

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:

- Bauer, Laurel. 1988. *Introducing Linguistic Morphology*. Edinburgh: Edinburgh University Press.
Bruce, R., Levine, D. 2006. *A Concise Introduction to Linguistics*. Boston: Pearson.
Croft, W. and D. Cruse. 2004. *Cognitive Linguistics*. Cambridge: Cambridge University Press.
Finch, Geoffrey. 2000. *Linguistic Terms and Concepts*. Palgrave Macmillan.
Finch, Geoffrey. 2003. *How to Study Linguistics. A Guide to Understanding Language*. 2nd edn. Palgrave Macmillan.
Radford, A. et al. 2007. *Linguistics. An Introduction*. Cambridge: Cambridge University.

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;

CONTENT: Poe – The Strange Horrors of Evil; Hawthorne – The Darkness of Evil; Melville – The Ambiguous Whiteness of Evil; H. James – The *International* Journey towards Understanding; J. Updike – The Power of the American Myth; J. Cheever – The Self-Reflexive Fiction; A. Sexton – The Delirium of Confessive Poetry

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

- Auerbach, Erich. *Mimesis: The Representation of Reality in Western Literature*. Princeton University Press, 1969.
Bahtin, Mihail. *Probleme de literatură și estetică*. București: Editura Univers, 1982.
Barthes, Roland. *Writing Degree Zero*. New York: Hill and Wang, 1968.
Rorty, Richard. *Eseuri filosofice*. Vol. I, II, III, București: Editura Univers, 2000.
Zuckert, H. Catherine. *Postmodern Platos*. Chicago: The University of Chicago Press, 1996

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; Socio-linguistics 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:

Bogdan, R. C. & Biklen, S. K. (1982). *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn & Bacon, Inc.

Burgess, R. G. (Ed.) (1985). *Strategies in Educational Research: Qualitative Methods*. London: The Falmer Press

Silverman, D. (Ed.) (1997). *Qualitative Research. Theory, Method and Practice*. London: Sage

Steier, F. (Ed.) (1991). *Research and Reflexivity*. London: Sage

SUBJECT OF STUDY: ELEMENTS OF CONTEMPORARY ENGLISH CIVILISATION
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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 Microscope*, Weidenfeld & Nicholson, 1990

Nicolson G. Alasdair, Kellas G. James, Tumelty J. James, *Britain Today*, McGraw-Hill Book Company (UK) Limited, 1998

Champion, A.G. and Townsend, A.R., *Contemporary Britain: A Geographical Perspective* Edward Arnold, 1990

SEMESTER II

SUBJECT OF STUDY: LINGUISTIC APPROACHES IN DISCOURSE ANALYSIS
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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.

CONTENT: 1. Defining discourse analysis. Reasons for using discourse analysis 2. Text forming devices. Discourse versus text. Spoken and written texts 3. The relationship between speech and writing. Differences in form between written and spoken language 4. The challenges of discourse analysis 5. Types of discourse 6. Tools of Inquiry. Social Languages, Conversations and Intertextuality 7. Figured Worlds in action and conflict. Different uses of figured worlds. Figured worlds as tools of inquiry 8. Context. The role of context in interpretation 9. The correlations between form and functions. Situated meanings and frame problems 10. Coherence in the interpretation of the discourse 11. Reference in discourse: cohesion, substitution, ellipsis 12.

Topic and the representation of the text (discourse) content: Thematic structure. Thematization 13. Information structure and sentence structure. Given and New. The interaction of information structure and thematic structure 14. An "Ideal" discourse analysis

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Brown, Gillian, Yule, George, *Discourse Analysis*, Cambridge Textbooks in Linguistics, Cambridge: Cambridge University Press, 1st edition, 1983

Gee, James Paul, *An Introduction to Discourse Analysis. Theory and Method*, London: Routledge, 3rd edition, 2011

Halliday, M.A.K. and Hasan, R., *Cohesion in English*, London: Longman, 1976

Hoey, M., *On the surface of discourse*, London: George Allen and Unwin, 1993

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:

D. Chitoran, *English Phonetics and Phonology*, Ed. Didactica si Pedagogica, Bucuresti, 1974

P. Roach, *English Phonetics and Phonology. A practical course*, Cambridge University Press, Cambridge, 1998

P. Carr, *English Phonetics and Phonology. An introduction*, Wiley-Blackwell, Oxford, 1999

P. Ladefoged, *A Course in Phonetics*, Heinle & Heinle, Boston, 2001

D. Odden, *Introducing phonology*, Cambridge University Press, Cambridge, 2005.

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:

Adams, Valerie, *An Introduction to Modern English Word Formation*, London, 1973.

