# Master
Studies of English Language and British and American Literatures

**Year I**

**Semester I**

| CLASSICAL AND MODERN THEORIES IN LINGUISTICS |
| MODERN AMERICAN CULTURAL VALUES |
| METHODOLOGY OF RESEARCH |
| ELEMENTS OF CONTEMPORARY ENGLISH CIVILISATION |

**Semester II English language**

| LINGUISTIC APPROACHES IN DISCOURSE ANALYSIS |
| PHONETICS |
| LEXICOLOGY |
| PERSPECTIVES OF MODALITY |
| INTERDISCIPLINARY PATTERNS IN INTERCULTURAL COMMUNICATION |

**Semester II British and American literatures**

| POSTMODERNISM – INTERTEXTUAL COORDINATES |
| BRITISH AND AMERICAN CONTEMPORARY THEATRE |
| POSTMODERN BRITISH AND AMERICAN POETRY |
| TRAVEL LITERATURE |
| PUBLIC SPACES AND THE ENGLISH NOVEL |

**Year II**

**Semester I  English language**

| NEW APPROACHES IN PRAGMATICS |
| SYSTEMIC-FUNCTIONAL ANALYSIS OF CLAUSE COMPLEXES WITHIN TEXTS |
| CORPUS LINGUISTICS – FUNCTIONAL ASPECTS |
| THE ANALYSIS OF PHRASEOLOGICAL UNITS IN ENGLISH |
| ENGLISHES OF THE WORLD |

**Semester II  English language**

| NEW CONCEPTUALIZATIONS IN SEMANTIC ANALYSIS |
| LEVELS OF LANGUAGE AND LINGUISTIC ACCOMMODATION |
| CONTRASTIVITY IN ESP |
| INTRODUCTION TO SOCIOLINGUISTICS |
| CURRENT ISSUES IN SYNTAX |

OR

**Semester I  British and American literatures**

| LITERATURES IN ENGLISH |
| BRITISH AND AMERICAN SHORT STORY |
| CRITICAL APPROACHES TO LITERARY TEXTS |
| CONTEMPORARY WOMEN WRITERS OF ANGLO-AMERICAN LITERATURE |
| PHILOSOPHY AND LITERATURE |

**Semester II  British and American literatures**

| LITERATURE AND THE OTHER ARTS |
| UTOPIAN WRITING AND BRITISH CULTURE |
| CHILDREN’S LITERATURE IN ENGLISH |
| THE AFRICAN AMERICAN NOVEL |
| LITERARY AND VISUAL ARTS |
**YEAR I**  
**SEMESTER I**

**SUBJECT OF STUDY: CLASSICAL AND MODERN THEORIES IN LINGUISTICS**

**NUMBER OF CREDITS: 8**

**YEAR 1**  
**SEMESTER: semester 1**

**TYPE OF COURSE:** core

**OBJECTIVES:** to investigate some classical, traditional versus modern models of linguistic description, various aspects regarding the theoretical and operational concepts in English linguistics; to familiarize the students with linguistic theories with emphasis on the English language.

**CONTENT:** Theories regarding the functions of language; Classical vs. modern approaches to word formation; Classical vs. modern approaches to morphology: word and paradigm, item and arrangement, item and process; Models of syntactic analysis: immediate constituent, generative-transformational, functional-systemic; Classical vs. modern approaches to the meaning of language: lexical semantics (word meanings), phrasal and sentential semantics; Tenets in cognitive linguistics, cognitive domains, image schemas; Metaphor as a cognitive process: structural, orientational and ontological metaphors; Nature, definitions and functions of metonymy; Approaches to pragmatics: linguistic context: discourse (analysis); Situational context: maxims of conversation; speech act theory.

