

Study programme: Master academic studies ANGLISTICS - LITERATURE			
Course: Methodology of Literary Research			
Teacher: Svetlana E. Tomić			
Course status: Mandatory			
Number of ECTS: 6			
Precondition courses: None			
Educational goal Learning about the most influential literary theories of the twentieth-century. Understanding different critical approaches to literature. Learning key theoretical terms. Applying close readings of literary theories. Learning about explicit claims, reliability of evidence,defending and challenging warrants.			
Educational outcomes (acquired knowledge): By the end of the course, students will be able to apply different methods of critical theories to literature.			
Course content/structure Basic of Literary Study. Normal science and the scientific revolutions;paradigm shift. Quantitative vs.qualitative research methods. Types of anaysis. Steps in research process. Major twentieth-century schools of critical analysis. Traditional and New Historicisms. New Criticism. Structuralism. Close reading, Phenomenological literary analysis.Psychoanalytic criticism. Reader response criticism. Post-Structuralism. Socio-political analyses. Tools for reading narrative. Tools for reading poetry. Tools for readingperformance. Tools for reading texts as systems. Tools for social analysis:the pulicsphere,ideology,theoriesof power, the social relation.			
Literature Ana Bužinjska i Mihael Pavel Markovski <i>Književne teorije XX veka</i> (Beograd: Službeni glasnik, 2009) Zdenko Lešić i dr. <i>Suvremena tumačenja književnosti</i> (Sarajevo: Sarajevo publishing, 2006). Herman Rapaport <i>The Literary Toolkit: A Compendium of Concepts and Methods</i> (Wiley-Blackwell, 2011). Zdenko Lešić <i>Nova čitanja: Poststrukturalistička čitanka</i> (Sarajevo: Buybook, 2003) Ian Buchanan <i>Dictionary of Critical Theory</i> (New York: Oxford University Press, 2010)			
Number of active teaching classes (weekly)		Lectures: 2	Practical classes: 1
Teaching methods Lecturing, debates, book reports, student project, student presentation, video lessons,vocabulary list.			
Knowledge evaluation (maximum 100 points)			
Pre-examination obligations:	points	Final exam:	points
Lecture and Exercise attendance:	10	Written part of the exam	-
	-	Oral part of the exam	60
Written part of the exam	15		
Project	15		

Study program: Master academic studies ANGLISTICS - LITERATURE			
Course: Academic Writing			
Teacher: Aleksandar Prnjat			
Course status: Mandatory			
Number of ECTS: 6			
Precondition courses: None			
Educational goal: The aim of the course is for students to learn the rules of writing academic papers, which includes expressing their thoughts clearly, as well as how to accurately present the opinion of the author whose arguments they are paraphrasing.			
Educational outcomes (acquired knowledge): Upon completion of the course, students will acquire the knowledge necessary to write papers, final thesis or master thesis. They will learn to clearly present arguments in favor of or against a certain thesis. They will learn how to use footnotes, to cite primary and secondary sources. In short, students will acquire and improve the skill of writing academic papers.			
Course content In the theoretical part of the course, we will learn how to write references correctly, how to make students write their work as clearly as possible, what are explicative and bibliographic footnotes. Students will discuss with the professor the selection and scope of topics for writing papers, the professor will provide the students with the recommended primary and secondary literature. The practical part of the course consists of writing a seminar paper, on a topic chosen by the student with the help of a professor. Selection and formulation of the topic of the paper. Collecting material and searching for documentation. List of primary sources. Writing a paper. Frequent mistakes in writing papers. Academic papers Scientific papers. Elements of scientific papers. Elements of academic papers. Final bibliography Citing references in the text. Footnotes. Preparation of a scientific work for the press			
Literature J.M.Swales, Academic Writing for Graduate Students: Essential Skills and Tasks: Essential Tasks and Skills, The University of Michigan Press, 1994. S. Bailey, Academic Writing A Handbook for International Students, Routledge, 2017. E. Hayot, The Elements of Academic Style: Writing for the Humanities Paperback, Colombia University Press, 2014. K. Tusting, S. McCulloch, I. Bhatt, M. Hamilton, D. Barton, Academics writing: The dynamics of knowledge creation, Routledge, 2019.			
Number of active teaching classes (weekly)	Lectures 2	Practical classes 2	
Teaching methods Lectures include: methods of working with text, verbal methods and discussion methods. Practical part of the course includes: dialectic methods, workshops, written papers, and online discussions.			
Knowledge evaluation (maximum 100 points)			
Pre-examination obligations	Points	Final exam	Points
Lecture attendance	20	Written part of the exam	40
Exercise attendance/seminars	20	Oral part of the exam	-
Coloquium exam	20		