Bauer, Laurie, *English Word Formation*, Cambridge University Press, Cambridge, 1983.

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 morpho-syntax, semantics and pragmatics in the process of interpreting and creating various types of contexts.

CONTENT: 1. Basic terms and concepts used in defining modality. Perspectives of study. Modality vs. mood 2. The philosophical perspective on modality. Modality and the notions of *possibility* and *necessity*. Possible worlds 3. The morpho-syntactic perspective on modality. Criteria involved in characterising English modals 4. The semantic-pragmatic perspective on modality. Types of modality 5. Palmer's classification of modality. English modals and Propositional Epistemic modality. Epistemic modals and their pragmatic interpretations 6. Event modality. Characteristics and means of expression 7. Analytical Subjunctive and modality.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Croitoru, E. 2002. *Mood and Modality*, Iasi: Institutul European

Mey, J. L. 2000. *Pragmatics*. An Introduction. N. Y: Blackwell Publishers

Palmer, F.R. 1986. *Modality and the English Modals*, London: Longman.

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
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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

CONTENT: The linguistic and anthropological perspective. The socio-linguistic perspective. The pragmatic perspective. Translation Studies and intercultural communication. The status of English in intercultural communication. Interpersonal intercultural communication. Corporate intercultural communication.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Byram, M. (ed). 2003. *Intercultural competence*. Council of Europe Publishing.

Gudykunst, W.B. (ed) .2003. *Cross-cultural and intercultural communication*. London: Sage Publications.

Landis, D., Bennett, M.J. 2004 (3rd ed). *Handbook of intercultural training*. London: Sage Publications.

Novinger, T. 2001. *Intercultural communication: a practical guide*. University of Texas Press.

Vilceanu, T. 2005. *Intercultural Communication Prerequisites for Effectiveness and Efficiency*. Craiova: Universitaria.

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:

Allen, Graham. 2000. *Intertextuality*, London & New York: Routledge

Bakhtin, Mikhail. 1981. *The Dialogic Imagination*, Austin: Texas Press

Eco, Umberto. 1979. *The Role of the Reader: Explorations in the Semiotics of Texts*, Bloomington: Indiana University Press

Hutcheon, Linda. 1988. *A Poetics of Postmodernism: history, theory, fiction*, London & New York: Routledge

–. 1989. *The Politics of Postmodernism*, London & New York: Routledge

Morgan, Thais. 1989. *The Space of Intertextuality in Intertextuality and Contemporary American Fiction*, Patrick O'Donnell & Robert Con Davis (eds.), Baltimore: The John Hopkins University Press, p. 239 – 279

SUBJECT OF STUDY: BRITISH AND AMERICAN CONTEMPORARY THEATRE

NUMBER OF CREDITS: 6

YEAR 1

SEMESTER: 2

TYPE OF COURSE: specialty

OBJECTIVES: The course aims to familiarize the students with elements specific to contemporary drama and with representative British and American contemporary playwrights and with their works.

CONTENT: Features, devices and themes of British and American contemporary theatre; Evolution of drama; From the theatre of the absurd to contemporary social drama in Pinter's work; Stoppard versus Hare; Caryl Churchill's post-feminist and social drama; Martin McDonagh's *The Pillowman* between reality and fiction; Sam Shepard's *Buried Child* and the American family; August Wilson and the African-American drama.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Innes, Christopher. *Modern British Drama. The Twentieth Century*. Cambridge: Cambridge University Press, 2002.

Rabey, David Ian. *English Drama Since 1940*. London: Longman, 2003.

Saddik, Annette. *Contemporary American Drama*. Edinburgh: Edinburgh University Press Ltd, 2007.

Schmidt, Kerstin. *The Theater of Transformation. Postmodernism in American Drama*. New York: Rodopi, 2005

SUBJECT OF STUDY: POSTMODERN BRITISH AND AMERICAN POETRY

NUMBER OF CREDITS: 6

YEAR 1

SEMESTER: 1

TYPE OF COURSE: specialty

OBJECTIVES: To make students understand British and American contemporary poetry as an answer to the old puritan movement, which disregarded an approach of everyday situations in people's lives.

