay | | | |
| **Bibliography** | | | |
| Gender Equality Tool – http://www.ilo.org/public/english/bureau/newsite2002/about/action.htm First ILO Gender Audit – http://www.ilo.org/public/english/bureau/newsite2002/about/audit.htm | | | |

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| **General Information** | | | |
| **Course name** | GLBTQ Films | **ECTS Credits** | **3** |
| **Semester** | **summer** |
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| **Aims** | | | |
| The aim of the course is to present the representation of GLBTQ gender identities in movie production. The content of the course will help students to formulate opinions on the representation as well as help in further analysis of the stereotypical representation of GLBTQ gender identities in movies. | | | |
| **Contents** | | | |
| GLBTQ gender identities  Representation of GLBTQ gender identities in movies  Stereotypization of gender identities representation | | | |
| **Evaluation** | | | |
| Attendance - students are expected to attend each class according to the schedule. Students are allowed to miss two classes at the most. Should s/he miss three or more classes, s/he will not receive credits for the course. The student must be on time for class or s/he will be marked as absent. Assessment  Class participation – 30% Presentation – 30% Final discussion – 40%  The final grade for the course will be based on the following grading scale: A100-93% B92-86% C85-78% D77-72% E71-65% FX 64% and less  Cheating and/or plagiarism will result in an automatic FX for the course and a memo to the Head of the Department explaining why the FX was awarded. | | | |
| **Bibliography** | | | |
| McCabe, J. & Akass, K., ed. 2006. Reading the L word: Outing Contemporary Television. New Strana: 45  York: I. B. Tauris.Burston, P. & Richardson, C. ed. (1995). A Queer Romance: Lesbians, Gay Men and Popular Culture. New York: Routledge.  Clarke, E. O. (2000). Virtuous Vice: Homoeroticism and the Public Sphere. London: Duke University Press.  Daniel, L. & Jackson, C. (2003). The Bent Lens: A World Guide to Gay and Lesbian Film. 2nd Edition. Crows Nest, NSW: Allen & Unwin.  Davis, G. & Needham, G. ed. (2008). Queer TV: Theories, Histories, Politics. New York: Routledge.  Griffiths, R. ed. (2008). Queer Cinema in Europe. Bristol: Intellect.  Haggerty, G. E. & McGarry, M. ed. (2007). A Companion to Lesbian, Gay, Bisexual, Transgender and Queer Studies. Blackwell Publishers. Ltd.  Hope, D. A. ed. (2009). Contemporary Perspectives on Lesbian, Gay and Bisexual Identities. Springer.  Johnson, P. & Keith, M. C. (2001). Queer Airwaves : The Story of Gay and Lesbian Broadcasting Media, Communication, and Culture in America. M. E. Sharpe, Inc. | | | |

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| **General Information** | | | |
| **Course name** | History of American Literature 1 | **ECTS Credits** | **5** |
| **Semester** | **summer** |
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| **Aims** | | | |
| To gain knowledge about the development of American literature and its main representatives. To develop students’ literary critical thinking about American literature and the ability of the interpretation of literary texts. | | | |
| **Contents** | | | |
| 1. Introduction  2. Colonial Period - Puritan Imagination Anne Bradstreet - poems Edward Taylor - Huswifery Mary Rowlandson – A Narrative of the Captivity Jonathan Edwards – Sinners in the Hands of an Angry God  3. Revolutionary Period - political imagination Hector St. John de Crèvecoeur - What Is an American Benjamin Franklin - The Autobiography Thomas Jefferson – The Declaration of Independence Philip Freneau - The Indian Burying Ground  4.American Romanticism - I: W. Irving, J. F. Cooper Washington Irving - Rip Van Winkle Edgar Allan Poe – poetry  5. American Romanticism- II: W. C. Bryant, E. A. Poe Edgar Allan Poe - The Tell-Tale Heart The Fall of the House of Usher  6. American Rennaisance: Transcendentalism R. W. Emerson, H. D. Thoreau Ralph Waldo Emerson - On Thoreau, Nature, Self-Reliance Henry David Thoreau – Walden  7. Nathaniel Hawthorne and Herman Melville Nathaniel Hawthorne - The Scarlet Letter Herman Melville – Billy Budd  8.Poetry at the crossroad of American culture: Walt Whitman and other poets of the 19th century Henry Wadsworth Longfellow - poetry Walt Whitman - Leaves of Grass Emily Dickinson – poetry Thomas Wentworth Higginson – On Meeting Dickinson for the First Time Mabel Loomis Todd – The Character of Amherst  9. Mark Twain and the triumph of realism Mark Twain - The Adventures of Huckleberry Finn The Celebrated Jumping Frog of Calaveras County Life on the Mississippi  10. Local Color School Kate Chopin - Désirée's Baby, A Respectable Woman, The Story of an Hour, Regret  11. Realism Frederick Douglass: Narrative of the Life of Frederick Douglass Stephen Crane: The Open Boat  12. Naturalism Upton Sinclair - The Jungle Theodore Dreiser - An American Tragedy (Sister Carrie) | | | |
| **Evaluation** | | | |
| 2 written credit tests the sum of which should be at least 65%. Final oral exam | | | |
| **Bibliography** | | | |
| Bercovitch, S., ed. The Cambridge History of American LIterature. Cambridge: Cambridge UP, 1994.  High P. B. An Outline of American Literature. London: Longman, 1986.  Ruland, R., and M. Bradbury. From Puritanism to Postmodernism: A History of American Literature. New York: Penguin Books, 1992 (čes. 1997).  Jařab, J. American Poetry and Poets of Four Centuries. Praha: SPN, 1985. McQuade, D., ed. The Harper American Literature. New York: Harper Collins College Publishers, 1994.  Procházka, M., J. Quinn, and H. Ulmanová. Lectures on American Literature. Praha, 2002.  Gray, R. , A History of American Literature. Blackwell: Blackwell Publishing, 2004 | | | |

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| **General Information** | | | |
| **Course name** | History of American Literature 2 | **ECTS Credits** | **5** |
| **Semester** | **winter** |
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| **Aims** | | | |
| The aim of the course is to follow historical development of American literature since 1900 until today with an emphasis on the most significant authors, works and tendencies. Secondary aim is to enhance student ́s individual critical and creative thinking when analysing literary work. | | | |
| **Contents** | | | |
| 1. Introductory seminar  2. Conformity and Rebellion in Life and Literature – I. Texts: Edgar Lee Masters - Spoon River Anthology /poetry/  3. Conformity and Rebellion in Life and Literature – II. Texts: Allen Ginsberg - A Supermarket in California Lawrence Ferlinghetti - I Am Waiting /poems/  4. The Lost Generation and the Authors of Social Protest Texts: Sherwood Anderson - Death in the Woods /short story/ Ernest Hemingway - Indian Camp /short story/  5. The Secret of the South and Modern American Poetry Texts: William Faulkner - A Rose for Emily Carson McCullers – A Tree, A Rock, A Cloud /short stories/ Cormac McCarthy – The Road Texts: Edwin A. Robinson – Richard Cory Robert Frost - poems William Carlos Williams - The Dance Ezra Pound – In a Station of the Metro /poetry/  6. From Shadows to Sun: Harlem Renaissance and the Postwar African American Literature. Texts: Langston Hughes - poems Ralph Ellison – Battle Royal /an extract from the novel/ T. Morrisson – The Bluest Eye  7. Tutorials  8. Modern American Schlemiel: The Tradition of Antiheroism in Jewish Literature. Texts: Isaac Bashevis Singer: The Little Shoemakers Bernard Malamud: The Lady of the Lake /short stories/ Philip Roth – The American Pastoral  9. "Other" American Literatures. Texts: N. Scott Momaday: House Made of Dawn Maxine Hong Kingston: The Woman Warrior Sandra Cisneros: The House on Mango Street /extracts from the novels/  10. The American War Novel after World War I and World War II. Texts: Ernest Hemingway: Soldier's Home /short story/ Joseph Heller: Catch-22 /extract/  11. The Main Representatives of American Theatre and American Postwar Poetry Texts: Eugene O’Neill: selected play David Mamet: Olleana Texts: Sylvia Plath - poems Adrienne Rich - poems Denise Levertov - poems  12. Contemporary American Fiction Raymond Carver: Why Don't You Dance? /short story/ Richard Brautigan - Revenge of the Lawn /short stories/ Don Delillo – Falling Man | | | |
| **Evaluation** | | | |
| Active participation during seminars. Final oral exam. | | | |
| **Bibliography** | | | |
| Bercovitch, S., ed. The Cambridge History of American LIterature. Cambridge: Cambridge UP, 1994.  High P. B. An Outline of American Literature. London: Longman, 1986.  Ruland, R., and M. Bradbury. From Puritanism to Postmodernism: A History of American Literature. New York: Penguin Books, 1992 (čes. 1997).  Bradbury, M. The Modern American Novel. Oxford, New York: Oxford University Press, 1992.  Jařab, J. American Poetry and Poets of Four Centuries. Praha: SPN, 1985.  McQuade, D., ed. The Harper American Literature. New York: Harper Collins College Publishers, 1994.  Procházka, M., J. Quinn, and H. Ulmanová. Lectures on American Literature. Praha, 2002. | | | |

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| **General Information** | | | |
| **Course name** | History of British Literature 1 | **ECTS Credits** | **5** |
| **Semester** | **summer** |
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| **Aims** | | | |
| Students will acquire basic knowledge of the given periods of British literature, with the focus on the evolution of the English language and culture. They will develop their academic skills: close reading of literary texts; formulation of academic argument. | | | |
| **Contents** | | | |
| Course content: The course will focus on the literature written in the English language in the British Isles over centuries from the Anglo-Saxon period till the end of Romanticism. The course will concentrate on the greatest works and the most distinguished authors to present an overview of the main literary movements, the most important literary techniques and the ideas that dominated the world of letters.  LECTURES AND SEMINARS- DESCRIPTION  LECTURES- Topics  Anglo-Saxon Literature  Medieval literature  Tudor&Elizabethan Verse  Elizabethan Drama  William Shakespeare  17th century poetry (Cavalier &Metaphysical)  John Milton  Literature of the Restoration Period (John Dryden)  Augustan Prose & Satire (Jonathan Swift)  Popular Narrative (Daniel Defoe)  Rise of the Novel  18th Century Poetry (Alexander Pope)  The Age of Romanticism (William Blake)  Poets of the Age of Romanticism I  Poets of the Age of Romanticism II  Novel at the Turn of Centuries (18th /19th)    SEMINARS  1. Introduction to course  2. Beowulf (excerpt)  3. Geoffrey Chaucer: Canterbury Tales: The Wife of Bath's Tale  4. Renaissance poetry: Sr Thomas Wyatt: “I Abide and Abide and Better Abide,” Edmund Spenser: “The Faerie Queene,” William Shakespeare “Sonnet 18”  5. William Shakespeare: "A Midsummer Night's Dream"  6. Credit test 1  7. John Donne: “Meditation XVII,” “The Sun Rising”  8. John Milton: “Lycidas”  9. Jonathan Swift: “A Modest Proposal”  10. Tutorials  11. Alexander Pope: “Essay on Criticism”  12. William Blake: “London,” Samuel Taylor Coleridge: “Kubla Khan”  13. Credit test 2  14. Tutorials | | | |
| **Evaluation** | | | |
| Continuous assessment: Students will be asked to sit two credit tests (week 6 and 13). The sum of the scores from these two tests must be at least 65% in order for a student to be allowed to take the final exam. Since there are no retakes, the students must be present at both credit tests. Each student is required to have their own copy of the seminar materials. Failing to do so will result in considering the student absent for the given seminar session. Each student is allowed two absences of the seminar sessions at most. A higher number of missed seminars will result in failing the course, irrespective of exam results.  Final assessment: Written examination: Test based on the lecture content and compulsory reading. Mark % A93–100 B86–92 C78–85 D72–77 E65–71 FX64-0 NOTICE that LECTURE OUTLINES will be provided on the internet site ffweb.ff.upjs.sk/ vyuka. The outlines present some basic facts and extracts from the literary works discussed during lectures. The outlines, however, should not be perceived as a sole study source. Performing well on the final exam requires taking careful lecture notes and studying of the recommended literature. | | | |
| **Bibliography** | | | |
| Recommended texts:  Abrams, M.H. A Glossary of Literary Terms, heinle & heinle, 1999  Abrams, M. H. The Norton Anthology of English Literature, Volume I, II, W.W. Norton & Company, New York, London, 1993, or any more recent edition  Baštín,Š., Olexa, J., Studená, Z. Dejiny anglickej a americkej literatúry. Bratislava: Obzor, 1993.  Carter, R & McRae, J. , The Routledge History of Literature in English, London: Routledge, 2001.  Day, M.S. History of English Literature III. New York: Doubleday and Company, 1963.  Franko, Štefan Theory of Anglophonic Literatures, Prešov 1994  Holman, C. Hugh A Handbook to Literature, London: Colier Macmillan Publishers, 1986, or a more recent edition  Sanders, Andrew The Short Oxford History of English Literature, Oxford: Clarendon, 1994.  Stříbrný, Z. Dějiny anglické literatury I, II. Praha, 1987  Compulsory reading - exam:  The Dream of the Rood, G. Chaucer The Canterbury Tales, W. Shakespeare Macbeth Hamlet Jonathan Swift A Modest Proposal Daniel Defoe Moll Flanders Mary Shelley Frankenstein  Jane Austen Pride and Prejudice J. Keats Ode to a Nightingale William Blake Songs of Innocence and Experience S. T. Coleridge The Rime of the Ancient Mariner George Gordon Lord Byron So We'll Go No More a Roving William Wordsworth The World is too much with us | | | |