Study programme: Master academic studies ANGLISTICS - LITERATURE				
Course: Postmodern literature				
Teacher: Maja M. Ćuk				
Course status: Elective				
Number of ECTS: 9				
Precondition courses: None				
Educational goal: Introducing students to the problem of periodization of modern literature and various interpretations regarding the relation of modernism and postmodernism; enabling them to make a difference between postmodernism as a stylistic formation and a period, learn them how to explain postmodern artistic production and recognize the style of postmodern authors and works.				
Educational outcomes (acquired knowledge): After lectures and practical classes, the student will be able to see the tradition, other arts and literary production from a different angle. The postmodern literature will show them how every stylistic formation relies on the past in their attempt to create the future.				
Course content: <i>Lectures:</i> The relation between modernism and postmodernism; postmodernism and other contemporary literary theories (feminism, postcolonialism and new historicism); Hutcheon – poetics of postmodernism; postmodern literature and other arts; the relation of postmodernism towards tradition and myth; the concept of identity in postmodernism. <i>Practical classes:</i> Discussing postmodern elements in films (<i>Stranger than Fiction</i>), analysis of postmodern elements in theatre plays (<i>39 steps</i>), postmodernism in poetry and short story, the interpretation of prefiguration and historiographic metafiction in the selected excerpts in the novels.				
Literature: 1. Butler, Christopher. (2002). <i>Postmodernism – a very Short Introduction</i> . New York: Oxford University Press Inc. 2. Giddens, Anthony. (1995). <i>Modernity and Self-Identity - Self and Society in the Late Modern Age</i> . Oxford: Polity Pres. 3. Kershner, R. B. (1997). <i>The Twentieth-Century Novel: an Introduction</i> . Boston, New York: Bedford Books,. 4. Leitch, Vincent B. (1996). <i>Postmodernism – Local Effects and Global Flaws</i> . Albany: State University of New York Press. 5. Haćion, Linda. (1996). <i>Poetika postmodernizma: istorija, teorija, fikcija</i> . Novi Sad: Svetovi. 6. Ћук, Маја. (2014). <i>Маргарет Етвуд и мит: Нови свет у боји древних предања</i> , Београд: Факултет за стране језике.				
Number of active teaching classes (weekly)				Other classes
Lectures: 2	Practical classes: 2	Other types of classes:	Study research: 2	
Knowledge evaluation (maximum 100 points)				
Pre- examination obligations	Points		Final exam	Points
Lecture attendance	10		Written part of the exam	60
Exercise attendance	10		Oral part of the exam	
Colloquium exam	20			
Seminar(s)				

Study programme: Master academic studies ANGLISTICS - LITERATURE				
Course: Postcolonial literature				
Teacher: Tijana V. Parezanović				
Course status: Elective				
Number of ECTS: 9				
Precondition courses: None				
Educational goal: Introducing students to the basic theories and methodological concepts of postcolonial studies; training students for reading and analysis of works that belong to the wide scope of postcolonial literature; master the competencies needed to identify the colonial discourse and contextualize its deconstruction in the framework of contemporary society and culture.				
Educational outcomes (acquired knowledge): After passing the exam obligations, the student will be able to inerpret independently literary and other texts in the lens of postcolonial theory, to identify and critically observe the construction and the deconstruction of the colonial discourse in various texts; to apply the knowledge from postcolonial theory to challenge the relationship between literature, society and history, as well as to present an argumentative opinion about them in written and oral form.				
Course content: <i>Lectures:</i> The concept of empire and imperialism. Traditional interpretation of culture in British context; literary canon and the relation between culture and nation. The relation between time and space in postcolonial studies; the significance of cartography and the development of <i>spatial history</i> . Manichean dualism, binary oppositions and the construction of <i>the other</i> ; Western views on the Orient. Internal colonialism, settler colonialism and the construction of identity through the metaphors for parenting. The collapse of colonial powers during the twentieth century and the development of postcolonial literature. Stereotyping and the politics of difference. The basic concepts in postcolonial studies: <i>mimicry</i> , <i>ambivalence</i> , <i>liminality</i> and <i>hibridity</i> . Language as the act of appropriation. Postcolonial feminism. Colonial and postcolonial discourse in the canonic literary works. The basic characteristics of postcolonial literature. Decolonization, neocolonialism and globalization. <i>Practical classes:</i> reading and interpretation of texts (short stories, poetry, films, news records) with the aim to reveal the colonial discourse, identify binary oppositions and their deconstruction, understanding of postcolonial experiences.				
Literature: 1. Ashcroft, Bill, Gareth Griffiths & Helen Tiffin. <i>The Empire Writes Back: Theory and Practice in Post-Colonial Literatures</i> . London & New York: Routledge, 2004. 2. Ashcroft, Bill, Gareth Griffiths & Helen Tiffin. <i>Key Concepts in Post-Colonial Studies</i> . London & New York: Routledge, 2007. 3. Ashcroft, Bill, Gareth Griffiths & Helen Tiffin, eds. <i>The Post-Colonial Studies Reader</i> . London & New York: Routledge, 2003.				
Number of active teaching classes (weekly)				Other classes
Lectures: 2	Practical classes: 2	Other types of classes:	Study research: 2	
Teaching methods: interactive and frontal teaching, illustrative-demonstrative method, verbal-textual method, oral presentation, individual and group presentation, conversation, text work, immanent critique.				
Knowledge evaluation (maximum 100 points)				
Pre- examination obligations	Points		Final exam	Points