CONTENT: The Movement Between Reason and Realism, Kingsley Amis and The Angry Young Men, Elizabeth Jennings – Simplicity and Control, Philip Larkin – Depression as a Main Theme, Ted Hughes – From Myth to History, Present Poetical Directions; Charles Olson and the Black Mountain Movement, Allen Ginsberg and His Socio-Political Howl of His Generation, Lawrence Ferlinghetti and the Lost City, Robert Lowell and the Apocalyptic Present, Beat Generation Influences on American Contemporary Poetry.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Hutcheon, Linda – *A Poetics of Postmodernism: History, Theory, Fiction*, Routledge, 1998

Acheson, James – *Contemporary British Poetry*, State University of New York Press, 1996

Hamilton, Ian – *The Oxford Companion to Twentieth Century Poetry in English*, Oxford University Press, 1996

Saphiro, James – *The Columbia History of British Poetry*, Columbia University Press, 1994

Aldridge, John W., *After the Lost Generation*, Freeport, New York, 1971

Stephenson, Gregory – *The Daybreak Boys: Essays on the Literature of the Beat Generation*, Southern Illinois University Press, 1990

SUBJECT OF STUDY: TRAVEL LITERATURE

NUMBER OF CREDITS: 6

YEAR 1

SEMESTER: 2

TYPE OF COURSE: specialty

OBJECTIVES: To provide knowledge about travel literature written in English, considered an extension of postcolonial discourse into postmodernity. The course focuses on travel literature as both exterior description and interior construction of identity.

CONTENT: Famous travellers in Antiquity, the Middle Ages and the Renaissance; The voyage with the Romantics; Real and imaginary travels in British and American literature; Women travel writers; The

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

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Kaplan, Caren (1996) *Questions of Travel: Postmodern Discourses of Displacement* Duke University Press, Durham and London

Douglas Ivison, (2002), *I Saw Everything but Could Comprehend Nothing": Melville's Typee, Travel Narrative, and Colonial Discourse* in *The American Transcendental Quarterly* Vol. 16,

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

Karen R. Lawrence, (1994) *Penelope Voyages: Women and Travel in the British Literary Tradition*, Cornell University Press.

SUBJECT OF STUDY: PUBLIC SPACES AND THE ENGLISH NOVEL
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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.

CONTENT: Mentalities. Private Practices in Public Spaces. Cultural Policies in Historical Perspective. Jürgen Habermas, *The Structural Transformation of the Public Sphere*. Michel de Certeau, *The Practice of Everyday Life*. The Eighteenth-Century Garden: Tobias Smollett, "Two Letters on Vauxhall," from *The Expedition of Humphry Clinker*; Tobias Smollett, *The Adventures of Roderick Random*. Exotic Practices and British Taste. Coffee-houses and Taverns. Alexander Pope, *The Rape of the Lock*; Daniel Defoe, *Tour through the whole island of Great Britain*. Theatre and the City. Oliver Goldsmith, *The Citizen of the World*. Conversation and Leisure in the Space of the Salon. Samuel Johnson, *The Idler* and *The Adventurer*. Oriental Public Spaces: The Turkish Bath. Mary Wortley Montagu. *Letters of the Right Honourable Lady Mary Wortley Montague*. The English Literary Salon. The Bluestocking Club. Hester Lynch Piozzi. *Anecdotes of the Late Samuel Johnson, LL.D.*

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Benedict, Barbara M. *Curiosity – A Cultural History of Early Modern Inquiry*. Chicago & London: The University of Chicago Press. 2001.

De Certeau, Michel. "Walking in the City" in Doring, Simon (ed.), *The Cultural Studies Reader*. London and New York: Routledge, 1999 (c. 1993).

Delumeau, Jean. *Grădina desfătărilor. O istorie a paradisului*. București: Humanitas, 1997.

Habermas, Jürgen. *The Structural Transformation of the Public Sphere-An Inquiry into a Category of Bourgeois Society*. Cambridge, Massachusetts: MIT Press. 1999.

Heller, Agnes. *A Theory of Modernity*. Oxford: Blackwell. 1999.

Rousseau, G. S., Roy Porter (eds.). *Exoticism in the Enlightenment*. Manchester and New York, Manchester University Press, 1990.

**YEAR II
LINGUISTICS
SEMESTER I**

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.