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| **General Information** | | | |
| **Course name** | History of British Literature 2 | **ECTS Credits** | **5** |
| **Semester** | **winter** |
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| **Aims** | | | |
| Students will develop their knowledge gained in the History of British Literature I learning about the key moments in British history and culture that influenced the development of British literature. Students will learn about the main literary movements, schools and their main representatives and will further develop their skills of literary analysis. | | | |
| **Contents** | | | |
| LECTURES – Topics  Victorian Novel:  High Victorian Novel (Dickens, Thackeray, Trollope, Gaskell/Late Victorian Novel (G. Eliot, T. Hardy, G. Meredith), Condition of England Novels, Variety of Victorian Fiction: Novels of the Bronte sisters; ‘Minor’ novelists: Stevenson, Collins, Stoker/  Edwardian Literature: (Wells, Bennett, Galsworthy, Maugham)  Victorian poetry (Tennyson, the Brownings, Rossetti)/  Works of O. Wilde and G.B. Shaw; Drama of the Irish Renaissance  From Realism to Modernism: Forster, Conrad, D. H. Lawrence  Modernist Literature: Experimental Modernist Fiction (Joyce, Woolf)/Modernist Poetry (Yeats, T.S. Eliot)  20th Century Poetry: Poetry of the WWI (R. Brooke, S. Sassoon, W. Owen); Poetry of the 30s and 40s (Auden’s circle, New Romanticism)/ Post-war poetry (the Movement, Hughes, Larkin, S. Heaney)  Post-war Drama/  Inter-war and Post-war Fiction – realistic tendencies (Waugh, Huxley, Greene, Campus novel)  Post-War Novel – Main Trends: Women and the Novel; Postcolonial Literature, Postmodernist Fiction; Magical realism  SEMINARS  Week 1: Introductory session. Overview.  Week 2: Ch. Dickens: The Pickwick Papers: Chapter 2; T. Hardy: A Tragedy of Two Ambitions.  Week 3: Ch. Bronte: Jane Eyre: Chapters 25-28  Week 4: J. Conrad: The Lagoon. J. Joyce: Counterparts.  Week 5: G.B. Shaw: How He Lied to Her Husband.  Week 6: Credit test 1.  Week 7: T. S. Eliot: The Lovesong of J.A.Prufrock. W. H. Auden: Funeral Blues.  Week 8: D. Thomas: Do not go gentle into that good night. S. Heaney: Digging.  Week 9: Caryl Churchill: Vinegar Tom  Week 10: A. Huxley: Brave New World: Chapter 18. Evelyn Waugh: An Englishman’s Home Week 11: Angela Carter: Puss in Boots. Salman Rushdie: Midnight’s Children, Chapter 1: The Perforated Sheet  Week 12: Credit test 2.  Week 13: Tutorials. | | | |
| **Evaluation** | | | |
| TEXTS for seminar analysis are provided on the internet site http://kosice.upjs.sk/~ffweb. Students will be asked to sit two credit tests, in weeks 6 and 12. Students must score a minimum of 65% at each of the tests in order to be allowed to take the final exam. There are no retakes for these two tests. Each student is required to bring a copy of the seminar readings to each seminar session. Students are required to read the respective texts and prepare their seminar assignments ahead of each seminar. If the student is unable to participate in the class discussion, they will be considered absent for the given seminar session. The students are allowed to miss a maximum of 2 sessions. In case that a student misses more than 2 sessions (or of they come to the sessions unprepared), they will be awarded an FX for the course, irrespective of the test results.  Final assessment: Written examination: Test based on the lecture content and compulsory reading. Mark % A 93–100 B 86–92 C 78–85 D 72–77 E 65–71 FX 64-0  NOTICE that LECTURE OUTLINES are provided on the internet site http://kosice.upjs.sk/ ~ffweb. The outlines present some basic facts and extracts from the literary works discussed during lectures. The outlines, however, should not be perceived as a sole study source. Performing well on the final exam requires taking careful lecture notes and studying of the recommended literature. | | | |
| **Bibliography** | | | |
| Recommended literature:  M.H. Abrams, A Glossary of Literary Terms, heinle & heinle, 1999  Abrams, M. H. The Norton Anthology of English Literature, Volume I, II, W.W. Norton & Company, New York, London, 1993, or any more recent edition  Bastín,S., Olexa, J., Studená, Z. Dejiny anglickej a americkej literatúry. Bratislava: Obzor, 1993.  Carter, R & McRae, J. , The Routledge History of Literature in English, London: Routledge, 2001. Day, M.S. History of English Literature III. New York: Doubleday and Company, 1963.  Franko, Stefan Theory of Anglophonic Literatures, Presov 1994  Franková, M. Britské spisovatelky na konci tisíciletí. Brno: MU, 1999.  Hilský, Martin, Soucasný Britský román, H&H, 1992  Hilský, Martin, Modernisté. Praha: Torst, 1995.  Holman, C. Hugh A Handbook to Literature, London: Colier Macmillan Publishers, 1986, or a more recent edition  Sanders, Andrew The Short Oxford History of English Literature, Oxford: Clarendon, 1994.  Stríbrný, Z. Dejiny anglické literatury I, II. Praha, 1987  Compulsory reading:  Charles Dickens Bleak House   Emily Bronte Wuthering Heights  Oscar Wilde The Importance of Being Earnest  Samuel Beckett Waiting for Godot  Joseph Conrad Heart of Darkness  Lawrence Sons and Lovers  Graham Swift Waterland  W. B. Yeats The Song of Wandering Aengus, Sailing to Byzantium, The Second Coming  R. Brooke The Soldier  W. H. Auden Musee des Beaux Arts  D. Thomas Hunchback in Park  T. Hughes The Jaguar   P. Larkin Church Going  S. Heaney Bogland | | | |

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| **General Information** | | | |
| **Course name** | History of Great Britain | **ECTS Credits** | **4** |
| **Semester** | **summer** |
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| **Aims** | | | |
| From the Roman conquest of 43 CE through the Elizabethan age to the contemporary trends of the 21st century, the course traces the key events that have shaped Great Britain and Ireland from earliest times to the present day. It illuminates the political, social, economic, and cultural developments of the British Isles. | | | |
| **Contents** | | | |
| Week 1: Introductory lesson  Week 2: The Anglo-Saxon Period  Week 3: The Early Middle Ages – Norman and Plantagenet  Week 4: The Later Middle Ages - Lancaster and York  Week 5: The Tudors  Week 6: REVISION I  Week7 The Stuarts  Week 8: The 18th and 19th century  Week 9: The 20th century I  Week 10: TUTORIALS  Week 11: BANK HOLIDAYS  Week 12 : The 20th century II  Week 13 : REVISION II  Week 14 : Tutorials | | | |
| **Evaluation** | | | |
| 1. Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/ her overall results are on the test(s). The student must be on time for class.  2. Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy or a completed home assignment for a particular seminar, you will be marked as absent.  3. Continuous assessment – students will take 2 credit tests. There will not be any re-take tests for the students who fail in one or both credit tests. Final assessment – After calculating a total of both tests the student must achieve 65% to get the credit. The final grade for the course will be based on the following grading scale. A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less. | | | |
| **Bibliography** | | | |
| -The History of Britain and Ireland, From Early People to the Present Day. Professor K.O.Morgan – general editor. Oxford University Press. 2006.  - other sources as instructed by the lecturer | | | |

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| **General Information** | | | |
| **Course name** | History of Great Britain - Selected Chapters | **ECTS Credits** | **3** |
| **Semester** | **winter** |
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| **Aims** | | | |
| To understand post-war history; to be better informed about the decades of changes that followed the end of the WWII. | | | |
| **Contents** | | | |
| Week 1: Introductory lesson  Week 2: The Impact of WWII  Week 3: Social trends, structures, values, behaviour  Week 4: Women and social change after 1945  Week 5: Cultural change  Week 6: REVISION I  Week7 Education since 1945  Week 8: Race relations  Week 9: Health and health care  Week 10: TUTORIALS  Week 11: BANK HOLIDAYS  Week 12 : The Welfare state since 1945  Week 13 : REVISION II  Week 14 : Tutorials | | | |
| **Evaluation** | | | |
| 1. Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/ her overall results are on the test(s). The student must be on time for class.  2. Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy or a completed home assignment for a particular seminar, you will be marked as absent.  3. Continuous assessment – students will take 2 credit tests. There will not be any re-take tests for the students who fail in one or both credit tests. Final assessment – The student must get 65% after calculating a total of both tests. The final grade for the course will be based on the following grading scale. A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less. | | | |
| **Bibliography** | | | |
| Addison, P., Jones,H.: A Companion to Contemporary Britain 1939-2000. Blackwell Publishing.2005.  Barker, R.: Political Ideas in Modern Britain. In and after the 20th century.Routledge.1997.  materials as instructed by the lecturer | | | |

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| **General Information** | | | |
| **Course name** | History of the USA | **ECTS Credits** | **4** |
| **Semester** | **winter** |
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| **Aims** | | | |
| The aim of the course is to consider the economic, social and political history of the USA from the earliest period. It provides an explanation of what happened and why. It captures the events, personalities that shaped the nation. It examines how historians have interpreted the past and provides a conceptual framework through which the past can be illuminated. | | | |
| **Contents** | | | |
| Week 1: Introductory lesson  Week 2: Discovery and settlement of the New World  Week 3: Independence and nation building  Week 4: An emerging identity  Week 5: The Jacksonian Era  Week 6: TEST 1  Week7 TUTORIALS  Week 8: Slavery, Secession and the Civil War  Week 9: Reconstruction and the Gilded Age  Week 10: World War I  Week 11: World War II  Week 12 : TEST 2  Week 13 : TUTORIALS  Week 14 : TUTORIALS | | | |
| **Evaluation** | | | |
| 1. Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the test(s). The student must be on time for class or he/she will be marked as absent.  2. Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy or a completed home assignment for a particular seminar, you will be marked as absent.  3. Continuous assessment – students will take 2 written tests – 1st in WEEK6, 2nd in WEEK12. There will not be any re-take tests .  Final assessment – The student who will get the credit has to achieve 65% after calculating a total of both tests. The final grade for the course will be based on the following grading scale. A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less. | | | |
| **Bibliography** | | | |
| Remini, Robert V. : A short history of the United States. Harper Collins. 2008.  Hamby, Alonzo L. : Outline of U.S. history.  Grant, Susan-Mary. : A concise history of the United States of America. Cambridge. 2012. .  materials as instructed by the lecturer | | | |

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| **General Information** | | | |
| **Course name** | History of the USA - Selected Chapters | **ECTS Credits** | **3** |
| **Semester** | **summer** |
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| **Aims** | | | |
| To provide a clear path through the complexities of American history in the 20th century. | | | |
| **Contents** | | | |
| Week 1: Introductory lesson  Week 2: Modern America : An American Empire, The Progressive Era  Week 3: The Great War  Week 4: The Roaring Twenties  Week 5: The Thirties  Week 6: REVISION I  Week7 The Second World War  Week 8: Through the Picture Window : Society and Culture 1945-1960  Week 9: Rebellion and Reaction in the 1960s and 1970s  Week 10: TUTORIALS  Week 11: BANK HOLIDAYS  Week 12 : At the turn of the century  Week 13 : REVISION II  Week 14 : Tutorials | | | |
| **Evaluation** | | | |
| 1. Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/ her overall results are on the test(s). The student must be on time for class.  2. Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy or a completed home assignment for a particular seminar, you will be marked as absent.  3. Continuous assessment – students will take 2 credit tests. There will not be any re-take tests for the students who fail in one or both credit tests.  Final assessment – The student must get 65% after calculating a total of both tests. The final grade for the course will be based on the following grading scale. A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less. | | | |
| **Bibliography** | | | |
| Tindall, G.B., Shi, D.E. : America. A narrative history. Volume 2. W.W.Norton & Company Inc. 2010 | | | |

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| **General Information** | | | |
| **Course name** | Institutions of Great Britain | **ECTS Credits** | **4** |
| **Semester** | **winter** |
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| **Aims** | | | |
| To achieve an understanding of the key theoretical terminology related to the themes and to acquire theoretical information on the given issues as well as an insight into the recent development of the situation in the set areas of British society. | | | |
| **Contents** | | | |
| The course Institutions in Great Britain develops on some of the themes that were introduced in the course Introduction to British Studies. The problem of social institutions (generation, gender, race and class) in GB are at the target of the course work based on the usage of both theoretical materials and information from media (journals, newspapers, broadcasting).  Week 1: Introduction  Week 2: Instructor: Mgr. Sabovikova Introduction to the course. Course organization. R: Royle (trends in post-war....)  Week 3: Instructor: Mgr. Sabovikova Ethnicity, race & minorities in British society R: Hiro (Introduction.... ), Hiro (The future ...)  Week4-7: Instructor: Doc Nieves Pascual Soler Gender Household  Week 8: Instructor: Mgr. Sabovikova Class in British society R: Storry( Class and politics)  Week 9: Instructor: Mgr. Sabovikova Religion in British Society R: ffweb  Week 10: Instructor: Mgr. Sabovikova Family in British society R: Harris (The family...), Bernardes (Families in society)  Week 11 Instructor: Mgr. Sabovikova: Homosexuality in British society R: ffweb  Week 12: Instructor: Mgr. Sabovikova Drugs in British society R: ffweb  Week 13: Tutorials  Week 14 : Tutorials | | | |
| **Evaluation** | | | |
| 1. Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the tests(s). The student must be on time for class.  2. Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises.  3. Continuous assessment – students will take 2 written tests. There will not be any re-take tests for the students who failed in one or both credit tests.  Final assessment – scores of both tests will be summed up and it must be minimum 65%, which is a pass mark for the course. Otherwise, the students will not receive credits for the course. The final grade for the course will be based on the following grading scale. A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less. | | | |
| **Bibliography** | | | |
| Bilton, T et al.: Introductory Sociology. Macmillan, London, 1996  Bassnett, S. (ed.): Studying British Cultures. Routledge, London, 1997  Bennett, T.: Understanding Everyday Life. The Open University, 2002  Braham, P.: Social Differences and Divisions. The Open University, 2002  Spittles, B.: Britain since 1960. Macmillan, London, 1995  Storry, M. (ed.): British Cultural Identities. Routledge, London, 1997  Bernardes, I.: Family Studies, An Introduction. London, Routledge, 1997  Hiro, D.: Black British, White British, A History of Race Relations in Britain. London, Grafton Books, 1991  Solomon, J.: Race and Racism in Contemporary Britain. London, Macmillan, 1991 | | | |