**TEACHING LANGUAGE:** English

**EVALUATION:** written examination

**BIBLIOGRAPHY:**

**SUBJECT OF STUDY: MODERN AMERICAN CULTURAL VALUES**

**NUMBER OF CREDITS: 8**

**YEAR 1**  
**SEMESTER: semester 1**

**TYPE OF COURSE:** core

**OBJECTIVES:** To familiarize students with modern American culture and its values;


**TEACHING LANGUAGE:** English

**EVALUATION:** written examination

**BIBLIOGRAPHY:**

**SUBJECT OF STUDY: METHODOLOGY OF RESEARCH**

**NUMBER OF CREDITS: 7**

**SEMESTER: 2**

**TYPE OF COURSE:** specialty

**OBJECTIVES:** To get the students familiar with the ethical aspects of research; research methods in linguistics and education sciences; quantitative and qualitative basics in research; writing a research paper.

**CONTENT:** The role of research in linguistics and related fields; Research areas and particular methods; Sociolinguistics and research in social sciences; Approaches to quantitative and qualitative research; Modern linguistics as empirical science; The conceptual device and specific methods; Rationalism vs. Empiricism;
Empirical data use, informant, explanatory and descriptive adequacy; The general scientific experiment; fundamental characteristics; research of educational features: research types and techniques, particular differences. From data and Hypotheses to theoretical model and various applicability areas. The researcher’s honesty: from the simple to the blind to the double-blind experiment; Types of experiments, types of hypotheses, variables, experimental frames construction; Experiment and observation methods; Research – action and case study. Relationships between subjectivity and validity. The researcher’s degree of involvement with the investigation. The research project: project design, concept operationalization; Designing and writing a research project; Research ethics; research and intellectual property.

TEACHING LANGUAGE: English
EVALUATION: written examination

BIBLIOGRAPHY:

SUBJECT OF STUDY: ELEMENTS OF CONTEMPORARY ENGLISH CIVILISATION
NUMBER OF CREDITS: 7
YEAR 1
SEMESTER: 1
TYPE OF COURSE: core
OBJECTIVES: To raise students’ interest for the values of British civilization by giving them useful information in the domains of British geography, history and culture.
CONTENT: Geography; History; Political life: forms of government, the parliament, the monarch, politics, social classes; Nation and identity; Religion; Education: the system of state education, private education, universities, research; Sport and entertainment: traditional English sports, new sports; Tourism: national patrimony, places and collections, parks; Social behavior and attitudes.
TEACHING LANGUAGE: English
EVALUATION: written examination
BIBLIOGRAPHY:
Storry, Mike and Childs, Peter ed. British Cultural Identities, Routledge,2008
Oakland, John, British Civilization, An Introduction, Routledge,2005
Jacobs, Eric and Worchester, Robert. We British: Britain Under the Moriscope, Weidenfeld & Nicholson, 1990

SEMESTER II

SUBJECT OF STUDY: LINGUISTIC APPROACHES IN DISCOURSE ANALYSIS
NUMBER OF CREDITS: 7
SEMESTER: 2
TYPE OF COURSE: specialty
OBJECTIVES: to familiarise students with the fundamental theoretical approaches in current linguistics, the theoretical framework of syntactic analysis and with the current methods and instruments applied in syntax (generative grammar, minimalist approach); to explain and exemplify the original and innovative syntactic approaches and apply them in describing the basic analysis patterns and the syntactic structures of the English language; to contrast English and Romanian.

TEACHING LANGUAGE: English
EVALUATION: written examination

BIBLIOGRAPHY:

SUBJECT OF STUDY: PHONETICS
NUMBER OF CREDITS: 6
YEAR 1
SEMESTER: semester 2
TYPE OF COURSE: specialty
OBJECTIVES: to make the students aware of the pronunciation differences between English and Romanian; characteristics of consonants and vowels in English; the phonetic transcription; stress and intonation; SBE now.
CONTENT: anatomy and physiology of speech organs; sounds in English and Romanian; the phonetic alphabet; consonants; vowels; stress and intonation in English; RP and variants; varieties of English; practice.
TEACHING LANGUAGE: English
EVALUATION: written examination
BIBLIOGRAPHY:
P. Ladefoged, A Course in Phonetics, Heinle & Heinle, Boston, 2001