CONTENT: 1. Text worlds theory 2. Pronouns and politeness 3. Pronouns and discursive instances 4. The semantics and pragmatics of referring expressions and their role in establishing the dimensions of characters' identity. 5. Deixis types and cognitive poetics 6. Irony and bantering as pragma-stylistic means 7. Indirect illocutionary values

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Gavins, Joanna/ Steen, Gerard. 2003. *Cognitive Poetics in Practice*. London and New York: Routledge

Levinson, S. C. and P. Brown, *Politeness: Some Universals in Language Usage*, Cambridge University Press, Cambridge, 1987

Lyons, J. 1968. *Introduction to Theoretical Linguistics*. London & New York: Cambridge University Press

Stockwell, Peter. 2003. *Cognitive Poetics. An Introduction*. London and New York, Routledge

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.

CONTENT: 1. The notion of „clause complex“. 2. Types of relations between clauses. TAXIS: parataxis and hypotaxis. Properties of taxis. 3. Types of relations between clauses. Logico-semantic types. Quoting vs. Reporting: free indirect speech as modes of projection 4. Types of relations between clauses. Logico-semantic types. 5. Group and phrase complexes: overview of complexing at group or phrase rank. Logical organization: complexes at clause and group or phrase rank, and groups. 6. Cohesion and discourse: the concept of text, logogenetic patterns. 7. Reference. 8. Conjunctions. 9. Ellipsis and substitution. 10. Lexical cohesion.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Bloor, Thomas, Bloor, Meriel. *The Functional Analysis of English. A Hallidayan Approach*. Second edition. London: Arnold, 2004.

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

Eggins, Suzanne. *An Introduction to Systemic Functional Linguistics*. London: Pinter, 1996.

Fries, Peter. *On the Status of Theme in English: arguments from discourse* in *Forum Linguisticum* 6, pp. 1-38, 1981.

Halliday, M.A.K. *An Introduction to Functional Grammar*, second edition, Arnold, London, 1994

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

CONTENT: The diachronic perspective. Corpus: functional definitions and minimal unit. Corpus: typology. Monolingual corpus: methods of analysis. Parallel corpora: methods of analysis. E-corpus and information mining. Written corpus vs. e-corpus.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Barnbrook, G., Danielson, P., Mahlberg, D. (ed) .2005. *Meaningful texts The Extraction of Semantic Information from Monolingual and Multilingual Corpora*. London: Continuum.

Beeby, A., Rodriguez Ines, P., Sanchez-Gijon, P. (ed.) 2005. *Corpus Use and Translating*. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Biber, D., Conrad, S., Reppen, R. 2006. *Corpus Linguistics. Investigating Language Structure and Use*. Cambridge: CUP.

Halliday. M.A.K., Teubert, W., Yallop, C., Cermakova, A. 2004. *Lexicology and Corpus Linguistics*. London: Continuum.

Lüdeling, A., Kytö, M. 2008. *Corpus Linguistics. An International Handbook*. Berlin/New York: Walter de Gruyter.

SUBJECT OF STUDY: THE ANALYSIS OF PHRASEOLOGICAL UNITS IN ENGLISH
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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:

Introductory course: the domain of phraseology and its place in the linguistic research; fundamental concepts of phraseology. Terminological problems in defining phraseological units. Collocations and colligations. Idioms. The traditional approach. Idioms. The cognitive approach. Translation problems of phraseological units. Phrasal verbs. The traditional approach

TEACHING LANGUAGE: English

EVALUATION: test paper

BIBLIOGRAPHY:

Avădanei, Constanța. 2000. *Construcții idiomatice în limbile română și engleză*. Iași: Editura Universității "Alexandru Ioan Cuza".

Gibbs, Raymond. W. 1995. "Idiomaticity and Human Cognition" in M. Everarert and E. J. van der Linden (eds.). *Idioms: Structural and Psychological Perspectives*. New Jersey: Laurence Erlbaum Associates.

Gibbs, Raymond. W. et al. 1997. "Metaphor in Idiom Comprehension", *Journal of Memory and Language*, vol. 37; pp. 141-154.

Kövecses, Zoltán. 2002. *Metaphor. A Practical Introduction*. Oxford: OUP.

Wright, John. 1999. *Idioms Organiser. Organised by Metaphor, Topic and Key-Word*. London: Commercial Colour Press.