Lecture attendance	-	Written part of the exam	20
Exercise attendance	10	Oral part of the exam	30
Colloquium exam	20		
Seminar(s)	20		

Study programme: Master academic studies ANGLISTICS - LITERATURE		
Course: Narratology		
Teacher: Tijana Parezanović		
Course status: Elective		
Number of ECTS: 9		
Precondition courses: None		
Educational goal Enabling students to understand and interpret the structure of literary fiction and other narrative texts; introducing students to the main concepts and theories of narratology and training them towards acquiring the ability to implement those in textual analysis.		
Educational outcomes (acquired knowledge): After students have successfully passed the exam, they will be able to: apply the knowledge of narratology systemically to the analysis of different kinds of narrative texts; use the knowledge of narratological concepts and narrative processes in interpreting texts; identify and explain the influence of narrative processes on the overall meaning and idea of a text; express their informed opinion in written and oral form.		
Course content/structure <i>Theoretical part (lectures):</i> Definition of classical narratology (Gerard Genette) and its basic concepts. Story and discourse; narrativity and narrative grammar. Formalist and structuralist beginnings: Vladimir Propp's functions, Viktor Shklovsky's device and estrangement. Characters and characterization (direct, indirect). Types of narrators (by visibility, reliability, participation). Narrative time (order, duration, frequency). Focalization (internal, external). Narrative communications and levels. Speech and thought representation in narrative texts (diegetic narration, indirect and free indirect discourse, direct and free direct discourse/internal monologue). Poststructuralist turn in narratology; narrative strategies and genres (Tzvetan Todorov). The problem of authorship, the autonomy of the text, metanarratives and deconstruction, metanarration and metafiction (Linda Hutcheon). Possible worlds theory (Lubomir Dolezel). Interdisciplinarity of narratology. Intermediality (comic books, films, digital fiction, video games). Narrative approach to teaching. <i>Practical part (exercises):</i> analyses of selected narrative texts (description of the story, characters; determining characterization and focalization; identifying the type of narrator and levels of narration; identifying narrative techniques); work on constructing narrative texts; identifying elements of narration in practices other than fiction and assessing their meaning/importance.		
Literature Bal, Mieke. <i>Narratology: Introduction to the Theory of Narrative</i> . University of Toronto Press, 2009. Herman, David, ed. <i>The Cambridge Companion to Narrative</i> . Cambridge: CUP, 2007. Huhn, Peter et al, eds. <i>Handbook of Narratology</i> . Walter de Gruyter, 2009. Rimmon-Kenan, Shlomith. <i>Narrative Fiction: Contemporary Poetics</i> . Routledge, 2005. Online sources: <i>The Living Handbook of Narratology</i> , www.lhn.uni-hamburg.de/		
Number of active teaching classes (weekly)	Lectures: 2	Practical classes: 2
Teaching methods Frontal instruction and interactive teaching, verbal-textual methods (spoken explanation, work with texts, discussion).		
Knowledge evaluation (maximum 100 points) Pre-examination obligations Lecture attendance 10 Colloquium (short essay questions) 10 Term paper 50 Final exam Oral part of the exam (presentation and text analysis): 30		