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| **General Information** | | | |
| **Course name** | Institutions of the USA | **ECTS Credits** | **4** |
| **Semester** | **summer** |
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| **Aims** | | | |
| This is a graduate course designed to examine political institutions in contemporary America. | | | |
| **Contents** | | | |
| Session 1 (February 20). -Key documents and concepts -Checks and Balances  Session 2 (March 20). -Political parties and elections -Foreign relations  Session 3 (May 15). -Domestic relations -Test -Final discussion | | | |
| **Evaluation** | | | |
| Class participation – 20% Test – 30% Course exam (Final Discussion) – 50%  The final grade for the course will be based on the following grading scale: A100-93% B92-86% C85-78% D77-72% E71-65% FX 64% and less  Cheating and/or plagiarism will result in an automatic FX for the course and a memo to the Head of the Department explaining why the FX was awarded. | | | |
| **Bibliography** | | | |
| Alperson, P. ed. (2002). Diversity and Community: An Interdisciplinary Reader. Oxford: Blackwell Publishing Ltd.  Ashmore, R. D. & Jussim, L. ed. (1997). Self and Identity: Fundamental Issues. New York: Oxford University Press Inc.  Bennett, T., Grossberg, L. & Morris, M. ed. (2005). New Keywords: A Revised Vocabulary of Culture and Society. Oxford: Blackwell Publishing Ltd.  McKay, D., (2009) American Politics and Society, Wiley-Blackwell.  Websites:  The New York Times - http://www.nytimes.com/  The Washington Post - http://www.washingtonpost.com/  CNN - http://edition.cnn.com/  MSNBC - http://www.msnbc.msn.com/ | | | |

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| **General Information** | | | |
| **Course name** | Intercultural Speech Communication | **ECTS Credits** | **5** |
| **Semester** | **winter** |
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| **Aims** | | | |
| This course provides an introduction to communication between people from different cultural groups with focus on gender aspect. Course content concentrates on the application and discussion of theory and research to intercultural communication in relation to gender differences in communication. Course format includes theory practice, cross-cultural simultions and critical analysis of selected films or readings. | | | |
| **Contents** | | | |
| 1. Defining communication. Models of Communication. Contexts of Communication.  2. Defining Culture and Identities. Culture - 19th century definition versus today ́s definition. Cultures within Cultures. Subculture. Economic and Social Class. Ethnicity. Co-Culture. Subgroup. The Concept of Race. Identity and Race.  3. Intercultural Communication Competence. Personality Strength. Communication Skills. Psychological Adjustment. Cultural Awareness. Intercultural Communication Ethics. Cultural Definitions of Communication. Confucian Perspectives on Communication. Western Perspectives on Communication. Components of Communication. The Media of Intercultural Communication.  4. Barriers to Intercultural Communication. Anxiety. Assuming Similarity Instead of Difference. Ethnocentrism. Stererotypes and Prejudice.  5. Nonverbal Communication. Nonverbal Behaviours as Cues. Nonverbal Communication as Intentional Communication. Knowing Cultures Through Nonverbal Messages. Nonverbal Message Codes. Proxemics. Kinesics. Chronemics. Paralanguage. Silence. Haptics. Clothing and Physical Appearance. Territoriality. Olfactics.  6. Dimensions of Culture. Individualism versus Collectivism. Masculinity versus Feminity. Power Distance. Uncertainty Avoidance. Long-Term versus Short-Term Orientation. Environmental Sustainability.  7. Culture and Gender. Gender and Communication. Status of Women. World Economic Forum Study. Comparison of Individual Countries. Family Units.  8. Gender and Communication Theories. Genderlect styles. Theory of Deborah Tannen.  9. Gender and Communication Theories. Standpoint Theory of Sandra Harding & Julia Wood.  10. Gender and Communication Theories. Muted Group Theory of Cheris Kramarae.  The list of topics does not overlap with the number of semester weeks.  Some topics will require more weeks to be explained in detail. | | | |
| **Evaluation** | | | |
| oral presentation = 50% You will be assigned to a topic. You will be responsible for facilitating class discussion regarding the information assigned to you. Use whatever creative teaching methods (e.g., videotapes, audiotapes, role-playing, movie clips, etc) you think will clarify the information for the class. Please make one copy of your handout(s) with a summary of the main points you aim to cover, or additional information you think might enhance our understanding of your subject matter for every member of the class. Your oral presentation should be well delivered, both creative and informative. Presentations will be evaluated based on:  (1) clarity and creativity of your presentation;  (2) illustration of intercultural concepts;  (3) the substance of your presentation; and  (4) your effectiveness of facilitating class involvement and discussion.  Written test  Final grades will be calculated on the basis of points scored in each evaluation activity = oral presentation (50%) + written test (50%) FINAL EVALUATION : A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64% and less | | | |
| **Bibliography** | | | |
| Griffin, E. (2006). A first look at communication theory. McGraw-Hill, Inc. NY.  Jandt, F. E. (2013). An Introduction to Intercultural Communication: Identities in a Global Community. Sage Publications, Inc.  West, R., Turner, H.L. (2000). Introducing Communication theory. Mayfield Publishing Company. London. | | | |

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| **General Information** | | | |
| **Course name** | Introduction to American Studies | **ECTS Credits** | **5** |
| **Semester** | **winter** |
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| **Aims** | | | |
| The course is intended as an introductory course in American culture and society for British and American Studies undergraduate students. It relates basic facts about life in the USA, including key terms and notions that define it, in order to enable the learner of English to better understand the cultural context within which the English language was developed and is used. | | | |
| **Contents** | | | |
| 1. Introduction  2. Geography  3. Demographics  4. Ideas that shaped the US  5. Government  6. Lifestyles  7. Media  8. Education  9. Religion  10. Arts | | | |
| **Evaluation** | | | |
| There will be two tests taking during the semester. The midterm test will cover topics 1-5, the end-of-term test will cover topics 6-10. Each student will need to get a combined score of no less than 65 points in order to be allowed to take the Final Test. The instructor will also be taking attendance every week. Any students deemed unprepared will be marked as absent. The maximum number of absences allowed is 2 per semester.  Any student who fails to achieve the required minimum of 65 points on the midterm and end-ofterm tests has failed the class. For the rest of the students, the final assessment will be determined solely by their score on the Final Test. The Final Test will be taken during the exam period (Jan- Feb). Two retakes are possible; the most recent score always counts.  The instructor will post exam dates in the AIS at the beginning of December and students will sign up for the test well in advance in the AIS. Any registration changes have to be performed no less than 24 hours before the test takes place. The grading scale is A [100-93], B [92-86], C [85-78], D [77-72], E [71-65], FX [64-0]. | | | |
| **Bibliography** | | | |
| Robert Murphy. Uvod do kulturni a socialni antropologie. SLON, 2004  Portrait of the USA (http://usa.usembassy.de/etexts/factover/homepage.htm)  Oxford Guide to British and American Culture. 2nd ed. Oxford University Press, 2005. (reference book--available at the FF UPJS library)  other primary/secondary texts as specified by the instructor | | | |

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| **General Information** | | | |
| **Course name** | Introduction to British Studies | **ECTS Credits** | **5** |
| **Semester** | **winter** |
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| **Aims** | | | |
| This course introduces basic topics and concepts of British society, culture and institutions, many of which will be later studied in greater detail in separate courses. The topics include geography, politics, social and cultural issues. Learning Outcomes:  By the end of this course, student will be able to:  • understand and explain basic concepts of British Studies  • compare these with Slovak context  • apply this theoretical knowledge to understanding and analysis of simple media texts | | | |
| **Contents** | | | |
| Week1 Course Introduction  Week2 Seminar: Geography, Country and People Reading - Chapters 1 and 3  Week3 Seminar: Identities Reading - Chapter 4  Week4 Seminar: Attitudes Reading - Chapter 5  Week5 Seminar: Political Life, Monarchy Reading - Chapters 6, 7  Week6 Seminar: Government, Parliament, Elections Reading – Chapters 8, 9, 10  Week7 Tutorials  Week8 Seminar: Law, International Relations Reading - Chapters 11, 12  Week9 Seminar: Education Reading – Chapter 14; articles (ffweb)  Week 10 Seminar: Religion Reading – Chapter 13; articles (ffweb)  Week 11 Seminar: Media Reading – Chapter 16; articles (ffweb)  Week 12 Seminar: Welfare Reading - Chapter 18  Week 13 Tutorials  Week 14 Tutorials  LECTURES:  Week 1 - no lecture  Week 2 - Geography  Week 3 - Regions  Week 4 - Family & Gender  Week 5 - Monarchy, Class, Welfare  Week 6 - Politics  Week 7 - Tutorials - no lecture  Week 8 - Law, Foreign Relations  Week 9 - Education  Week 10 - Religion, Multicultural Society  Week 11 - Media  You should also read the rest of the chapters from your coursebook to be prepared for the final exam. Should you come across anything you wish to discuss, 3 weeks of tutorials during the semester are reserved for this very purpose. Every student MUST have their own copy of O’Driscoll’s book. All the other materials and assignments for home study will be available online at: http://ffweb.ff.upjs.sk/vyuka//Katedra%20Anglistiky%20a%20Amerikanistiky/Sabovikova/ Introduction%20to%20BS/  Lecture handouts are available online at: http://ffweb.ff.upjs.sk/vyuka/Katedra%20Anglistiky%20a%20Amerikanistiky/Tomascikova/ Introduction%20to%20BS%20Lectures/  If you have any questions, do not hesitate to talk to your instructors before or after classes or, preferably, during office hours. Do not send email unless absolutely necessary and remember that in addition to teaching and preparing for classes, we have many other duties which make it impossible for us to check our emails constantly and to reply within 24 hours. Before asking a question related to the organization of the course, assessment etc., make sure it has not already been answered on the department website, in the course syllabus or in class. | | | |
| **Evaluation** | | | |
| • Regular Class Attendance Students are allowed to miss no more than 2 seminars for whatever reason. Please reserve these for when you are sick or have other serious reasons to be absent since you only have these 2 options and no more! Once you have missed more than 2 seminars, you will not be allowed to continue the course and take the exam. Should anyone come unprepared, he or she will be asked to leave and considered absent from the seminar. The same applies to failure to participate in class activities and discussion.  • Quizzes Students are expected to complete their readings prior to each class and bring a copy of readings with them to class. To make sure that each student prepares regularly and, thus, to ensure the possibility of classroom discussion, most of the classes will start with a short 10point quiz on the required readings for the given week. If a student fails to attend a class, they will score 0 points for the quiz. However, the results of the worst two quizzes will be automatically dropped when calculating the final score. The SUM of the scores from these quizzes must be AT LEAST 65% in order for a student to be allowed to take the final exam.  Final Assessment Written exam taken during the examination period, covering materials assigned for home reading, discussed in seminars and lectures. Every student is entitled to 2 retakes if necessary, which means 3 chances for passing the exam. There are no more retakes so please keep this in mind and do not ask for any, official or unofficial. Grading policy: A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less | | | |
| **Bibliography** | | | |
| O’Driscoll, J.: Britain for Learners of English. Oxford: OUP, 2009.  Recommended Reading:  Oakland, J.: British Civilisation. Routledge, London, 2002.  Oakland, J.: Contemporary Britain. Routledge, London, 2001.  Sevaldsen, J.: Contemporary British Society. Akademis, Copenhagen, 2005.  Storry, M. (ed.): British Cultural Identities, Routledge, London, 1997. | | | |

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| **General Information** | | | |
| **Course name** | Introduction to Cultural Studies | **ECTS Credits** | **5** |
| **Semester** | **winter** |
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| **Aims** | | | |
| Throughout (especially the second half of) the 20th century, the Humanities have gradually evolved towards a holistic, descriptive concept of culture. This course will offer students the chance to trace this evolution through a brief introduction to the birth, development and consolidation of the so- called ‘British school’ of cultural studies. Thus, some of the most important concepts and theoretical contributions will be presented even if the ultimate aim of the course is to offer a selection of contexts in which students should be able to put such concepts and theories into practice. Overall, this course will invite students to access the ‘context’ behind all ‘texts’ under analysis, placing emphasis on ideological and identity-related questions. In order to do so, guidelines will be provided that may well serve to study and analyse all kinds of cultural products and materials, not necessarily of a literary nature, including e.g. TV programmes, music videos, promotional materials, humoristic texts...The course will thus foster a global, holistic concept of ‘text’, as well as provide critical analysis tools to be applied to a wide range of genres.  Even if this course may be seen to help students master all of the skills derived from this MA, emphasis will be placed on the acquisition of  (1) theoretical and practical knowledge that will enable students to specialise in English, gender and cultural studies;  (2) the mechanics of critical analysis; and  (3) strategic skills enabling students to put their knowledge into practice, thereby having an impact on their society.  Such skills should prove useful not only in research but also in a wide range of professional environments including teaching, translation, intercultural mediation and the media. | | | |
| **Contents** | | | |
| This course will offer a review of some of the main concepts in use within cultural studies, as well as provide practical context for their application | | | |
| **Evaluation** | | | |
| Students will be assessed according to their performance in a multiple-choice test, to be taken on a date that shall be agreed between lecturer and students. At any rate, this will be before the semester ends. Grades will be as follows: Mark % A93–100 B86–92 C78–85 D72–77 E65–71 FX64-0 Grades will be as follows: Mark % A93–100 B86–92 C78–85 D72–77 E65–71 FX64-0 | | | |
| **Bibliography** | | | |
| The textbook used in the course will be the following:  Walton, David 2008: Introducing Cultural Studies. Learning through Practice. London, Sage.  Other reading assignments might be added once the course has started.  Complementary bibliography:  Barker, Chris 1999: Television, Globalization and Cultural Identities. Maidenhead, Open University Press / McGraw-Hill.  Dyer, Richard 1992: Stars. London, British Film Institute.  Fairclough, Norman 1995: Critical Discourse Analysis. The Critical Study of Language. London, Longman.  Fairclough, Norman 2003: Analysing Discourse : Textual Analysis for Social Research. London and New York, Routledge.  Foucault, Michel 1984 [1969]: L’Archéologie du savoir. Paris, Gallimard.  Kress, Gunther and Leeuwen, Theo van 2001: Multimodal Discourse : The Modes and Media of Contemporary Communication. London and New York, Arnold / Oxford University Press.  Pérez Rodríguez, Eva María and Prieto Arranz, José Igor 2006: Commenting on Texts. Literature, History, the Media. Palma de Mallorca, Servei de Publicacions de la Universitat de les Illes Balears.  Smith, Anthony D. 1991: National Identity. London, Penguin.  Storry, Mike and Childs, Peter 2002: British Cultural Identities. London and New York, Routledge.  Wodak, Ruth et al. 1999: The Discursive Construction of National Identity. Edinburgh, Edinburgh University Press.  Zoonen, Liesbet Van 2004: Feminist Media Studies. London, Sage.  Turner, Graeme 2003: British Cultural Studies. An Introduction. London and New York, Routledge. | | | |