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:

Becker, A., Bienswanger, M., *Introduction to English Linguistics*, UTB, 2006.

Crystal, David, *The Cambridge Encyclopedia of the English Language*, Cambridge University Press, 1999.

Fromkin, V., Rodman, R., Hyams, N., *An Introduction to Language*, Thomson Heine, 2003.

McArthur, T. (1992) *The Oxford Companion to the English Language*. Oxford: Oxford University Press.

McArthur, T. (1998) *The English Languages*. Cambridge: Cambridge University Press.

Schneider, E. W. (2011) *English around the World: An Introduction*. Cambridge: Cambridge University Press.

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) Definition of Cognitive Linguistics. Main tenets in cognitive semantics. Experiential realism. Concepts and conceptual categories. Categorization. The Necessary and Sufficient Conditions Model. The Prototype Theory. A conceptual approach to linguistic analysis. Elements of conceptual structure: frames, domains, spaces. Meaning as a cognitive phenomenon. Conceptualization and construal operations. Metaphor as a cognitive process. The conceptual theory of metaphor. Structural, orientational and ontological metaphors. Metonymy as a cognitive process: nature, definitions and functions of metonymy; the referential use of metonymy A dynamic construal approach to sense relations. Cognitive poetics- a linguistic approach to literature.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Croft, W. and D. Cruse. 2004. *Cognitive Linguistics*. Cambridge: Cambridge University Press.

Kövecses, Zoltán. 2002. *Metaphor. A Practical Introduction*. Oxford: OUP.

Lakoff, George, Johnson, Mark. 1980. *Metaphors We Live By*. Chicago: The University of Chicago Press.

Neagu, Mariana. 2005. *Cognitive Linguistics. An Introduction*. București: Editura Didactică și Pedagogică

Saeed, John, I. 1997. *Semantics*. Oxford: Blackwell Publishers.

Stockell, P. 2002. *Cognitive Poetics. An Introduction*. London and New York: Routledge.

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 the 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:

- Biber, Douglas. 1989. *Variation across speech and writing*. Cambridge: Cambridge University Press
- Crystal, David and Davy, Derek. 1969/1993. *Investigating English Style*. London: Longman.
- Leech, Geoffrey and Short, Michael. 1981. *Style in Fiction: A Linguistic Introduction to English Fictional Prose*. London: Longman.
- Leech, Geoffrey, Deuchar, Margaret and Hoogenraad, Robert. 2006. *English Grammar for Today. A New Introduction*. 2nd edition. London: Palgrave.
- Simpson, Paul. 2004. *Stylistics. A Resource Book for Students*. Abingdon: Routledge.

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:

- Leech, G. (1975), *A Communicative Grammar of English*, London: Longman
- Johnson-Laird, P.N. (1983), *Mental Models*, Cambridge: CUP
- Dewey, J. (1993), *How We Think*, New York: D.C. Heath & Co
- Lyons, J. (1995), *Linguistics Semantics: An Introduction*, Cambridge: CUP
- Van Sterkenburg, P. (eds.) (2003), *A Practical Guide to Lexicography*, Amsterdam: John Benjamins Publishing Co.

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;

CONTENT: Multilingualism. Language Planning and Standardization. Forms of Address. Ethnography of Communication. Linguistic Taboo.

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

- Bolinger, D. (1980). *Language – the Loaded Weapon*, London: Longman
- Fasold, R. (1990). *Sociolinguistics of Language*, Blackwell, Oxford.
- Fasold, R. (1992). *Sociolinguistics of Society*, Blackwell, Oxford.
- Fernando, C. (1996). *Idioms and Idiomaticity*, Oxford University Press
- Savill-Troike, M. (1982). *The Ethnography of Communication – An Introduction*, Basil Blackwell, Oxford.

SUBJECT OF STUDY: CURRENT ISSUES IN SYNTAX

NUMBER OF CREDITS: 5

YEAR 2

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.

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

BIBLIOGRAPHY:

Aarts, Bas, *English Syntax and Argumentation*, Palgrave: 2001.

Adger, David, *Core Syntax. A Minimalist Approach*, Oxford University Press: 2003.

Baker, C.L., *English Syntax*, MIT Press: 2001.

Cornilescu, Alexandra. *Concepts of Modern Grammar. A Generative Grammar Perspective*. București: Editura Universității București, 2006.

Cornilescu Alexandra. *Complementation in English Grammar*. Editura Universității București, 2003.