SUBJECT OF STUDY: LEXICOLOGY
NUMBER OF CREDITS: 6
YEAR 1
SEMESTER: semester 2
TYPE OF COURSE: specialty
OBJECTIVES: to make the students aware of the types of dictionaries and their adequate use; the enrichment of the vocabulary; helping the students in making up new words by using the internal language means; language practice.
CONTENT: the place of lexicology and lexicography in language study; history and modern concepts; types of dictionaries in English and Romanian; internal means of word formation: major means (derivation, compounding, conversion) and minor means (clipping, back derivation, acronyms etc.); relations among words.
TEACHING LANGUAGE: English
EVALUATION: written examination
BIBLIOGRAPHY:
Jackson, Howard, Amvela, Etienne Zé, Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology, Continuum International Publishing Group, 2000
Lipka, Leonhard, An Outline of English Lexicology, Max Niemeyer Verlag, Tubingen, 2002

SUBJECT OF STUDY: PERSPECTIVES OF MODALITY
NUMBER OF CREDITS: 6
YEAR 1
SEMESTER: semester 2
TYPE OF COURSE: specialty
OBJECTIVES: to develop the students’ competence in the domain of modality, approached from the philosophical and linguistic perspective; developing their ability of combining their knowledge in morphosyntax, semantics and pragmatics in the process of interpreting and creating various types of contexts.


TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:
Palmer, F.R. 2001, Mood and Modality; second edition, Cambridge Textbooks in linguistics, United Kingdom: Cambridge Univ. Press

SUBJECT OF STUDY: INTERDISCIPLINARY PATTERNS IN INTERCULTURAL COMMUNICATION

NUMBER OF CREDITS: 5
YEAR: 1
SEMESTER: 2
TYPE OF COURSE: specialty

OBJECTIVES: to understand, explain and apply the toolkit of intercultural communication in creative and innovative ways in various contexts


TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

SUBJECT OF STUDY: POSTMODERNISM – INTERTEXTUAL COORDINATES

NUMBER OF CREDITS: 7
YEAR 1
SEMESTER: 2
TYPE OF COURSE: specialty

OBJECTIVES: To update theoretical knowledge related to postmodernism. To revise and discuss some theoretical elements related to intertextuality (text theory, classifications, typology etc.).

CONTENT: Postmodernism – theoretical notions and definitions; Intertextuality, eclecticism, parody, sign transfer; Types of intertextuality – literary examples; Explicit and implicit intertextuality – literary examples; Theoretical coordinates of an intertextual analysis; Ekphrasis – theoretical elements and examples.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:
postmodern discourse of travelling; Science-fiction – a false treaty of travelling; The colonial discourse in travel books.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:
Kim Fortuny,(2003), Elizabeth Bishop , The Art of Travel, University Press of Colorado

SUBJECT OF STUDY: PUBLIC SPACES AND THE ENGLISH NOVEL

NUMBER OF CREDITS: 5

YEAR 1

SEMESTER: semester 1

TYPE OF COURSE: specialty

OBJECTIVES: to expose students to the diversity of literature on public space; to help students understand the value of eighteenth century public spaces as historical and cultural sources, and to assess their impact on the evolution of the modern novel in Britain; to explore the complex practice of public urban space, from the intentions of those that “create” a specific space, to the behavior of the actual people who inhabit it; to present students with different perspectives on the nature of the “public” and urban space.


TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:
SUBJECT OF STUDY: NEW APPROACHES IN PRAGMATICS

NUMBER OF CREDITS: 8

YEAR 2

SEMESTER: semester 1

TYPE OF COURSE: core

OBJECTIVES: to develop the students’ competence in the pragmatic domains of cognitive poetics, politeness strategies, the role of referring expressions, irony as a pragmatic means; to apply their knowledge in literary text analyses from the perspective of the theoretical frames presented.


TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

SUBJECT OF STUDY: SYSTEMIC-FUNCTIONAL ANALYSIS OF CLAUSE COMPLEXES WITHIN TEXTS

NUMBER OF CREDITS: 6

SEMESTER: semester 2

YEAR: 2

TYPE OF COURSE: specialty

OBJECTIVES: The course is designed to offer the M.A. students a new perspective on the English complex sentences which are analysed from a functional point of view, emphasising the characteristics of spoken language. The course is concerned of all important syntactic transformations of clause complexes within several types of texts.


TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:
Dik, Simon. Studies In Functional Grammar, Amsterdam University Press, 1980

SUBJECT OF STUDY: CORPUS LINGUISTICS – FUNCTIONAL ASPECTS

NUMBER OF CREDITS: 6

YEAR: 2

SEMESTER: 1

TYPE OF COURSE: specialty
OBJECTIVES: to understand, explain and apply the toolkit of corpus linguistics in creative and innovative ways in various contexts


TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

SUBJECT OF STUDY: THE ANALYSIS OF PHRASEOLOGICAL UNITS IN ENGLISH

NUMBER OF CREDITS: 5
YEAR: 2
SEMESTER: semester 1
TYPE OF COURSE: speciality

OBJECTIVES: to present the domain of phraseology and its place in the linguistic research; to familiarize the students with the fundamental concepts of phraseology; to present the terminological problems in defining phraseological units; to familiarize the students with the analysis of collocations and colligations; to present the traditional and the cognitive approach to idioms and phrasal verbs and to familiarize the students with the cognitive analysis model of these phraseological units.

CONTENT:

TEACHING LANGUAGE: English

EVALUATION: test paper

BIBLIOGRAPHY:

SUBJECT OF STUDY: ENGLISHES OF THE WORLD

NUMBER OF CREDITS: 5
YEAR 2
SEMESTER: semester 1
TYPE OF COURSE: specialty

OBJECTIVES: to make the students aware of the varieties of English in the UK and in the world; to investigate both the standard varieties of the English language (American English, British English, Australian English etc.) and the non-native varieties English (pidgins and creoles); contrasting English and Romanian.

CONTENT: Historical and cultural background. The emergence and the development of the new varieties of English; World English; Standard English. American and British English; Dialects of English (American dialects, British dialects, Ireland, Canada, Australia); Lingua francas, Pidgins and Creoles; New Englishes.
### TEACHING LANGUAGE
English

### EVALUATION
written examination

### BIBLIOGRAPHY:

### SEMESTER II

#### SUBJECT OF STUDY: NEW CONCEPTUALIZATIONS IN SEMANTIC ANALYSIS

**NUMBER OF CREDITS:** 8  
**YEAR:** 2  
**SEMESTER:** semester 2  
**TYPE OF COURSE:** core  
**OBJECTIVES:** to introduce the main principles of Cognitive Semantics in contrast with other semantic directions; to present the Theory of the Prototype; to familiarize the students with the meaning as a cognitive phenomenon based on conceptual structures, especially on conceptual metaphors and metonymies; to introduce the main tenets of Cognitive Poetics and to familiarize the students with the model of cognitive poetics analysis.  
**CONTENT:**  
- terminological clarifications; fundamental concepts of semantics. Structural semantics; Generative Semantics and Logic Semantics (main principles of each of these movements and their operational concepts)  
**TEACHING LANGUAGE:** English  
**EVALUATION:** written examination  
**BIBLIOGRAPHY:**  