Study programme: Master academic studies ANGLISTICS - LITERATURE		
Course: Poetics of Space in Literature		
Teacher: Tijana Parezanović		
Course status: Elective		
Number of ECTS: 9		
Precondition courses: None		
Educational goal Introducing students to the basic theoretical premises of human geography and the poetics of space; enabling students to critically consider and interpret texts; enabling students to contextualize the spatial paradigms of fictional texts within the given social and historical framework.		
Educational outcomes (acquired knowledge): After students have successfully passed the exam, they will be able to: adopt an analytical approach to fictional texts, especially as regards their spatiality; apply theoretical knowledge to the interpretation of various textual and social phenomena; critically evaluate literary and cultural products from the perspective of the spatial turn in cultural studies; clearly express their informed opinion in written and oral form.		
Course content/structure The course covers different interpretative approaches to texts, based on analysing their spatiality and assessing its importance to the narrative structure. Dominantly fictional texts are approached as cultural products which reflect social trends and circumstances, whereby this course is focused on how the relationship between literature and society is reflected through the spatial paradigm of interpretation. The course deals with the works of the 19 th and 20 th century, and moves from examining how space is represented in the early fiction, through how space comes to serve as a narrative method with the spatial turn in cultural studies, to what fiction gives back to the space and society in which it originates by creating literary places. <i>Theoretical concepts:</i> Empirical interpretation of space and place (Yi-Fu Tuan); Felicitous spaces and domestic imagery (Gaston Bachelard); Mythical space: chaos and cosmos (Mircea Eliade); Space and nation (Benedict Anderson); The concept of the frontier (Frederick Jackson Turner); Cartography and mapping (Franco Moretti); The empire, exotic spaces, and Orientalism (Edward Said); Urbanisation and modernity (Walter Benjamin); Gendered spaces (Doreen Massey); Spaces of fear and crime (Yi-Fu Tuan); Space and the production of power (Michel De Certeau, Henri Lefebvre); Space and otherness (Michel Foucault); The city and the countryside (Raymond Williams); Space and the postmodern world (Marc Auge). <i>Practical analysis:</i> A selection of texts, provisionally including, though not limited to, <i>The Comfort of Strangers</i> , Ian McEwan; <i>The Girls of Slender Means</i> , Muriel Spark; <i>High Rise</i> , J.G. Ballard; "The Black Hand of the Raj," Patrick McGrath; TV series: <i>The Prisoner</i> , Fawlty Towers, films <i>Don't Look Now</i> ; <i>The Cartographer's Confession</i> , James Attlee; <i>Do vidjenja Danitse</i> , Richard Berengarten.		
Literature Coverley, Merlin. <i>Psychogeography</i> . Pocket Essentials, 2006. Tally, Robert T. Jr. <i>Spatiality</i> . Routledge, 2013. Tally, Robert T. Jr, ed. <i>The Routledge Handbook of Literature and Space</i> . Routledge, 2017. Thacker, Andrew. <i>Moving through Modernity: Space and Geography in Modernism</i> . Manchester University Press, 2009. Source available online: Bachelard, Gaston. <i>The Poetics of Space</i> , archive.org/stream/in.ernet.dli.2015.139369/2015.139369 .		
Number of active teaching classes (weekly)	Lectures: 2	Practical classes: 2
Teaching methods Frontal instruction and interactive teaching, verbal-textual methods (spoken explanation, work with texts, discussion).		
Knowledge evaluation (maximum 100 points)		

Pre-examination obligations

Lecture attendance 10

Colloquium (short essay questions) 10

Term paper 50

Final exam

Oral part of the exam (presentation and text analysis): 30

Study programme: Master academic studies ANGLISTICS - LITERATURE				
Course: English Comedy in the Age of Shakespeare				
Teacher: Maja M. Ćuk				
Course status: Mandatory				
Number of ECTS: 7				
Precondition courses: None				
Educational goal: After completing undergraduate studies, candidates determined to acquire the title of Master of Arts in the field of English literature need to be more widely and deeply acquainted with comedy in England in the second half of the sixteenth and first half of the seventeenth century, which was much more complex and gave many more valuable creators and works than is usually understood after courses that offer a general overview of English literature. It is especially important for future experts in this field to become aware that the period in which William Shakespeare lived and worked was not only characterized by the existence and work of this great man, but also by the presence of a number of his predecessors, contemporaries and followers who created timeless comedies and thus indebted the history of English and world comedy in both the literary and theatrical sense.				
Educational outcomes (acquired knowledge): Formed young professionals who have the necessary knowledge in this field, as well as developed abilities and interests to contribute to theoretical and practical literary thought, but also to theatrical creativity in their environment, in their further academic and practical work.				
Course content: General definitions of comedy and types of comedy. The origin of comedy and its initial development. English comedy before Shakespeare. Social and cultural foundations of Renaissance comedy. University Wits and their comedy. William Shakespeare's comedies. Periods in Shakespeare's comedy work. Overview of Shakespeare's most significant comedies. Ben Johnson as a comedy writer. Overview of Johnson's theoretical contributions. Overview of Johnson's comedies. The significance of Johnson's work in the given socio-historical and cultural circumstances. The contribution of Johnson's younger contemporaries. Francis Beaumont and John Fletcher as an example of the collaboration of playwrights. <i>Gammer Gurton's Needle</i> as a mirror of its time.				
Practical classes: Reading and translating excerpts from comedies. Presentations on selected comedies.				
Literature: Jovanović, S. <i>Kad je bakaln bio vitez – Engleska komedija u vreme Šekspira</i> , Beograd, 2009. Ford, B., <i>The Pelican Guide to English Literature Vol 2 The Age of Shakespeare</i> . Harmondsworth (England): Penguin Books Ltd.,1973.				
Number of active teaching classes (weekly)				Other classes
Lectures: 2	Practical classes: 2	Other types of classes:	Study research:	
Knowledge evaluation (maximum 100 points)				
Pre- examination obligations	Points	Final exam	Points	
Lecture attendance	10	Written part of the exam	60	
Exercise attendance	10	Oral part of the exam		