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| **General Information** | | | |
| **Course name** | Introduction to Gender Studies | **ECTS Credits** | **4** |
| **Semester** | **winter** |
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| **Aims** | | | |
| The aim of the course is to present basic gender theories and their further development. | | | |
| **Contents** | | | |
| The course provides students with basic terminology. After completing the course students are able to discuss and critically evaluate essential gender theories. Core topics, such as – feminist theories, gender identities and their presentation in media will be discussed. Classes will be mainly discussion oriented with students required to actively participate on regular basis.  Week 1: Introductory lesson  Week 2: Feminist theories  Week 3: Gender Identities  Week 4: Masculinities  Week 5: Femininities  Week 6: Freudian theory  Week 7: Tutorials  Week 8: Gender and class  Week 9: Gender and family  Week 10: Gender and race/ethnicity  Week 11: Public/Private  Week 12: Gender and violence  Week 13-14: Tutorials | | | |
| **Evaluation** | | | |
| Attendance - students are expected to attend each class according to the schedule. No transfers among the groups are allowed. Students are allowed to miss two classes at the most. Should s/he miss three or more classes, s/he will not receive credits for the course. The student must be on time for class or s/he will be marked as absent.  Class participation – 20% Research paper – 30% (deadline for the paper: Week 10) Course exam – 50% The final grade for the course will be based on the following grading scale: A100-93% B92-86% C85-78% D77-72% E71-65% FX 64% and less  Cheating and/or plagiarism will result in an automatic FX for the course and a memo to the Head of the Department explaining why the FX was awarded. | | | |
| **Bibliography** | | | |
| Foucault, M. History of Sexuality, Vol. I, II, III. New York: Vintage Books, 1990  Beasley, C. (2005). Gender and Sexualities: Critical Theories, Critical Thinkers. London: Sage Publications Ltd.  Browne, J. ed. (2007). The Future of Gender. Cambridge: Cambridge University Press.  Butler, J. (2002). Gender Trouble: Feminism and the Subversion of Identity. New York: Routledge.  Chafetz, J. S. ed. (2006). Handbook of the Sociology of Gender. Springer. | | | |

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| **General Information** | | | |
| **Course name** | Introduction to Linguistics | **ECTS Credits** | **5** |
| **Semester** | **winter** |
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| **Aims** | | | |
| to master fundamental linguistic terminology, basic ideas, conceptions and approaches (Geneva school, Prague School of Linguistics, American descriptivism, Transformational and Generative Grammar), basic methods (synchronic, diachronic), development of language, language types, language levels. | | | |
| **Contents** | | | |
| 1. Linguistics – grammar – philology. The purpose of linguistics. Synchronic – linguistics. Prescriptive – descriptive grammar. Universal grammars . Linguistics in the system of sciences.  2. Sources and properties of human language. Spoken and written forms of language (biological, historical, functional, structural priorities of the spoken form).  3. The functions of language  4. Langage – langue – parole vs competence - performance  5. Language as a system of signs – Saussure, Ogden+Richard. Bilateral and unilateral theories of linguistic sign. Linguistic sign, Saussure‘s approach, features of linguistic sign – arbitrariness, discontinuity, and linearity, Ogden & Richard’s semiotic triangle (signification, designation, denotation),  6. Difference between the denotative and the connotative meanings (factors affecting connotation – territorial, social, stylistic, temporal), type – token relation.  7. Phonetics and Phonology; acoustic, articulatory, auditory phonetics, cardinal Vowel Scheme, Phoneme, allophone, phone, describing consonants, describing phonemes, diphthongs distinctive features, complementary distribution, minimal pairs, 8. Morphology – morpheme, morph, inflection, derivation  9. Word-formation, its position in the system, methods – semasiological, onomasiological, moneme, determinant – determinatum, word-formation processes,  10. Lexicon – lexical entries abd words Lexicology, semantics, lexical semantics, word-formation Lexeme, lexical unit, sememe, seme, naming unit  11. Paradigmatic relations between lexical units – antonymy, synonymy, homonymy, polysemy, hyperonymy, multi-word units, lexical fields, metaphor, metonymy  12. Syntax – sentence, clause, phrase Phrase structure grammar Functional Sentence perspective; theme, rheme, the role of context  13. The development of the English language – analytic/synthetic languages, Germanic languages Development of the English grammar system from the synthetic to the analytical type of language: analytic trends, word-order, Possessive Case and its adjectivization,  14. Language and culture – linguistic determinism, Sapir-Whorf hypothesis, linguistic relativism. Varieties of the English language | | | |
| **Evaluation** | | | |
| Attendance - students are expected to attend each class according to schedule. The student must be on time and prepared for class and bring her/his own seminar materials.  Continuous assessment: 1. Test 1 in week 8 based on the topics discussed at lectures and seminars throughout the first 6 weeks of the semester 2. Test 2 in week 12 based on the topics discussed at lectures and seminars in weeks 7-12 Minimum to pass is 65 % for both tests together. It is a condition for the final exam. There is no retake for continuous assessment. In the case the students fail to achieve a positive percentage in continuous assessment they will not be allowed to take part in the final exam test.  Final assessment: exam – written form FINAL ASSESSMENT Exam Max. % - 100 Pass % - 65 FINALEVALUATION=finalassessmentmark:Mark%A92–100B87–91C82–86D77 –81E65–76FX64andless | | | |
| **Bibliography** | | | |
| Lectures  Černý, J. 1996. Dějiny lingvistiky. Olomouc: Votobia  Černý, J. 1998.Úvod do studia jazyka. Olomouc: Votobia  Gregová, R.; Körtvélyessy, L. 2009. Introduction to Linguistics. A practical coursebook. Presov: Slovacontact  Stekauer, P. (ed.) 2000. Rudiments of English Linguistics. Presov: Slovacontact  Stekauer, P. 1993. Essential of English Linguistics. Presov: Slovacontact  Lyons, J. 1995. Language and Linguistics. Cambridge: CUP  Hudson R. 1995. Invitation to linguistics. Oxford UK & Cambridge USA: Blackwell.  Ondruš, Š., Sabol, J. 1987. Úvod do štúdia jazykov. Bratislava: SPN  Robins R.H. 1971. General linguistics. An Introductory Survey. - L.: Longman. | | | |

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| **General Information** | | | |
| **Course name** | Introduction to Literary Theory | **ECTS Credits** | **5** |
| **Semester** | **winter** |
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| **Aims** | | | |
| Students will get basic information about literary communication and the character of a literary work. Special attention will be paid to basic elements of poetry, fiction and drama. The aim of the course is also to sustain student’s abilities of literary analysis and interpretation. | | | |
| **Contents** | | | |
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| **Evaluation** | | | |
| TEXTS for seminar analysis are provided on the internet site http://kosice.upjs.sk/~ffweb. Each student is required to bring their OWN copies of the materials as well as their own written preparation for the assignments given ahead of each seminar. Otherwise the student will be considered absent. Students will be asked to sit two short credit tests, which will NOT be announced in advance. The SUM of the scores from both tests must be 50% in order for a student to be allowed to take the final exam. Since there are NO RETAKES for the tests, it is advisable for the students to be present at every seminar and prepare in advance. Active participation and presence at seminars is also reflected in the evaluation mark. Students are allowed to miss NO MORE THAN two seminars during the semester. | | | |
| **Bibliography** | | | |
| .: Literary Theory.: Introduction. Minneapolis: University of Minnesota, 1996.  2. ABRAMS, M. H. A Glossary of Literary Terms. Cornell University, 1993.  3. BARNET, S. A Short Guide to Writing about Literature, 7th edition, New York: Harper Collins Publishers, 1996.  4. CUDDON, J. A. Dictionary of Literary Terms and Literary Theory. London: Penguin Books, 1992.  5. Franko, Š.: Theory of Anglophonic Literatures. Prešov: Slovacontact, 1994.  6. Culler, J.: Literary Theory. A Very Short Introduction. Oxford: Oxford UP 2000.  7. Wellek, R., Warren, A.: Theory of Literature (new revised ed.). London: Penguin 1993. | | | |

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| **General Information** | | | |
| **Course name** | Introduction to Philosophy, Sociology, Religious Studies, and Politics | **ECTS Credits** | **5** |
| **Semester** | **summer** |
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| **Aims** | | | |
| The aim of this course is to introduce students to the basic concepts of Philosophy, Sociology, Religion and Politics from the point of view of Gender Studies. | | | |
| **Contents** | | | |
| Feminism in the 19th century: Margaret Fuller  Early 20th century: Charlotte Perkins Gilman and Simone de Beauvoir Second Wave Feminism: Betty Friedan and Kate Millett  Outline of sessions:  1st session: Gloria Anzaldúa: “Towards a New Consciousness.” Audre Lorde: “Age, Race, Class, and Sex: Women Redefining Difference.”  2nd session Maxine Hong Kingston: “No Name Woman.” Jill Johnston. “Was Lesbian Separatism Inevitable?” Available at: http://www.glreview.com/ issues/13.2/13.2-johnston.php  3rd session Rita Mae Brown. “What We Can Learn from Animals.” Available at: http:// www.huffingtonpost.com/rita-mae-brown/what-we-can-learn-from-an\_b\_322298.html “Rita Mae Brown: Loves Cats, Hates Marriage.” Available at: http://www.time.com/time/arts/article/0,8599,1723482,00.html Christina Hoff Sommers “The War Against Boys.” Available at: http://www.nytimes.com/books/first/s/sommers-war.html  4th session. October 25 Susan Faludi. “American Electra.”  5th session. Presentation of students and general discussion | | | |
| **Evaluation** | | | |
| 1. Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the tests(s). The student must be on time for class.  2. Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises.  3. Continuous assessment – students will take 2 written tests. There will not be any re-take tests for the students who failed in one or both credit tests. From these tests together students need to achieve 50% in order to qualify for the exam. Should students fail to do so they will not be allowed to sit the exam during the exam period.  Final assessment – a written exam during the exam period. Two retakes are possible; the most recent score always counts. The instructor will post exam dates in the AIS. Any registration changes have to be performed no less than 24 hours before the test takes place. The final grade for the course will be based on the following grading scale. Mark % A90–100 B80–89 C70–79 D60–69 E50–59 FX49-0 | | | |
| **Bibliography** | | | |
| Alarcón, Norma. “Anzaldúa’s Frontera: Inscribing Gynetics.” Displacement, Diaspora and Geographies of Identity. Ed. Smadar Lavie & Ted Swedenburg. Durham, NC: Duke UP, 1996. 41-53.  Anzaldúa, Gloria. Borderlands/La Frontera: The New Mestiza. San Francisco: aunt lute, 1987. Chapter: “La consciencia de la mestiza: Towards a New Consciousness.” 77-91  Brown, Rita Mae. Animal Magnetism: My Life with Creatures Great and Small. NY: Ballantine, 2009. Chapter: “Money Isn’t Everything—Love Is” (3-8) & “Animals Bring Out the Best in Us” (63-72).  Faludi, Susan. Backlash: The Undeclared War Against Women. NY: Three Rivers Press, 2006. Chapters: “Betty Friedan: Revisionism as a Marketing Tool” (329-35) & “Carol Gilligan: Different Voices or Victorian Echoes?” (336-44).  Johnston, Jill. Lesbian Nation: The Feminist Solution. NY: Simon & Schuster, 1973. Chapter: “The Second Sucks and the Feminine Mystake.”  Kingston, Maxine Hong. The Woman Warrior: Memoirs of a Girlhood among Ghosts. NY: Vintage, 1977. Chapter 1: “No Name Woman.”  Lee, Anna. "For the Love of Separatism." Lesbian Philosophies and Cultures. Ed. Jeffner Allen. Albany: State University of New York Press, 1986. 143-58.  Lorde, Audre. Sister Outsider: Essays and Speeches by Audre Lorde. Berkeley, CA: The Crossing Press, 1984. Chapters: “The Master’s Tools Will Never Dismantle the Master’s House” (110-13) & “Age, Race, Class, and Sex: Women Redefining Difference” (114-23).  Sommers, Christina Hoff. The War Against Boys: How Misguided Feminism is Harming Our Young Men. NY: Touchstone, 2000. Chapter: “Where the Boys Are” (17-44). | | | |

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| **General Information** | | | |
| **Course name** | Introduction to the Study of Language | **ECTS Credits** | **4** |
| **Semester** | **winter** |
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| **Aims** | | | |
| to master fundamental linguistic terminology, basic ideas, conceptions and approaches (Geneva school, Prague School of Linguistics, American descriptivism, Transformational and Generative Grammar), basic methods (synchronic, diachronic), development of language, language types, language levels. | | | |
| **Contents** | | | |
| 1. Language and linguistics  2. Sources and properties of human language  3. Language and its structure. Linguistic sign (Peirce, Saussure, Ogden and Richards)  4. Langage – langue – parole vs. competence - performance  5. Functions of language (Finch, Jakobson)  5. Language levels  6. Phonetics and phonology. Prosodic features of a language  7. Inflectional and derivational morphology 8. Lexicology. Lexicon. Stratification of vocabulary  7. Syntax. Sentence types and sentence analysis  8. Semantics. Connotation and denotation  9. Paradigmatic relations between lexical units – antonymy, synonymy, homonymy, polysemy, hyperonymy, multi-word units, lexical fields, metaphor, metonymy  10. Language typology and universals  11. Language and culture. Linguistic relativism and linguistic determinism  12. Discourse. Approaches to discourse  13. Discourse analysis  14. Language and gender | | | |
| **Evaluation** | | | |
| Attendance - students are expected to attend each class according to schedule. Should the student miss the classes without relevant reason, he/she will not receive credits for the course no matter what his/her overall results are on the tests. The student must be on time for class or he/she will be marked as absent.  Continuous assessment: 1. Test 1 based on the topics discussed at lectures and seminars throughout the first part of the semester. 2. Test 2 based on the topics discussed at lectures and seminars throughout the first part of the semester. Minimum to pass is 50% for both tests together. It is a condition for the final exam. There is no retake for continuous assessment. In the case the students fail to achieve a positive percentage in continuous assessment they will not be allowed to take part in the final exam test.  Final assessment: exam – written form FINAL ASSESSMENT Exam Max. % - 100 Pass % - 65 FINAL EVALUATION = final assessment mark: Mark % A 90 – 100 B 80 – 89 C 70 – 79 D 60 – 69 E 50 – 59 FX 49 and less. | | | |
| **Bibliography** | | | |
| Lectures Černý, J. 1996. Dějiny lingvistiky. Olomouc: Votobia  Černý, J. 1998.Úvod do studia jazyka. Olomouc: Votobia  Gregová, R.; Körtvélyessy, L. 2009. Introduction to Linguistics. A practical coursebook. Presov: Slovacontact  Stekauer, P. (ed.) 2000. Rudiments of English Linguistics. Presov: Slovacontact  Stekauer, P. 1993. Essential of English Linguistics. Presov: Slovacontact  Lyons, J. 1995. Language and Linguistics. Cambridge: CUP  Hudson R. 1995. Invitation to linguistics. Oxford UK & Cambridge USA: Blackwell.  Ondruš, Š., Sabol, J. 1987. Úvod do štúdia jazykov. Bratislava: SPN  Robins R.H. 1971. General linguistics. An Introductory Survey. - L.: Longman. | | | |