### SUBJECT OF STUDY: LEVELS OF LANGUAGE AND LINGUISTIC ACCOMMODATION

**NUMBER OF CREDITS:** 6  
**YEAR:** 2  
**SEMESTER:** 2  
**TYPE OF COURSE:** specialty  
**OBJECTIVES:** To analyse and describe aspects of language from the point of view of their function in communication; to familiarize the students with the functional styles characteristic of written language.  
**CONTENT:** Definitions of style and stylistics; stylistics and language. Varieties according to language user: regional, social variation. Varieties according to language use: according to attitude (tenor). Characteristics of language according to medium (mode). Characteristics of language according to field of discourse (domain). The communicative functions of language and their relationship to the field of discourse. The communicative functions of language and their relationship to the field of discourse. Principles of good writing: sentence length; subordination; ordering (end-focus and end-weight); structure-changing rules. The principle of clarity; Types of ambiguities. The principle of economy: reduction: use of pro-forms; use of ellipsis. The principle of effectiveness: expressive repetition; elegant variation.  
**TEACHING LANGUAGE:** English  
**EVALUATION:** written examination  
**BIBLIOGRAPHY:**
SUBJECT OF STUDY: CONTRASTIVITY IN ESP
NUMBER OF CREDITS: 6
YEAR 2
SEMESTER: 2
TYPE OF COURSE: specialty
OBJECTIVES: to make the students aware of the varieties of English in the UK and in the world; standard British English, standard American English, a new concept: standard international English; contrasting English and Romanian.
CONTENT: English and Englishes in the world; standard forms; national standards; comparing and contrasting – teaching-learning a language; contrastive approaches to English-Romanian phonetics, lexis and grammar; English idioms in Romanian.
TEACHING LANGUAGE: English
EVALUATION: written examination
BIBLIOGRAPHY:

SUBJECT OF STUDY: INTRODUCTION TO SOCIOLINGUISTICS
NUMBER OF CREDITS: 5
YEAR 2
SEMESTER: 2
TYPE OF COURSE: specialty
OBJECTIVES: to investigate the use of language by individuals and by communities and to familiarize the students with aspects of language change;
TEACHING LANGUAGE: English
EVALUATION: written examination
BIBLIOGRAPHY:

SUBJECT OF STUDY: CURRENT ISSUES IN SYNTAX
NUMBER OF CREDITS: 5
YEAR 2
SEMESTER: 2
TYPE OF COURSE: specialty
OBJECTIVES: to fam iliarise students with the fundamental theoretical approaches in current linguistics, the theoretical framework of syntactic analysis and with the current methods and instruments applied in syntax (generative grammar, minimalist approach); to explain and exemplify the original and innovative syntactic approaches and apply them in describing the basic analysis patters and the syntactic structures of the English language; to contrast English and Romanian.
CONTENT: The Field of English Syntax. School Grammar and Modern Syntax; the Syntax of Phrases: heads, complements and subjects; Phrase Internal Syntax: Heads and their complements; Clauses as complements and
subjects; the internal structure of clauses; the external syntax of clauses; Noun Phrases: structures and representations; the syntax of modification; degree modification.

TEACHING LANGUAGE: English
EVALUATION: written examination

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<td>TYPE OF COURSE: core</td>
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<td>OBJECTIVES: The course aims at presenting the students with the English literature in former British colonies. Content: Key concepts: colonialism, post-colonialism, orientalism, exoticism. Themes, motifs, and symbols in the other literatures in English; Late effects of transportation in Dickens, Peter Carey, David Malouf; post-colonial themes in <em>Remembering Babylon</em>; colonial discourse in <em>Jane Eyre</em> vs. Post-colonial discourse in <em>Wide Sargasso Sea</em>; colonialism and morality in <em>The Moonstone</em> by Wilkie Collins; Rushdie, postmodernism and post-colonialism: magic realism in <em>Midnight’s Children</em>.</td>
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<td>TEACHING LANGUAGE: English</td>
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<td>EVALUATION: written examination</td>
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<td>Hutcheon, Linda. “Circling the Downspout of Empire.” Ashcroft, Bill et al., 130 - 5.</td>
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<th>SUBJECT OF STUDY: BRITISH AND AMERICAN SHORT STORY</th>
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<td>OBJECTIVES: to make students understand the short story as a distinct literary genre, with specific development and different structure according to every author’s vision, style and artistic profile. Content: 18th century short story; Charles Dickens and his intricate typology; Rudyard Kipling and the colonial short story; Saki and the psychological short story; Somerset Maugham – the tales of the unexpected; James Joyce – psychoanalytical discourse; Joseph Conrad - the Englishman and the world’s seas; Washington Irving and the beginnings of the American short story; Edgar Allan Poe – the gothic short story; Jack London and his love of life; Mark Twain – wit, humor and satire; Henry James - discreetness and elaborateness; William Faulkner – history of the South; O. Henry – twist ending short stories</td>
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<td>TEACHING LANGUAGE: English</td>
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<th>SUBJECT OF STUDY: CRITICAL APPROACHES TO LITERARY TEXTS</th>
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<td>TYPE OF COURSE: specialty</td>
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<td>OBJECTIVES: to familiarize students with twentieth-century schools of criticism and critical concepts; to apply principles of criticism to literary texts; to produce critical essays on literary texts. Content: From traditional approaches to the literary text; Formalism and New Criticism: concepts, representatives, examples of approaches to literary texts; Structuralism: representatives, concepts, Genette and structuralist narratology, time and space in literature, examples of approaches to literary texts; Post-structuralism: concepts, representatives, examples of approaches to literary texts; Psychoanalytic criticism: memory and desire: concepts, representatives, examples of approaches to literary texts; Feminism: modern and post-modern feminism, concepts, examples of approaches to literary texts; Cultural criticism and cultural identity; reality and literature.</td>
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TEACHING LANGUAGE: English
EVALUATION: written examination