Colloquium exam	20		
Seminar(s)			

Study programme: Master academic studies ANGLISTICS - LITERATURE						
Course: Research paper						
Teacher:						
Course status: Mandatory						
Number of ECTS: 8						
Precondition courses: Students are required to pass all subjects they had in the first semester of the Master academic studies						
Educational goal: Synthesizing theoretical and analytical knowledge of the study of literature in order to properly write the final Master's thesis. Expanding knowledge about the methodology of literature research which will be applied in the writing process. Conceptualization of the structure of the final Master's thesis.						
Educational outcomes (acquired knowledge): Ability to master the complex and broadest aspects of research directed towards writing a scientific paper.						
Course content/structure: Determining the field which the student will investigate and formulating the topic. Introduction to methodology characteristic of a particular field of literature, as well as a reference to the relevant literature. Pointing out possible directions of research development and opening relevant scientific problems. Formulating basic hypotheses and research plan, independent collection and research of material. Conceiving a project that will be used in writing the final Master's thesis. In accordance with the formulated topic and agreement with the supervisor, general and special literature are harmonized.						
Literature:						
Number of active teaching (weekly)	active classes	Lectures:	Practical classes:	Other forms of teaching:	Research paper: 16	Other classes:
Teaching methods: Individual work. Supervision. Consultations.						
Knowledge evaluation (maximum 100 points)						
Pre-examination obligations	Points		Final exam		Points	
Lecture attendance	-		Written part of the exam		-	
Practical classes	-		Oral part of the exam		-	
Colloquium exam	-		Thesis supervision		30	
Seminar paper	-		Final paper		70	

Study programme: Master academic studies ANGLISTICS – LITERATURE					
Course: Master's thesis					
Teacher:					
Course status: Mandatory					
Number of ECTS: 15					
Precondition courses: Students are required to pass all subjects they had during the Master academic studies ANGLISTICS – LITERATURE					
Educational goal: Practical application of knowledge acquired during five years of studying in order to write a Master's thesis. Developing and expanding the ability to use scientific methodology in the study of literature; mastering the techniques and methodologies of writing a scientific paper / text and developing independent scientific potential.					
Educational outcomes (acquired knowledge): Students are able to synthesize the acquired theoretical knowledge of Anglo-American literature, the application of analytical procedures in research work and argumentative presentation of results and conclusions of research work. Students develop the ability to use scientific methodology in the study of literature.					
Course content/structure: The thesis is an independent work in which the scientific potentials of the student and his/her ability to write a research paper are confirmed. After the preliminary research, the student formulates the topic in accordance with scientific and methodological principles of the science of literature. The student conceives the structure of the paper, determines the research plan, research aims and hypotheses and develops the problem parts which are to be investigated. He/she obtains and researches the primary and secondary bibliographic material and finally approaches the writing of the final paper. The final paper must contain at least 50 pages. After writing the final paper, the student approaches its defense in front of a committee determined by the Teaching-Scientific Council of the Faculty of Foreign Languages.					
Literature:					
Number of active teaching classes (weekly)	Lectures:	Practical classes:	Other forms of teaching:	Research paper:	Other classes:
Teaching methods: Individual work on research paper. Supervision. Consultations.					
Knowledge evaluation (maximum 100 points)					
Pre-examination obligations	Points	Final exam		Points	
Lecture attendance	-	Written part of the exam		-	
Practical classes	-	Oral part of the exam		-	
Colloquium exam	-	Thesis supervision		-	
Seminar paper	-	Final paper		100	