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| **General Information** | | | |
| **Course name** | Language Competences for Language Certificates | **ECTS Credits** | **2** |
| **Semester** | **winter, summer** |
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| **Aims** | | | |
| This is an upper-intermediate practicum for obtaining and developing necessary skills for international language certificates of TOEFL and TOEIC. Learners develop listening, speaking, reading and writing skills through practice and understand grammar through a wide variety of topics related to language testing. | | | |
| **Contents** | | | |
| 1. Language Testing, Its History, Background, Requirements  2. Learning Techniques, Hints and Tips  3. Developing Listening Skills  4. Developing Speaking through Listening  5. Developing Effective Reading  6. Vocabulary Building  7. Developing Writing for Testing  8. Understanding Grammar in Speaking  9. Developing Grammar in Writing  10. Real Test Practice  11. Scoring, Assessment and Self-Development | | | |
| **Evaluation** | | | |
| Class attendance Students are expected to attend each class according to the schedule. Transfers among the groups are possible. In case you miss one class you are required to attend the class with a different group or excuse your absence with a valid doctor’s certificate. In case you miss more than two classes, you will not receive credits for the course. You must be on time for class. Should you miss the first ten minutes of a particular seminar session your presence in the class will not count. Preparation Students are expected to make their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy of the required study materials or a completed home assignment for a particular seminar, your presence in class will not count. If you arrange with the tutor in advance not to attend a class session, you will be expected to submit any assignment on the subsequent session. The final result is calculated according to the following formula: (1st CREDIT TEST) + (2nd CREDIT TEST) = FINAL MARK A100-93 B92-86 C85-78 D77-72 E71-65 FX64-0 | | | |
| **Bibliography** | | | |
| 1. Educational Testing Services, Official TOEFL iBT® Tests with Audio, Volume 1  2. Educational Testing Services, The Official Guide to the TOEFL® Test, Fourth Edition, McGraw Hill, New York, ISBN: 978-0-07-176657-9  3. Longman Preparation Series for the TOEIC Test: Advanced Course, Third Edition, Pearson ESL, ISBN-10: 0130988421 | | | |

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| **General Information** | | | |
| **Course name** | Language Skills 1 | **ECTS Credits** | **4** |
| **Semester** | **winter** |
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| **Aims** | | | |
| To develop and improve essential language skills on advanced level(listening, speaking, reading, writing) and increase students ́ language competence with a special focus on how to use real language. The course introduces various interesting topics, revises useful points of English grammar (verbs, nouns, pronouns, articles, linking words, determiners, conditionals, reported speech, etc.) and language functions, familiarises students with word formation, new vocabulary, provides systematic practice of phrasal verbs, prepositional phrases, idioms. | | | |
| **Contents** | | | |
| Topics for Reading, Listening and Speaking:  Language & Linguistics  British Culture American Culture  Theatre & Performing Arts  Education & Research  Religion & Philosophy  War & Peace; Terminology of Diplomacy Economy & Production  Science & Technology    Topics for Grammar:  Terminology Verb forms,  Present tenses Past tenses Future tenses  Questions and Short answers  Conditionals and Wishes  Unreal Past  Modal verbs and Causative    Course outline:  Week 1: Introductory lesson  Week 2: Listening & Vocabulary 1 Reading & Speaking 1 Grammar 1  Week 3: Listening & Vocabulary 2 Reading & Speaking 2 Grammar 2  Week 4: Listening & Vocabulary 3 Reading & Speaking 3 Grammar 3  Week 5: Listening & Vocabulary 4 Reading & Speaking 4 Grammar 4  Week 6: Listening & Vocabulary 5 Reading & Speaking 5 Grammar 5  Week 7: Tutorials - CREDIT TEST 1  Week 8: Listening & Vocabulary 6 Reading & Speaking 6 Grammar 6  Week 9: Listening & Vocabulary 7 Reading & Speaking 7 Grammar 7  Week 10: Listening & Vocabulary 8 Reading & Speaking 8 Grammar 8  Week 11: Listening & Vocabulary 9 Reading & Speaking 9 Grammar 9  Week 12: Consultations/Revision  Week 13 : Tutorials - CREDIT TEST 2  Week 14: Tutorials  Detailed information for each week can be found on http://kosice.upjs.sk/~ffweb or obtained from individual lecturers. | | | |
| **Evaluation** | | | |
| 1. Attendance - students are expected to attend each class according to the schedule. No transfers among the groups are allowed. Students are allowed to miss two classes at the most. Should they miss three or more classes, they will not receive credits for the course no matter what their overall results are on tests. Students must be on time for class or they will be marked as absent.  2. Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions. They are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should they fail to bring their own copy or a completed home assignment for a particular seminar, they will be marked as absent.  3. CONTINUOUS ASSESSMENT – Language skills ( LS ) as a subject comprises 3 parts (1- reading and speaking, 2- listening and vocabulary, 3- grammar) . Students will take 2 credit tests, presumably during tutorial weeks. The date of the test may change. All three parts of the subject will be included in the tests and they will be tested on the same day; however, each part will be considered separately. At the end of the semester , within each part of LS separately, your partial scores will be calculated based on the results of partial credit tests.  Final assessment and evaluation: The student will receive final credits when getting minimum 65% for each of the three parts of Language skills (LS). In such case the final credits will be calculated as an average of all percentage results ( 65% and more ) from all LS parts. If students fail one part of LS, they fail the whole subject and cannot receive any credits. There will not be any re-take tests for those who failed to achieve the pass level. FINAL EVALUATION : A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less Should you have any questions on the above explained forms of assessment, address them to your individual lecturer at the beginning of the semester. | | | |
| **Bibliography** | | | |
| Evans, Virginia (1995, 2004): Round up 6. (upper-intermediate). Longman.  Hais, Karel. 1991. Anglická gramatika. SPN. McCarthy - O'Dell. 2008. Academic Vocabulary in Use. CUP. | | | |

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| **General Information** | | | |
| **Course name** | Language Skills 2 | **ECTS Credits** | **4** |
| **Semester** | **summer** |
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| **Aims** | | | |
| To develop and improve essential language skills on advanced level(listening, speaking, reading, writing) and increase students ́ language competence with a special focus on how to use real language. The course introduces various interesting topics, revises useful points of English grammar (verbs, nouns, pronouns, articles, linking words, determiners, conditionals, reported speech, etc.) and language functions, familiarises students with word formation, new vocabulary, provides systematic practice of phrasal verbs, prepositional phrases, idioms. | | | |
| **Contents** | | | |
| Topics for Reading, Speaking, Listening:  1. Language and communication  2. Culture and Traditions of the UK and the USA 3  . Media, Advertisement, Propaganda  4. Aesthetics, Fine Arts vs. pop Culture  5. Literature and Literary criticism  6. Religion, Morals and Ethics  7. Philosophy and History of Thinking  8. Politics  9. Law, Human Rights Activists, Discrimination vs. Emancipation  Topics for Grammar:  Non-finite verb forms  Reported speech  Word order, Emphatic structures, Inversion  Clauses and Linking  Nouns, Word formation Articles  Adjectives, Adverbs, Comparison  Pronouns, Determiners  Detailed information for each week can be found on http://ffweb.ff.upjs.sk/vyuka//Katedra%20Anglistiky%20a%20Amerikanistiky/Language %20Skills%20BAS/Language%20skills%202/ or obtained from individual lecturers. | | | |
| **Evaluation** | | | |
| 1. Attendance - students are expected to attend each class according to the schedule. No transfers among the groups are allowed. Students are allowed to miss two classes at the most. Should they miss three or more classes, they will not receive credits for the course no matter what their overall results are on tests. Students must be on time for class or they will be marked as absent.  2. Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions. They are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should they fail to bring their own copy or a completed home assignment for a particular seminar, they will be marked as absent.  3. CONTINUOUS ASSESSMENT – Language skills 2 ( LS2 ) as a subject comprises 4 parts (1- reading, 2- speaking, 3- listening , 4- grammar) . Students will take 2 credit tests, presumably during tutorial weeks. The date of the test may change. The three parts ( reading, listening and garammar) of the subject will be included in the tests and speaking will be tested orally, and they will be tested on the same day; however, each part will be considered separately. At the end of the semester, within each part of LS2 separately, your partial scores will be calculated based on the results of partial credit tests. In order to pass one part of LS2, you need to score 65% minimum as a sum of both partial credit tests.  Final assessment and evaluation: The student will receive final credits when getting minimum 65% for each of the four parts of LS2. In such case the final credits will be calculated as an average of all percentage results ( 65% and more ) from all LS2 parts. If students fail one part of LS2, they fail the whole subject and cannot receive any credits. There will not be any re-take tests for those who failed to achieve the pass level. FINAL EVALUATION : A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less  Should you have any questions on the above explained forms of assessment, address them to your individual lecturer at the beginning of the semester. | | | |
| **Bibliography** | | | |
| Evans, Virginia (1995, 2004): Round up 6. (upper-intermediate). Longman.  Hais, Karel. 1991. Anglická gramatika. SPN. McCarthy - O'Dell. 2008. Academic Vocabulary in Use. CUP. | | | |

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| **General Information** | | | |
| **Course name** | Language Skills - Composition | **ECTS Credits** | **3** |
| **Semester** | **winter** |
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| **Aims** | | | |
| To teach grammatical and rhetorical forms, improve students’ research and analytical skills, and clarify the conventions of academic discourse. | | | |
| **Contents** | | | |
| Week 1 18.9 Introductions  Week 2 25.9 First assignment due. Writing process. Essay forms.  Week 3 2.10 First assignment review. Discussion topic - Clear sentences. What makes a good thesis sentence?  Week 4 9.10 Second assignment due. Discussion topic - Research & Documentation.  Week 5 16.10 Second assignment review. Discussion topic - Research & Documentation.  Week 6 23.10 Academic Argument  Week 7 30.10 Tutorial Week.  Week 8 6.11 Outline of paper 3 is due. Discussion topic - Plagiarism.  Week 9 13.11 Paper 3 due. Discussion topics - Using Paragraphs, sentences  Week 10 20.11 Review of third paper.  Week 11 27.11 Discussion topics - How to check your work.  Week 12 4.12 Draft of final paper due. Peer Review of final paper.  Week 13 11.12 Tutorial Week.  Week 14 18.12 Tutorial Week. Final Paper due | | | |
| **Evaluation** | | | |
| Attendance and Participation: You may miss two classes without penalty. You will fail the course if you miss more than two classes or are late more than three times. Hopefully, you’ll be eager to come and eager to speak up in class. If, however, you attend but are consistently mute and mysterious, I will lower your grade by one letter.  Drafts, Deadlines, and Late Work: Throughout the course, I will encourage you to write multiple drafts of each paper. Writing multiple drafts will improve your writing and take some of the stress out of the final deadline. Ideally, you will have a first draft well before the deadline, so you should always be able to get something in on time. If a paper or draft is late, you may email it to me anytime, but I will reduce the grade by one letter per day. You must complete all of the assignments in order to pass.  Continuous Assessment: You will write two, one page papers, a three page paper, and a six page final paper. There will also be occasional quizzes which will be worth ten percent of your grade. Assignment descriptions are posted on ffweb. For each paper, I will break down your overall grade into four categories: Concept, Structure, Language, and Documentation. On your final paper, if your receive an FX in any one of these four categories, you will fail the course. There is no final exam. Paper 1 10% Paper 2 10% Paper 3 30% Final 40% Quizzes 10% A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% | | | |
| **Bibliography** | | | |
| MLA Handbook for Writers of Research Papers, seventh edition, 2009.  Website: http:// owl.english.purdue.edu/  Additional material will be posted on ffweb. Please print these articles and bring them to class for discussion. | | | |

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| **General Information** | | | |
| **Course name** | Language Skills - Conversation | **ECTS Credits** | **3** |
| **Semester** | **summer** |
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| **Aims** | | | |
| This course is an upper intermediate practicum for developing advanced speaking skills. The primary objective of the course is to prepare students for a successful BA and MA thesis defense. The course is designed to help students practice delivering prepared formal speeches to an audience; converse spontaneously in a group setting using academic English; learn how to converse across cultures both practically and philosophically; and review and learn grammar, pronunciation, and vocabulary relevant to the needs of an academic English speaker. The course is designed to develop and improve essential language skills on upper-intermediate level and increase students ́ language competence with a special focus on how to use academic language. The course introduces various academic topics and presents language functions, familiarizes students with new vocabulary, and provides systematic practice of idioms and collocations. | | | |
| **Contents** | | | |
| 1. INTRODUCTION TO ACADEMIC CONVERSATION, Language function: linking words  2. LANGUAGE AND COMMUNICATION, Language functions: quoting people, referring, certainty and uncertainty  3. MEDIA AND PROPAGANDA, Language functions: aim and purpose, explaining  4. FINE ARTS AND POPULAR ENTERTAINMENT, Language functions: comparing and contrasting, advantages and disadvantages  5. BUSINESS, BUYING AND SELLING, Language functions: listing and ordering, approximate, exact, decreasing and increasing, describing graphs  6. HUMAN RIGHTS, LAW AND LEGAL SYSTEMS, Language functions: explaining, showing and proving  7. GOVERNMENTS AND POLITICS, Language functions: giving opinions and reasons, making generalizations  8. RELIGION AND PHILOSOPHY, Language functions: agreeing and disagreeing, causes and effects  9. MORALS AND ETHICS, Language functions: giving examples, giving exceptions  10. SCIENCE, Language functions: study and research, subject and topics, related, unrelated  11. CULTURE, Language functions: problems and solutions, concluding | | | |
| **Evaluation** | | | |
| Students are expected to attend each class according to the schedule. Transfers among the groups are possible. In case you miss one class you are required to attend the class with a different group or excuse your absence with a valid doctor’s certificate. In case you miss more than two classes, you will not receive credits for the course. You must be on time for class. Should you miss the first ten minutes of a particular seminar session your presence in the class will not count.  Students are expected to make their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy of the required study materials or a completed home assignment for a particular seminar, your presence in class will not count. If you arrange with the tutor in advance not to attend a class session, you will be expected to submit any assignment on the subsequent session.  During the term students are expected to prepare lectures and actively participate in debates and discussions on topics listed in syllabus. Each presentation is marked according to the following scheme: 0-5 points for correct presentation of facts, information and research results in a certain topic, 0-5 points for use of academic word list, formal scientific language and language functions  0-5 points for correct use of grammar and use of English 0-5 points for presentation skills, pronunciation, voice, tone and overall impression Students qualify for the final exam in case they collect 160 points during the course. | | | |
| **Bibliography** | | | |
| 1. PIXTON, Debra Westall, SALOM, Luz Gil: Academic and Professional Speaking, A manual for Effective Oral Communication in English, Editorial Universidad Politécnica De Valencia, ISBN: 84-9705-644-2 | | | |

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| **General Information** | | | |
| **Course name** | Language Skills - Vocabulary Development | **ECTS Credits** | **3** |
| **Semester** | **summer** |
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| **Aims** | | | |
| To develop and improve English vocabulary in the classroom with intermediate to upper- intermediate/advanced level students and to increase their language competences with a special focus on some aspects of vocabulary learning. The course aims to help to learn new words and word combinations, functioning as meaningful units with a fixed or semi-fixed form (collocations, phrasal verbs, idioms), and to show that the words can play different roles in a text, and can express a variety of meanings. Contextually based learning is of great importance, and various sources are suggested. | | | |
| **Contents** | | | |
| The course introduces various interesting aspects of English vocabulary learning. It revises useful points of English vocabulary (word classes/families, multi-word units, homonyms, synonyms and antonyms, etc.), familiarizes students with the ways new words are coined, learned, and presented.  WEEK1: Introduction to the course General Knowledge Quizz  WEEK2: Talking about Yourself (English Vocabulary in Use, 13) Character and Behaviour (English Collocations in Use, 17) Topic Vocabulary: People  WEEK3: Relationships: Positive Aspects AND Problems (English Vocabulary in Use, 15-16) Taboo Conversation Topics: Questions you can’t ask Topic Vocabulary: Relationships  WEEK4: Education: debates and issues (English Vocabulary in Use, 12) Politically Incorrect Jokes: Is it OK to joke about disabled people, religion, death? Freedom of the Press Topic Vocabulary: Thinking and Learning 1  WEEK5: World Views: Ways of Thinking (English Vocabulary in Use, 41) National Stereotypes: “They are lazy and dishonest” Blind prejudice, or is there some truth in stereotypes? Topic Vocabulary: Thinking and Learning 2  WEEK6: Credit Test  WEEK7: Tutorials  WEEK8: The News: Gathering and Delivering AND Newspaper Headline Language (English Vocabulary in Use, 54, 100) Is This News?: What is the News for? To provide facts or to shock and entertain? Topic Vocabulary: Communication and the Media  WEEK9: Authorities: Customs and Police (English Vocabulary in Use, 40) Immigration and Racism: How do You feel about people from other countries coming to live in yours? Rules Quizz Topic Vocabulary: Power and Social Issues  WEEK10: Other Englishes: Language of Gender, Age and Social Class (English Vocabulary in Use, 98-99) Swearing: Is it OK to swear? What swear words do/could YOU use? Are you a Woman or a Man Quiz Topic Vocabulary: Power and Social Issues  WEEK11: National Stereotypes Idiom Quizz  WEEK 12: Credit Test 2  WEEK 13: Tutorials  WEEK 14: Tutorials  Detailed information for each Week can be found on http://kosice.upjs.sk/~ffweb | | | |
| **Evaluation** | | | |
| Continuous assessment: Students will be graded on active attendance and involvement, and two credit tests (in week 6 and week 12). Attendance - students are expected to attend each class according to the schedule. No transfers among the groups are allowed. In case the students miss three or more classes, they will not receive credits for the course no matter what the overall results are.  Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions. Being enrolled in the course means that you intend positively take and finish the course. Students are expected to make their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy or a completed home assignment for a particular seminar, your presence in class will not count.  Credit tests - two credit tests (65% pass level) will take place in week 6 and week 12. There will be NO retake test for the students who failed one or more credit tests. The final grade will comprise the sum of gained points of both or more tests and the total sum must make minimum 70%. The credit tests will include vocabulary and exercises similar to those done during the seminar sessions and home preparation.  Final assessment: Final grade will be calculated as a sum of active participation 20% (completed homework assignments, etc.) and credit tests 80% . The final grade for the course will be based on the following grading scale. A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less | | | |
| **Bibliography** | | | |
| Michael McCarthy, Felicity O ́Dell (2002): English Vocabulary in Use. Advanced. CUP  Evans, Virginia (1995, 2004): Round up 6. (upper-intermediate). Longman.  Michael McCarthy, Felicity O ́Dell (2000): English Collocations in Use. CUP  Materials given by the lecturer can be found on : http://kosice.upjs.sk/~ffweb  Useful links: http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/html www.bbclearningenglish.com http://www.bbc.co.uk/worldservice/leaningenglish/radio/specials/1728\_ uptodate | | | |

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| **General Information** | | | |
| **Course name** | Lexical Semantics | **ECTS Credits** | **5** |
| **Semester** | **winter** |
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| **Aims** | | | |
| Acquainting the students with basic terminology, methods of research and fundamental semantic theories. | | | |
| **Contents** | | | |
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| **Evaluation** | | | |
| exam 100% | | | |
| **Bibliography** | | | |
| L. Lipka. 1990. An outline of English lexicology. Tubingen: Max Niemeyer  J. Lyons. 1977. Semantics. Cambridge: CUP  J. Peprnik. 1998. English Lexicology. Olomouc: UP. | | | |

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| **General Information** | | | |
| **Course name** | Modern Femininities | **ECTS Credits** | **3** |
| **Semester** | **summer** |
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| **Aims** | | | |
| It is the aim of the course to introduce students to and subsequently analyse the modern perception of gender identity, namely of femininity, in contemporary society. | | | |
| **Contents** | | | |
| Traditional perceptions of femininity  Queer theory and femininity  Men’s femininity | | | |
| **Evaluation** | | | |
| Continuous assessment: research paper  Final assessment: colloquium | | | |
| **Bibliography** | | | |
| Beasley, C. (2005). Gender and Sexualities: Critical Theories, Critical Thinkers. London: Sage Publications Ltd.  Jackson, S. & Scott, S. ed. 1996. Feminism and Sexuality: A Reader. New York: Columbia University Press.  Jackson, S. & Scott, S. ed. 2002. Gender: A Sociological Reader. New York: Routlegde. | | | |

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| **General Information** | | | |
| **Course name** | Modern Masculinities | **ECTS Credits** | **3** |
| **Semester** | **winter** |
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| **Aims** | | | |
| It is the aim of the course to introduce students to and subsequently analyse the modern perception of gender identities, namely of masculinity, in contemporary society. | | | |
| **Contents** | | | |
| Traditional perceptions of masculinity  Queer theory and masculinity  Women’s masculinity | | | |
| **Evaluation** | | | |
| Continuous assessment: research paper  Final assessment: colloquium | | | |
| **Bibliography** | | | |
| Beasley, C. (2005). Gender and Sexualities: Critical Theories, Critical Thinkers. London: Sage Publications Ltd.  Jackson, S. & Scott, S. ed. 1996. Feminism and Sexuality: A Reader. New York: Columbia University Press.  Jackson, S. & Scott, S. ed. 2002. Gender: A Sociological Reader. New York: Routlegde. | | | |

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| **General Information** | | | |
| **Course name** | Morphology | **ECTS Credits** | **5** |
| **Semester** | **summer** |
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| **Aims** | | | |
| To introduce fundamental concepts of linguistic morphology. The course concentrates on the study of the internal structure of words and their relationship to one another. It also examines the interface between morphology and other linguistic disciplines. | | | |
| **Contents** | | | |
| 1. Theory of sign (Saussure, Peirce, Horecký,Ogden & Richards)  2. Basic terminology. Units of morphology, allomorphs and allomorphy, free and bound morphemes, stem, root, diamorph, paradigm, prefix, suffix, infix, interfix (empty morph), circumfix, transfix, clitic (proclitic and enclitic), cranberry morph, suppletion; cumulative exponence, extended exponence, syncretism, zero morpheme, empty morph, replacement morphs apophony, combining forms, phonesteme  2. The scope of morphology. Criteria for the distinction between inflectional morphology and derivational morphology  3. Morphology vs. syntax  4. Morphology/phonology interface Allomorphy, assimilation and types of assimilation (labial assimilation, voicing assimilation, total assimilation), replacement by weakening or strengthening (T-lenition, palatalization and affrication, D-lenition; vocalization); vowel replacement; Deletion rules (consonant deletion – S- drop, X-drop, N-drop, Vowel deletion (V-drop in hiatus, syllable syncopation; expansion rules (U- epenthesis and P-epenthesis). Fossilized allomorphy, rhotacism in Latin and Germanic, Metathesis, False cognates (boundary misplacement,pseudosuffixes).  5. Level-ordering morphology  6. Natural Morphology  7. Bybee’s theory of morphology  8. Beard’s Lexeme-Morpheme-Base Morphology  9. Morphological Typology and language universals  10. The notion of category, primary, secondary, and functional categories, classification of word- classes - Plato, Aristotle, the Alexandrians, Jespersen, Lyons, categorial transition – prototype theory – cline – fuzzy edge.  11. Noun and its categories: case - Possessive Form; gender – natural vs. formal gender, number - pluralia and singularia tantum  12. Verb and its categories: tense Jespersen’s conception of time and tense, Lyons and Spencer; tense and aspect, perfective and progressive aspect, the notion of finitude – finite and non-finite; mood – indicative, imperative, conditional, subjunctive, the relation between mood and sentence type, inductive (general truths), promissive.  13. Morphological models: Item-and-Arrangement, Item-and-Process, Word-and-Paradigm. | | | |
| **Evaluation** | | | |
| Continuous assessment will be based on two credit tests (credit test 1 = 50%, credit test 2 = 50%); pass level from both tests together is 65%. There will be no retake. Pass level 65% from both tests together is a precondition for being admitted to final exam test. Students are expected to attend each seminar according to the schedule. More than two unexcused absences are not acceptable (extreme situations aside), making the third unexcused absence an automatic failure for the course.  oral exam 100% | | | |
| **Bibliography** | | | |
| B. Szymanek. (1998). Introduction to Morhological Analysis, Warszawa: Wydawnictwo Naukowe PWN.  A. Carstairs-McCarthy. (2002). An Introduction to English Morphology. Edinburgh University Press  P.H. Matthews. 1974. Morphology. An Introduction to the Theory of Word-structure. Cambridge University Press  P. Štekauer (1993) Essentials of English Linguistics. Prešov. Slovacontact.  P. Štekauer (ed.) 2000. Rudiments of English Linguistics. Prešov. Slovacontact. Lectures, seminars. Any other available book on morphology | | | |

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| **General Information** | | | |
| **Course name** | Different Books - Different Worlds | **ECTS Credits** | **3** |
| **Semester** | **summer** |
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| **Aims** | | | |
| It is the aim of the course to introduce students to the ways in which children’s literature influences the forming of identity. | | | |
| **Contents** | | | |
| Fairy tales–the early stage of perception of texts for children  Boys’ and girls’ literatures—identity, stereotypes | | | |
| **Evaluation** | | | |
| Continuous assessment: text analysis  Final assessment: colloquium | | | |
| **Bibliography** | | | |
| Stanford, J.A. Responding to Literature. California: Mayfield Publishing Company, 1999 | | | |

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| **General Information** | | | |
| **Course name** | Phonetics and Phonology | **ECTS Credits** | **5** |
| **Semester** | **winter** |
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| **Aims** | | | |
| to present basic theoretical information about the sound level of the English language and its practical application that enables to improve the quality of production (and consequently even perception) of spoken utterances | | | |
| **Contents** | | | |
| 1. Phonetics and Phonology. Definition. The scope of interest. The basic difference.  2. Standard English vs. Received pronunciation  3. Notation. IPA transcription. Transcription symbols in English.  4. Production of speech: Articulatory aspect: organs of speech, respiration, phonation, articulation Acoustic aspect: qualities of tone; sound and its perception. Organ of hearing.  5. Classification of sounds. Vowels and consonants in general  4. English vocalic phonemes Monophthongs – articulatory, acoustic and auditory characteristics Diphthongs – articulatory, acoustic and auditory aspect Triphthongs – articulatory, acoustic and auditory aspect  5. English consonants – criteria of classification and basic description Plosives, fricatives, affricates, nasals, laterals and approximants - articulatory, acoustic and auditory characteristics  6. Phonology – terminology, relation phonetics – phonology  7. Distinctive features of the English vocalic phonemes  8. Distinctive features of the English consonantal phonemes  9. English syllable – its structure and function  10. Connected speech – elision, assimilation, linking  11. Intonation, prosodic features, suprasegmentals  12. Temporal modulation  13. Force modulation  14. Tone modulation | | | |
| **Evaluation** | | | |
| Attendance - students are expected to attend each class according to schedule. Should the student miss the classes without relevant reason, he/she will not receive credits for the course no matter what his/her overall results are on the tests. The student must be on time for class or he/she will be marked as absent.  Continuous assessment: 1. Test I (based on transcription symbols and phonetic terminology) will take place in week 6. 2. Test II (based on phonological terminology) will take place in week 12. Continuous assessment – 40 points all together – is a condition for final exam. There is no retake for continuous assessment. In the case the students fail to achieve a positive percentage in both tests together (at least 65 %) they will not be allowed to take part in the final exam test.  Final assessment: exam – written form FINAL EVALUATION = final assessment mark: Mark % A92–100 B87–91 C82–86 D77–81 E65–76 FX 64 and less | | | |
| **Bibliography** | | | |
| lectures Kavka, S. J.: (2009) Modern English Phonemics. Lodz: Wydawnictwo Akademii Humanistyczno-Ekonomicznej.  McMahon, A.: (2002) An Introduction to English phonology. Edinburgh University Press.  Roach, P.: (2000) English Phonetics and Phonology. A Practical Course. Cambridge University Press.  Roach, P.: (2009) English Phonetics and Phonology. A Little Encyclopaedia of Phonetics. available at: www.cambridge.org/elt/peterroach/resources/Glossary.pdf  Štekauer, P.: (2000) Rudiments of English Linguistics. Prešov, Slovacontact.  Štekauer, P.: (1993) Essentials of English Linguistics. Prešov, Slovacontact.  Giegerich, H. J.: (1992) English Phonology. An introduction. Cambridge: Cambridge University Press.  Wells, J.C.: (1993) Longman Pronunciation Dictionary. Longman. or any pronunciation dictionaries available | | | |

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| **General Information** | | | |
| **Course name** | Queer Theory | **ECTS Credits** | **4** |
| **Semester** | **summer** |
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| **Aims** | | | |
| The aim of the course is to present key ideas and most important representatives of the Queer Theory. The content of the course is focused on the presentation of queer gender identities. | | | |
| **Contents** | | | |
| Key queer terminology  Judith Butler Judith Halberstam  Queer gender identities | | | |
| **Evaluation** | | | |
| Students are expected to attend each class according to the schedule. No transfers among the groups are allowed. Students are allowed to miss two classes at the most. Should s/he miss three or more classes, s/he will not receive credits for the course. The student must be on time for class or s/he will be marked as absent.  Class participation – 20% Research paper – 30% (deadline for the paper: Week 10) Course exam (Final Discussion) – 50% The final grade for the course will be based on the following grading scale: A100-93% B92-86% C85-78% D77-72% E71-65% FX 64% and less Cheating and/or plagiarism will result in an automatic FX for the course and a memo to the Head of the Department explaining why the FX was awarded. | | | |
| **Bibliography** | | | |
| Butler, J. (2002). Gender Trouble: Feminism and the Subversion of Identity. New York: Routledge.  Butler, J. 1993. Bodies That Maters. On Discursive Limits of “Sex”. New York: Routledge.  Richardson, D., McLaughlin, J. & Casey, M. E. ed. (2006). Intersections Between Feminist and Queer Theory. New York: Palgrave Macmillan.  Salih, S. (2002). Judith Butler. New York: Routledge.  Hall, D. E. (2003). Queer Theories. New York: Palgrave Macmillan. | | | |

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| **General Information** | | | |
| **Course name** | Regional Studies of Great Britain | **ECTS Credits** | **3** |
| **Semester** | **summer** |
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| **Aims** | | | |
| Considering the fact that most of the courses take a rather anglocentric point of view, it is necessary to introduce other issues and make the students aware of regional diversity of Britain. A single course is not sufficient to cover such a broad topic, therefore, Regions of the UK focus on Scotland as one of the regions. By covering a variety of topics similar to those already known to students primarily from the Introduction to British Studies, this course shall try to elicit a discussion about similarities and differences, encouraging students to contribute their own findings and areas of interest. | | | |
| **Contents** | | | |
| Week 1: Course Introduction  Week 2: Regions of the UK  Week 3: Introduction to Scottish Studies Reading: Chapter 1  Week 4: Introduction to Scottish History Reading: Chapters 2, 3  Week 5: Education and Religion Reading: Chapters 5, 6  Week 6: Scottish Parliament; Law Reading: Chapters 7, 10  Week 7: Tutorials  Week 8: Scotland’s Languages Reading: Chapter 9  Week 9: The Contexts of Modern Scottish Literature Reading: Chapter 11  Week 10: Visual Arts and Architecture; Music Reading: Chapters 12, 14  Week 11: Media Reading: Chapter 13  Week 12: Panel Discussion  Weeks 13-14: Tutorials  All the reading materials and assignments for home study will be available online at: http://ffweb.ff.upjs.sk/vyuka/Katedra%20Anglistiky%20a%20Amerikanistiky/Velebna/ Regions/ | | | |
| **Evaluation** | | | |
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| **Bibliography** | | | |
| Compulsory Reading:  Gardiner, M. 2005. Modern Scottish Culture. Edinburgh: EUP, 2005.  Recommended Reading:  Houston, R. 2008. Scotland. A Very Short Introduction. Oxford: OUP, 2008.  Oliver, N. 2009. A History of Scotland. London: Orion Books Ltd., 2009.  A History of Scotland. BBC TV series | | | |

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| **General Information** | | | |
| **Course name** | Sociolinguistics and Psycholinguistics | **ECTS Credits** | **5** |
| **Semester** | **winter** |
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| **Aims** | | | |
| Mastering the basic questions of the relationship between language and thought, language and its use in a speech community; influence of external factors upon language. Application of theoretical knowledge to specific linguistic material . Emphasis is on linguistic means of various social groups. | | | |
| **Contents** | | | |
| 1-2. Language and society. Functions of language. Sociology of language. Linguistics and sociology. Social contect. Language and language community.  3. - 4. Language and dialect. Regional dialects. Accent and dialect. Standards and codification. Language varieties of English.  5. - 6. Language as an instrument of social success. Reflection of attitude and motivation in language behaviour. Substandard dialects. Language taboos.  7. - 8. Social dialects. Language as means of identification with social class, gender, profession or age group. Style, context, register. Language imperialism.  9. - 10. Language and culture. Intercultural communication. Context and culture. Verbal humour in different language communities.  11. - 12. Searching for the perfect language. Language and thinking. Linguistics as a cognitive science. The linguistic image of the world. Metaphors we live in.  13. The study of the acquisition of language. Speech perception. Language production. | | | |
| **Evaluation** | | | |
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| **Bibliography** | | | |
| FASOLD, R. The Sociolinguistics of Language. Blackwell, 1990.  GUMPERZ, J. J. Language in Social Groups. Stanford University Press, 1971.  HOLMES, J. An Introduction to Sociolinguistics. Longman, 1992.  JESENSKÁ, P. Essentials of Sociolinguistics. Ostravská univerzita, 2010.  JOHNSON, M., LAKOFF, G. Metafory, kterými žijeme. Host, 2002.  MEYERHOFF, M. Introducing Sociolinguistics. Routledge, 2009.  NEBESKÁ, I. Úvod do psycholingvistiky. H+H, 1992.  ONDREJOVIČ, S. Jazyk, veda o jazyku, societa. VEDA, 2008.  SCHWARZOVÁ, M. Úvod do kognitivní lingvistiky. Dauphin, 2009.  VAŇKOVÁ, I. Nádoba plná řeči. Karolinum, 2007 | | | |

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| **General Information** | | | |
| **Course name** | Sociology and Gender | **ECTS Credits** | **4** |
| **Semester** | **summer** |
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| **Aims** | | | |
| The aim of this course is to introduce students to the basic concepts of Gender Studies from a sociological perspective. Issues like the sex/gender system, gender stereotyping, the gendered division of labor, the history and application of Women’s and Men’s Studies as theoretical frameworks, etc. will be dealt with. By the end of the course students should be able to apply the gender perspective to simple situations, cases, and/or problems, as well as to select a specific topic of their interest to analyze within this epistemological paradigm.  Students will acquire knowledge of the basic concepts of Gender Studies from a sociological perspective. Issues like the sex/gender system, gender stereotyping, the gendered division of labor, the history and application of Women’s and Men’s Studies as theoretical frameworks, etc. will be dealt with. By the end of the course students should be able to apply the gender perspective to simple situations, cases, and/or problems, as well as to select a specific topic of their interest to analyze within this epistemological paradigm. | | | |
| **Contents** | | | |
| Week 1: Introduction to the course  Week 2: Sociology vs Gender  Week 3: Gender vs Sex  Week 4: Gender differences  Week 5: Social Roles & Stereotyping  Week 6: Gender in Globalized World  Week 7: Women's / Men's / Gender Studies  Week 8: Queer Studies  Week 9: Quiz; Photo essay consultations  Week 10: TUTORIALS - no class  Week 11: Easter - no class  Week 12: Photo essay presentation  Week 13: Tutorials  Week 14: Tutorials | | | |
| **Evaluation** | | | |
| Continuous assessment: Students are required to attend classes regurarly. No more than two absences are allowed. Should a student come to a class without home preparation or late he or she will be marked absent. More than two absences will result in FX. Students will be required to read selected texts before each session and to work with them during the seminars. Classroom performance (attendance, participation, active engagement in debate, etc.) will make up a total of 20% of the final mark. A photo essay to be submitted by the end of week 11 will make up 40% (specific instructions will be provided on ffweb and in class) and a Quiz written in class in week 9 will make up remaining 40% of the final evaluation. In order to awarded final credits each student must obtain minimum 50% from all the three parts of assessment together. Each student is required to have their own copy of the seminar materials. Students are required to prepare their seminar assignments seriously and in time. Failing to do so will result in considering the student absent for the given seminar session. Please DO NOT come to class unprepared. Mark % A90–100 B80–89 C70–79 D60–69 E50–59 FX49-0 | | | |
| **Bibliography** | | | |
| Andermahr, S., Lovel., T. & Wolkowitz, C. eds. 1997. A Concice Glossary of Feminist Theory. London & New York: Arnold.  Butler, J. 1990. Gender Trouble: Feminism and the Subversion of Identity. London & New York: Routledge.  Chafetz, J. S., ed. 2006. Handbook of the Sociology of Gender. New York: Springer.  Faludi, S. 2006 (1991). Backlash. The Undeclared War against American Women. New York: Broadway Books.  Fuchs, C. 1988. Deceptive Distinctions: Sex, Gender, and the Social Order. New York: Russell Sage Foundation & Yale University Press.  Grewal, I. & Kaplan, C., eds. 1994. Scattered Hegemonies. Postmodernity and Transnational Practices. Minneapolis: University of Minessota Press.  Hanmer, J. & Maynard, M., eds. 1987. Women, Violence, and Social Control. Atlantic Highlands: Humanities Press International.  Landes, J.B., ed. 1998. Feminisms, the Public and the Private. Oxford: Oxford University Press.  McBride, J. 1995. War, Battering and Other Sports. The Gulf between American Men and Women. Atlantic Highlands: Humanities Press.  Ollenburger, J.C. & Moore, H.A. 1992. A Sociology of Women. The Intersection of Patriarchy, Capitalism, and Colonization. Englewood Cliffs: Prentice Hall.  Pilcher, J. & Whelehan, I. 2004. Fifty Key Concepts in Gender Studies. London: Sage Publications Ltd.  Parker, R. & Aggleton, P. 1999. Culture, Society and Sexuality: A Reader. London: UCL Press.  Radford, J. & D. Russell, eds. 1992. Femicide. The Politics of Woman Killing. Buckingham: Open University Press.  Schur, E. 1984. Labelling Women Deviant. Gender, Stigma, and Social Control. New York: Random House.  Snow, D. et al., eds. 2007. The Blackwell Companion to Social Movements. Malden: Blackwell. | | | |

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| **General Information** | | | |
| **Course name** | Specialised Language Seminar | **ECTS Credits** | **3** |
| **Semester** | **summer** |
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| **Aims** | | | |
| The main aim of this course is to explore the nature of language and its relation to the mind and the world. The course develops and strengthens skills in logical reasoning and problem solving, which are invaluable in any field. | | | |
| **Contents** | | | |
| The course will be organized around the selected chapters from Steven Pinker ́s The Language Instinct. This book has been a bestseller, yet the author is a respected linguist. Therefore it is absolutely necessary to read the assigned texts. Students must come to class having read and thought carefully about the assigned readings so that you are prepared to take an active part in our discussions. In general, you should be consistently and thoughtfully participating in our class discussions.  Each student in the class will give a presentation on a chapter of Steven Pinker’s The Language Instinct. I will distribute more information about the presentations in week 3. The presentation must be completed in order to pass the course (50% of the final grade). Students will write a paper of 4-5 pages (typed, double spaced, 12 point type), due in week 10. Further instruction about the paper will be given in week 3. The paper will be graded (50% of the final grade). | | | |
| **Evaluation** | | | |
| Students are expected to attend each class according to the schedule. More than two unexcused absences are not acceptable (extreme situations aside), making the third unexcused absence an automatic failure for the course. Each student will be required to give a presentation based on the assignment provided in advance and hand in a paper of 4-5 pages. There will be no retake for any part of the continuous assessment (1 written paper = 50%, 1 oral presentation = 50%).  Final mark will be based on the sum of 2 parts of continuous assessment: a paper of 4-5 pages (50%) and oral presentation (50%). Pass level is 65%. There will be no retakes. 100-92%=A=1 91-87%=B=1.5 86-82%=C=2 81-77%=D=2.5 76-65%=E=3 64-0%=FX=4=failed | | | |
| **Bibliography** | | | |
| Pinker, S. (1994). The Language Instinct. London: Penguin books.  supplementary material provided by the course instructor | | | |

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| **General Information** | | | |
| **Course name** | Speech Communication | **ECTS Credits** | **3** |
| **Semester** | **winter** |
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| **Aims** | | | |
| The course aims to familiarise students with the principles, central ideas and the practical application of the communication theories they are likely to encounter not only in the communication discipline but also in everyday life. | | | |
| **Contents** | | | |
| 1. Introductory lesson.  2. Defining communication. Models of Communication. Contexts of Communication.  3. Symbolic Interaction Theory (Mead)  4. Coordinated Management of Meaning (Pearce and Cronen)  5. Genderlect Styles (Tannen)  6. Face Negotiation Theory (Ting-Toomey)  7. The Rhetoric (Aristotle)  8. Written test  9.-14. Presentations | | | |
| **Evaluation** | | | |
| Students are expected to attend each class according to the schedule. More than one unexcused absence is not acceptable (extreme situations aside), making the second unexcused absence an automatic failure for the course. There will be 1 written test (week 7). Each student will be required to give a presentation based on the course study material provided in advance. There will be no retake for any part of the continuous assessment (1 written test, 1 oral presentation). written test = 80% + oral presentation = 20%  Final evaluation: A - 93-100% B - 86-92% C - 78-85% D - 72-77% E - 65-71% FX - 64% and less | | | |
| **Bibliography** | | | |
| Griffin, E.: A first look at communication theory. McGraw-Hill, Inc. NY, 2006. page: 100  West, R., Turner, H.L.: Introducing Communication theory. Mayfield Publishing Company. London, 2000. | | | |