BIBLIOGRAPHY:
Bahtin, M., Probleme de literatură și estetică, Nicolae Iliescu (trad), ed. Univers, Buc. 1982
Barry, Peter, Beginning Theory. An Introduction to Literary and Cultural Theory, Manchester University Press, 1995
Sean Matthews and Aura Taras Sibisan (eds), Theories. A Reader, editura Paralela 45, Pitesti Bucuresti, 2003

SUBJECT OF STUDY: CONTEMPORARY WOMEN WRITERS OF ANGLO-AMERICAN LITERATURE
NUMBER OF CREDITS: 5
YEAR 2
SEMESTER: 1
TYPE OF COURSE: specialty
OBJECTIVES: to investigate the main trends in contemporary English and American literature and to familiarize the students with the literary features of contemporary women writers
CONTENT: Contemporary Women Writers of Anglo-American Literature: Jo Shapcott, Nuala Ni Dhomhnaill, Carol Ann Duffy, Kathleen Jamie, Laura Moriarty, Eileen Myles, Alice Notley.
TEACHING LANGUAGE: English
EVALUATION: written examination
BIBLIOGRAPHY:
Firan, Carmen & Mugur, Paul Doru, edit. coord., Locul nimanui-Antologie de Poezie Americana contemporana, Cartea Romaneasca, 2006
Morrison, Blake and Motion, Andrew, The Penguin Book of Contemporary British Poetry, 2010
McClatchy, J. D., ed. The Vintage Book of Contemporary World Poetry (1996)., Vintage Books

SUBJECT OF STUDY: PHILOSOPHY AND LITERATURE
NUMBER OF CREDITS: 5
YEAR 2
SEMESTER: 1
TYPE OF COURSE: specialty
OBJECTIVES: The students should know narrative techniques specific to contemporary novels and the course aims at presenting the most famous novelists and elements of philosophy; at identifying and explaining the relationship between English and American fiction and philosophy.
CONTENT: Mimesis as recreation in Plato and Aristotle; Art for art and western aesthetics. Epiphany in postmodern fiction; Modern Platonists versus prose in Great Britain and in the United States; Iris Murdoch and the creation of the novel; Iris Murdoch and the postmodern British world; Iris Murdoch and space/time according to Bakhtin; John Updike and modern classicism in America; J.Grisham and postmodern writing in America; Fiction and politics in new historicist tradition; Language philosophy.
TEACHING LANGUAGE: English
EVALUATION: written examination
BIBLIOGRAPHY:
P.P.Negulescu, Filosofia idealistă germană, Fundațiile regale, București, 1940
Mircea Florian, Recesvitatea ca structură a lumii, Eminescu, București, 1983
Rădulescu Motru, Constantin, Timp și destin, Saeculum, I.O.București, 1996
Liiceanu, Gabriel, Repere pe drumul gândirii, Ed. politică, București, 1982
Burdescu, Felicia, Masters of American Literature, Universitaria, Craiova, 2004
Burdescu, Felicia, Murdoch’s Way with Philosophical Texts, Universitaria, 2006, Craiova
Verdenius, W. J., Mimesis, Leiden, Holland, 1962
**SUBJECT OF STUDY: LITERATURE AND THE OTHER ARTS**

**NUMBER OF CREDITS:** 8  
**YEAR:** 2  
**SEMESTER:** 2  
**TYPE OF COURSE:** core  

**OBJECTIVES:** To get the students acquainted with reading the literary work open towards other arts, to familiarize them with the specific techniques and the way in which techniques can be adapted from one art to another or the way in which each theme can be represented in different arts.  