Haegeman, Liliane and Jacqueline Guéron. *English Grammar. A Generative Perspective*. Oxford: Blackwell, 1999.

**LITERATURE
SEMESTER I**

SUBJECT OF STUDY: LITERATURES IN ENGLISH

NUMBER OF CREDITS: 8

YEAR 2

SEMESTER: 1

TYPE OF COURSE: core

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 *Remembering Babylon*; colonial discourse in *Jane Eyre* vs. Post-colonial discourse in *Wide Sargasso Sea*; colonialism and morality in *The Moonstone* by Wilkie Collins; Rushdie, postmodernism and post-colonialism: magic realism in *Midnight's Children*

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

Ashcroft, Bill, Griffiths, Gareth, and Tiffin, Helen. *The Post-Colonial Studies Reader*. London: Routledge, 1995

Brennan, Timothy. "The National Longing For Form." *The Post-Colonial Studies Reader*. Eds. Bill Ashcroft, Gareth Griffiths, and Helen Tiffin. Oxford: Routledge, 2006.

Hutcheon, Linda. "Circling the Downspout of Empire." Ashcroft, Bill et al., 130 - 5.

Loomba, Ania. *Colonialism/Postcolonialism*. London: Routledge, 1998.

Said, Edward W. *Culture and Imperialism*. London: Vintage, 1994.

Slemon, Stephen. "Magic Realism as Post-Colonial Discourse". *Canadian Literature* 116 (1988): 9 - 24.

SUBJECT OF STUDY: BRITISH AND AMERICAN SHORT STORY

NUMBER OF CREDITS: 6

YEAR 2

SEMESTER: 1

TYPE OF COURSE: specialty

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

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY: Allen, Walter, *The Short Story in English*, Oxford University Press, 1981

Bates, H.E., *The Modern Short Story*, Oxford University Press, 1988

Canby, Henry Seidel, *The Short Story in English*, Henry Holt Publishing House, 1909

Head, Dominic, *The Modernist Short Story*, Cambridge University Press, 1992

Martin, Alex; Hill, Robert, *Modern Short Stories*, Prentice Hall, London, 1992

SUBJECT OF STUDY: CRITICAL APPROACHES TO LITERARY TEXTS

NUMBER OF CREDITS: 6

YEAR 2

SEMESTER: 1

TYPE OF COURSE: specialty

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.

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

Genette, Gérard, *Narrative Discourse An Essay in Method*, Cornell University Press, Ithaca, New York, 1987, trad. Jane E. Lewin

Sean Matthews and Aura Taras Sibisan (eds), *Theories. A Reader*, editura Paralela 45, Pitesti Bucuresti, 2003

Waugh, Patricia, *Literary Theory and Criticism*, Oxford UP, Oxford, 2006

SUBJECT OF STUDY: CONTEMPORARY WOMEN WRITERS OF ANGLO-AMERICAN LITERATURE
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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

Hulse, Michael, Kennedy, David, Morley David, edit. *The New Poetry*, Bloodaxe Books, 1993

Morrison, Blake and Motion, Andrew, *The Penguin Book of Contemporary British Poetry*, 2010

Sampson, Fiona *Beyond the Lyric: A Map of Contemporary British Poetry*, Telegraph Books, 2012

Poulin, A., Jr. and Michael Waters, editors. *Contemporary American Poetry*, 7th edition (2001). Houghton Mifflin College Division

Hall, Donald and Robert Pack, eds. *New Poets of England and America* (1997). Penguin

McClatchy, J. D., ed. *The Vintage Book of Contemporary World Poetry* (1996)., Vintage Books

SUBJECT OF STUDY: PHILOSOPHY AND LITERATURE
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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, *Recesivitatea 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

SEMESTER II

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:

- Claudia E. Cornett, *Creating Meaning Through Literature and the Arts*, Prentice Hall, 2006
Enciclopedia of British Arts, Thames and Hudson, London, 2000
Burdescu, Felicia, *Masters of 20th Century British Literature*, Universitaria, Craiova, 2004
Enciclopedia of American Painting, OUP, New York, 1998
Burdescu, Felicia, *Masters of American Literature*, Universitaria, Craiova, 2003
Julia Kristeva, *Maladiile sufletului*, Humanitas, Bucuresti, 2006

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.

CONTENT: Theoretical Approaches to Literary Utopia. Defining the Terms. Utopian and Dystopian visions in Literature. The Ideal City: Plato's *Republic*. The Imaginary Island: Thomas More's *Utopia* (1516). Renaissance Utopias: Francis Bacon, *The New Atlantis* (1627). Allegory and Politics: Margaret Cavendish, *The Description of a New World, called The Blazing World* (1666). The Enlightenment. The Perfect Nature. Jonathan Swift, *Gulliver's Travels* (1726, 1735). The Happy Valley. Samuel Johnson, *The History of Rasselas, Prince of Abyssinia* (1759). Mary Shelley, *The Last Man* (1826). Victorian Utopias. Mary Shelley, *The Last Man* (1826). Sources of Modern Dystopia. H. G. Wells, *A Modern Utopia* (1905). Aldous Huxley, *Island* (1962). Political Satire and Totalitarian Thought. George Orwell, *Nineteen Eighty-Four* (1949). The Diary and the Narrative Voice. P. D. James, *The Children of Men* (1992). Postmodern Dystopia. Kazuo Ishiguro, *Never Let Me Go* (2005).

TEACHING LANGUAGE: English

EVALUATION: written examination

BIBLIOGRAPHY:

- Claeys, Gregory. (ed.). *The Cambridge Companion to Utopian Literature*. Cambridge: Cambridge University Press, 2010.
Claeys, Gregory and Lyman Tower Sargent. (eds.). *The Utopia Reader*. New York: New York University Press, 1999.
Kendrick, Christopher. *Utopia, Carnival, and Commonwealth in Renaissance England*. Toronto: University of Toronto Press, 2004.
Manuel, Frank E. and Fritzie P. Manuel, *Utopian Thought in the Western World*. Oxford: Blackwell, 1979.
Venturi, Franco. *Utopia and Reform in the Enlightenment*. Cambridge: Cambridge University Press, 1971.

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:**

Anderson, Celia Catlett and Marilyn Fain Apseloff. *Nonsense Literature for Children: Aesop to Seuss*. Hamden, CT: Shoestring Press, 1989.

Association for Library Service to Children. Jones, Dolores Blythe, Ed. *Special Collections in Children's Literature: An International Directory*. Chicago, IL: American Library Association, 1995.

Avery, Gillian E. *Behold the Child: American Children and Their Books 1621-1922*. Baltimore, MD: Johns Hopkins University Press, 1994.

Avery, Gillian E. *Childhood Patterns: A Study of the Heroes and Heroines of Children's Fiction, 1770-1950*. London: Hodder and Stoughton, 1975.

Darton, Frederick J. Harvey. *Children's Books in England: Five Centuries of Social Life*. 3rd Edition. Revised by Brian Alderson. Cambridge, England: Cambridge University Press, 1982.

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:**

Carby, Hazel. *Cultures in Babylon: Black Britain and African America*. London; New York: Verso, 1999.

Sîrbulescu, Emil. *Cartea care vorbește: Introducere în romanul afro-american* (Craiova: Scrisul Românesc, 1999)

Gates, Henry Louis Jr., ed. *The Norton Anthology of African-American Literature* (New York: W. W. Norton & Company, 1997)

_____, *The Signifying Monkey: A Theory of Afro-American Literary Criticism* ((New York: Oxford University Press, 1988)

Bell, Bernard W. *The Afro-American Novel and Its Tradition* (Amherst: The University of Massachusetts Press, 1987)

Wilentz, Gay Alden. *Binding Cultures: Black Women Writers in Africa and the Diaspora*. Bloomington: Indiana University Press, 1992;

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:

Batten, Charles L. *Pleasurable Instruction: Form and Convention in Eighteenth Century Travel Literature*. Berkeley, Los Angeles, and London: University of California Press, 1978.

Benedict, Barbara M. *Curiosity – A Cultural History of Early Modern Inquiry*. Chicago & London: The University of Chicago Press. 2001.

Kernan, Alvin. *Samuel Johnson & the Impact of Print*. Princeton, New Jersey: Princeton University Press, 1987.

Motooka, Wendy. *The Age of Reasons. Quixotism, sentimentalism and political economy in eighteenth-century Britain*. London & New York: Routledge, 1998.

Said, Edward. *Orientalism*. New York: Vintage, 1978.

Varey, Simon. *Space and the Eighteenth-Century English Novel*. Cambridge: Cambridge University Press, 1990