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| **General Information** | | | |
| **Course name** | Students' Research Project 1 | **ECTS Credits** | **6** |
| **Semester** | **summer** |
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| **Aims** | | | |
| It is the aim of the course to teach students to evaluate data critically and apply them in a creative way in order to continually develop and demonstrate their ability to conduct independent scientific work. The project may serve as a foundation for the students' BA theses. | | | |
| **Contents** | | | |
| After consultation with the tutor, the student will select a research topic. During the initial consultations, the student and the tutor will draft a research project and evaluate the possibility of its completion based on the available resources and literature. The student then works independently while regularly attending consultations in order to report their partial results and section of the final paper. | | | |
| **Evaluation** | | | |
| Continuous assessment: project development and progress.  Final assessment: final draft of project in the form assigned by the tutor.  Mark % A100–93 B92–86 C85–78 D77–72 E71–65 FX 64 and less | | | |
| **Bibliography** | | | |
| literature relevant to the selected topic | | | |

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| **General Information** | | | |
| **Course name** | Students' Research Project 2 | **ECTS Credits** | **6** |
| **Semester** | **winter** |
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| **Aims** | | | |
| It is the aim of the course to teach students to evaluate data critically and apply them in a creative way in order to continually develop and demonstrate their ability to conduct independent scientific work. The project may serve as a foundation for the students' BA theses. | | | |
| **Contents** | | | |
| After consultation with the tutor, the student will select a research topic. During the initial consultations, the student and the tutor will draft a research project and evaluate the possibility of its completion based on the available resources and literature. The student then works independently while regularly attending consultations in order to report their partial results and section of the final paper. | | | |
| **Evaluation** | | | |
| Continuous assessment: project development and progress.  Final assessment: final draft of project in the form assigned by the tutor.  Mark % A100–93 B92–86 C85–78 D77–72 E71–65 FX 64 and less | | | |
| **Bibliography** | | | |
| literature relevant to the selected topic | | | |

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| **General Information** | | | |
| **Course name** | Stylistics | **ECTS Credits** | **5** |
| **Semester** | **summer** |
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| **Aims** | | | |
| The aim of the subject is to aid the teaching process by which the students become aware of the richness and variety of English stylistic means of communication. The students should acquaint themselves with the concepts of functional styles, stylistic semasiology, phonetic, lexical, morphological and syntactic expressive means and stylistic devices. The students should be able to stylistically identify, classify and describe the elements of language used in speech. | | | |
| **Contents** | | | |
| Stylistics, its aims, tasks, types, connections with other linguistic branches, its perspectives.  Functional Styles. Bookish and Colloquial.  The style of official documents, its characteristics.  The scientific prose, its characteristics.  The newspaper style, its characteristics.  The publicistic style, its characteristics.  The belletristic style, its characteristics.  The colloquial styles, their characteristics.  Stylistic Lexicology.  Morphological Stylistics.  Phonetic and Graphic Expressive Means and Stylistic Devices.  Stylistic Semasiology.  Lexico-semantic Stylistic Devices.  Figures of Substitution.  Stylistic Semasiology.  Figures of Combination.  Stylistic Syntax. S  yntactic Stylistic Devices. | | | |
| **Evaluation** | | | |
| Written tests, presentations on functional styles, examination.  A- 87-100% B- 77-86% C- 69-76% D- 61-68% E- 56-60% FX- 55 and less | | | |
| **Bibliography** | | | |
| Bradford T. Stull. The Elements of Figurative Language. -London: Prentice Hall, 2002.  Turner G.W. Stylistics.-London: Penguin Books, 1973.  Wales K. A Dictionary of Stylistics.-London: Longman, 2001.  Wright L., Hope J. Stylistics: A Practical Coursebook.-London: Routledge,1995.  Yefimov L., Yasinetskaya E. Practical Stylistics of English.-Vynnyttsa: Nova Knyha, 2004.-240p. | | | |

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| **General Information** | | | |
| **Course name** | Syntax | **ECTS Credits** | **5** |
| **Semester** | **winter** |
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| **Aims** | | | |
| The course is aimed to introduce the fundamentals of English Syntax in an onomasiological perspective. Students are trained to conduct independent syntactic analysis on the level of phrase, clause and sentence. | | | |
| **Contents** | | | |
| 1. Fundamental syntactic concepts - semasiological versus onomasiological method of syntactic analysis - levels of syntactic analysis: „phrase“ – „clause“ – "semi-clause" - „sentence“ - basic syntacitc functions (determination, modification, predication, complementation)  2. Valency  3. Diagnostics of valency patterns  4. Subject  5. Action-focused and qualifying valency patterns  6. Patient-focused valency patterns  7. Adverbial modifier  8. Complement  9. Apposition  10. Sentence  11. Semi-clauses | | | |
| **Evaluation** | | | |
| Active attendance of seminars. Written examination - 65% Pass  A= 100-92% B= 91-87% C= 86-82 % D=81-77% E=76-65% Fx=64 and less | | | |
| **Bibliography** | | | |
| Quirk, R., et al. (1990). A Student ́s Grammar of the English Language. Strana: 136 New York – London: Longman.  Dušková, L. (2003). Mluvnice současné angličtiny na pozadí češtiny. Praha: Academia.  Quirk, R., et al. (1985). A Comprehensive Grammar of the English Language.New York – London: Longman.  Miller, J. (2002). An Introduction to English Syntax. EUP  Crystal, D. (1995). The Cambridge Encyclopedia of the English Language. Cambridge: CUP.  Dušková, L. (2002). Syntax současné angličtiny. Karolinum.  Štekauer, P. (2000). Rudiments of the English Linguistics. Prešov: SLOVACONTACT. | | | |

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| **General Information** | | | |
| **Course name** | Theories of Pop Culture | **ECTS Credits** | **4** |
| **Semester** | **summer** |
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| **Aims** | | | |
| This course explores popular cultural “makings” of masculinity, femininity, and sexuality through typical representation of gender within popular culture. Investigating diverse cultural forms such as TV series, film, and music videos, this course will look into the ways in which gendered and sexual identities are shaped by, and in turn shape, popular understandings of gender. In particular, we will analyze how such critical factors as ethnicity, race, gender, class, age, region, and sexuality are constructed in popular culture. As case studies, we will examine TV series, movies and music videos.  • To understand the interrelation of gender and popular culture, including historical frameworks and methodology of relevant disciplines in relation to the study of gender and culture.  • To understand the interlocking systems of power which produce differences among men, women and between women and men in various cultural settings.  • To become familiar with theoretical texts, debates, language and theoretical issues in the study of gender and culture.  • To demonstrate critical and independent thought. | | | |
| **Contents** | | | |
| Key concepts: Cultural Studies and popular culture  Key concepts: gender, performance/performativity, queer  Representations of Gender/Sexuality in Popular Culture | | | |
| **Evaluation** | | | |
| Attendance - students are expected to attend each class according to the schedule. Students are allowed to miss two classes at the most. Should s/he miss three or more classes, s/he will not receive credits for the course. The student must be on time for class or s/he will be marked as absent. Assessment  Class participation – 30% Final paper – 70% The final grade for the course will be based on the following grading scale: A100-93% B92-86% C85-78% D77-72% E71-65% FX 64% and less Cheating and/or plagiarism will result in an automatic FX for the course and a memo to the Head of the Department explaining why the FX was awarded. | | | |
| **Bibliography** | | | |
| DuGay, Paul. Introduction. Doing Cultural Studies: The Story of the Sony Walkman. Ed. Paul DuGay et al. London: Open University, 1997. 1-21.  Storey, John. “Gender and Sexuality.” Cultural Theory and Popular Culture: An Introduction. Edinburgh: Pearson Education, 2001. 113-145.  Milestone, Katie and Anneke Meyer. “Introduction.” Gender and Popular Culture. London: Polity, 2012. 1-29.  Chambers, Samuel A. “Introduction: Queer Theory and the Cultural Politics of Television.” The Queer Politics of Television. London: I.B. Tauris, 2009. 1-28  Horn, Katrin. “Camping with the Stars: Queer Performativity, Pop Intertextuality, and Camp in the Pop Art of Lady Gaga.” COPAS 11 (2010).  Mistry Reena. “Madonna and Gender Trouble.” http://www.theory.org.uk/madonna.htm | | | |

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| **General Information** | | | |
| **Course name** | US Media - American Film | **ECTS Credits** | **3** |
| **Semester** | **winter** |
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| **Aims** | | | |
| The main objective of this course is to provide students with a set of information that will help them develop and/or improve essential analytical skills in interpreting contemporary American cinema. The course will enable students to acquire knowledge of major developments in American cinema, from silent films to the present day, and explore their connections with broader context. It will attempts to increase students‘ appreciation of diverse styles and genres, as well as help them recognize how some of the popular genres express social and cultural tensions. One of the main aims of this course, however, is to enable students question their own role as passive spectators and increase their ability to watch films actively and critically. | | | |
| **Contents** | | | |
| The course presents an overview of American cinema, focusing primarily on Hollywood production (both classical and contemporary). Topics covered include the Hollywood style, film techniques, the studio and star system, the viewing of films and analysis of their relationship to society.  Week 1: Introduction  Week 2: What is American Cinema? Reading: Bazin, Andre. The Myth of Total Cinema in What is Cinema. London: University of California Press, 1967. 27-32 Films: The Birth of a Nation, D.W. Griffith (1915)  Week3: Silent Film Films: The Docks of New York, Josef Von Sternberg (1928) The Street Angel, Frank Borzage (1928)  Week 4: Classical Hollywood / Sound and Color Films: The Ghost Ship, Mark Robson (1943), The Adventures of Robin Hood, Michael Curtiz, William Keighley (1938)  Week 5: Classical Hollywood / Genre Films: Sunset Boulvard, Billy Wilder (1950) , It Happened One Night, Frank Capra (1934), The Searchers, John Ford (1956)  Week 6: Classical Hollywood / Narrative + Star system Reading: The Actantian Model, PDF Films: It’s a Wonderful Life, Frank Capra (1946) It Happened One Night, Frank Capra (1934)  Week7 Screening: All That Heaven Allows, Douglas Sirk (1955) Writing assignment – submission  Week 8 Discussion – All That Heaven Allows Writing assignment - evaluation  Week 9: Post-classical and New Hollywood Reading: Bordwell, David. „Intensified Continuity Visual Style in Contemporary American Film.“ Film Quarterly. Volume 55.No. 3 (Spring) (2002): 16-28. Web. 28 Jan. 2014. <http://www.jstor.org/ stable/10.1525/fq.2002.55.3.16>. Horwath, ALexander. The Impure Cinema: New Hollywood 1967-1976. 1st edition. Amsterdam: Amsterdam University Press, 2004. 9-17. Print. Films: Bonnie and Clyde, Arthur Penn (1967), Jaws, Steven Spielberg (1975)  Week 10: Tutorial  Week 11: 1980s, 90s and beyond Films: Do the Right Thing, Spike Lee (1989), Dead Man, Jim Jarmush (1995)  Week 12: Hollywood and critical approaches Reading: Maltby, R. Hollywood Cinema. Oxford: Blackwell Publishing, 2003. Ch. Ideology (300-308) Ray, Robert B. 1985. Hollywood and Ideology. In HILL, John and GIBSON, Pamela (eds.). American Cinema and Hollywood: Critical Approaches. 1st edition. Oxford: Oxford University Press. 2000, pp. 137-138. Print.  Week 13: Tutorials  Week 14: Tutorials | | | |
| **Evaluation** | | | |
| Attendance - students are expected to attend each class according to the schedule. No transfers among the groups are allowed. Should students miss three or more classes, they will not receive credits for the course no matter what their overall results are. Continuous assessment:  Students are expected and required to actively participate in each lesson (active participation = participation in discussions based on having read the required texts and watched the required films). Each student is also required to present short written assignment on a weekly basis, and an essay (analysis) on a common topic chosen by the lecturer. Should students fail to provide either of the two compulsory parts, they will not receive credits. To complete the course, students are also required to successfully pass a test at the end of the course.  Final assessment: Final grade will be calculated as a sum of score for assignment(s) - weekly assignments (one third), essay (another third), test (final third). (No assignment, plagiarism and other unacceptable practices will be awarded 0 points.) FINAL EVALUATION : A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less | | | |
| **Bibliography** | | | |
| BAZIN, Andre. The Myth of Total Cinema in What is Cinema. London: University of California Press, 1967. 27-32  MALTBY, Richard. Hollywood Cinema. Oxford: Blackwell Publishing, 2003. Selected chapters.  BORDWELL, David. „Intensified Continuity Visual Style in Contemporary American Film.“ Film Quarterly. Volume 55.No. 3 (Spring) (2002): 16-28. Web. 28 Jan. 2014. <http:// www.jstor.org/stable/10.1525/fq.2002.55.3.16>.  HORWATH, ALexander. The Impure Cinema: New Hollywood 1967-1976. 1st edition. Amsterdam: Amsterdam University Press, 2004. 9-17. Print.  RAY, Robert B. 1985. Hollywood and Ideology. In HILL, John and GIBSON, Pamela (eds.). American Cinema and Hollywood: Critical Approaches. 1st edition. Oxford: Oxford University Press. 2000, pp. 137-138. Print.  Recommended literature:  BORDWELL, David, THOMPSON, Kristin and STAIGER, Janet. 2002. The Classical Hollywood Cinema: Film Style and Mode of Production to 1960. 6th edition. London: Routledge. 2002. Print.  ELSAESSER, Thomas. 2012. The Persistence of Hollywood. New York: Routledge. 2012. Print.  ELSAESSER, Thomas, and BUCKLAND, Warren. 2002. Studying Contemporary American Film. New York: Oxford University Press. 2002. Print  ELSAESSER, Thomas, HORWATH, A., and KING, N. (eds.). 2004. The Last Great American Picture Show. Amsterdam: Amsterdam University Press. 2004. Print.  HAYWARD, Susan. 2000. Cinema Studies: The Key Concepts. 2nd edition. London: Routledge. 2000, pp. 190-195. Print.  HILL, John and GIBSON, Pamela (eds.). American Cinema and Hollywood: Critical Approaches. 1st edition. Oxford: Oxford University Press. 2000,  RAY, Robert B. 1985. A Certain Tendency of the Hollywood Cinema: 1930-1980. Princeton: Princeton University Press. 1985. Print. | | | |