**CONTENT:** Literature and other arts: architecture, painting, photography, theatre. The presentation of the specific of each art and the common elements: themes, borrowed techniques, influences; English and American portrait in literature, painting and photography; Contemporary feminist tendencies; American writers and painting; Masculine characters in literature and other arts: Ashberry versus Parmigianino; Biblical and Greek myths in arts; Architecture reflected in literature.  

**TEACHING LANGUAGE:** English  
**EVALUATION:** written examination  

**BIBLIOGRAPHY:**  
*Encyclopaedia of British Arts*, Thames and Hudson, London, 2000  

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**SUBJECT OF STUDY: UTOPIAN WRITING AND BRITISH CULTURE**

**NUMBER OF CREDITS:** 6  
**YEAR:** 2  
**SEMESTER:** 1  
**TYPE OF COURSE:** core  

**OBJECTIVES:** to outline a history of utopian writing in Britain from Thomas More to Kazuo Ishiguro; to provide students with a wide range of utopian writers who used the genre to articulate novel ideas about politics, education, religion and science; to examine subversive narrative strategies and develop research projects on utopian themes; to explore both the positive *eutopia* and the negative *dystopia* as well as some of the political ideas based on utopian ideals; to explore themes that are primarily found in most utopian literature: geography, society, education, science, religion, economics, and government.  


**TEACHING LANGUAGE:** English  
**EVALUATION:** written examination  

**BIBLIOGRAPHY:**  
SUBJECT OF STUDY: CHILDREN’S LITERATURE IN ENGLISH

NUMBER OF CREDITS: 6
YEAR: 2
SEMESTER: 1
TYPE OF COURSE: specialty

COURSE OBJECTIVES: To provide knowledge about children’s literature written in English, considered an important branch of literature that sheds light on several issues: didactic, anthropological, sociological.

COURSE CONTENT: Heroes and themes with children’s literature; The bestiary in children’s literature; The absurd and paradoxical; The Gothic element; Classical mythology; The child in children’s literature; Harry Pottermania and other modern trends

TEACHING LANGUAGE: English
EVALUATION: Written and oral examination

BIBLIOGRAPHY:

SUBJECT OF STUDY: THE AFRICAN AMERICAN NOVEL

NUMBER OF CREDITS: 5
YEAR: 2
SEMESTER: 2
TYPE OF COURSE: specialty

OBJECTIVES: To familiarize the students with the characteristics of the Afro-American novel in order to understand its distinct history and cultural visibility

CONTENT: Race reconstruction: Novel before and after slavery; Caribbean Migration and the New World novel; Black literature at the crossroads; Richard Wright’s epoch; Common values: Ralph Ellison and James Baldwin; Spaces for readers: Toni Morrison; Afro-American feminism

TEACHING LANGUAGE: English
EVALUATION: written examination

BIBLIOGRAPHY:

SUBJECT OF STUDY: LITERARY AND VISUAL ARTS

NUMBER OF CREDITS: 5
YEAR: 2
SEMESTER: 2
TYPE OF COURSE: specialty
OBJECTIVES: To provide knowledge about the development of the visual culture in the photographic and cinematographic field; to debate aspects of the studied visual texts and materials.

CONTENT: Introduction to literary and visual arts; Collections and collectors; Images of the classical past in romantic poetry; William Blake and the concept of “illuminated” book: visual representation of the written text; Visual representations of the literary texts of the 18th century; Visual aspects of the modern material culture. The 18th century and the cabinet of curiosities; Fashion and the way of dressing in the 18th English century.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY: