

Department of English language and literature

Academic year 2021 / 2022

Studies

University undergraduate double major study English Language and Literature

1. semester

Mandatory courses

132540	Contemporary English Language 1	5	0/30/30
36062	Introduction to the Linguistic Study of English	6	60/0/0
147086	Introduction to the Study of English Literature I	4	15/15/0
39622	Physical Education 1	0	0/0/30

2. semester

Mandatory courses

132024	Contemporary English Language 2	5	0/30/30
36326	English Syntax: Parts of Speech	6	60/0/0
147087	Introduction to the Study of English Literature II	2	0/15/0
39624	Physical Education 2	0	0/0/30

3. semester

Mandatory courses

132541	Contemporary English Language 3	5	0/30/30
50927	Physical Education 3	0	0/0/30

Literary seminars - choose 6 ECTS credits (3814)

95288	Alternative Worlds in Contemporary British Fiction	6	15/30/0
52251	American Postmodernism and Popular Culture	6	15/30/0
52235	Aspects of American Romanticism	6	15/30/0
131916	British Romanticism: Poetry	6	15/30/0
77863	Turning space into place: early Australian literature	6	15/30/0
52238	Victorian Literature: Genres and Topics	6	15/30/0
198894	Victorian Novel: Poetics and Cultural Politics	6	15/30/0

4. semester

Mandatory courses

132027	Analyzing Texts in English	5	0/30/30
51860	English Syntax: The Sentence	6	60/0/0
50932	Physical Education 4	0	0/0/30

Literary seminars - choose 6 ECTS credits (3815)

142697	American Modernism	6	15/30/0
184916	American Short Story	6	15/30/0
132758	British Romanticism: Prose	6	15/30/0
64244	Cool Britannia? British Drama from 1956 to 2008	6	15/30/0
52240	Shakespeare	6	15/30/0
184918	The Anthropocene in British and Australian Fiction and Film	6	15/30/0
52236	The Contemporary American Novel	6	15/30/0
184919	The Nineteenth-Century English Novel	6	15/30/0
184926	Victorian Literature and the Transformation of the World in the Nineteenth Century	6	15/30/0
87872	War, Reconstruction, Transformation: American Literature 1860-1914	6	15/30/0

5. semester

Mandatory courses

132542	Cultures of the United States and Great Britain	5	15/45/0
51862	Semantics of English	6	60/0/0

Literary seminars - choose 6 ECTS credits (3814)

95288	Alternative Worlds in Contemporary British Fiction	6	15/30/0
52251	American Postmodernism and Popular Culture	6	15/30/0
52235	Aspects of American Romanticism	6	15/30/0
131916	British Romanticism: Poetry	6	15/30/0
77863	Turning space into place: early Australian literature	6	15/30/0
52238	Victorian Literature: Genres and Topics	6	15/30/0
198894	Victorian Novel: Poetics and Cultural Politics	6	15/30/0

6. semester

Mandatory courses

51864	Phonetics and Phonology	6	60/0/0
132029	Translation Workshop (English)	5	0/30/30

Literary seminars - choose 6 ECTS credits (3815)

142697	American Modernism	6	15/30/0
184916	American Short Story	6	15/30/0
132758	British Romanticism: Prose	6	15/30/0
64244	Cool Britannia? British Drama from 1956 to 2008	6	15/30/0
52240	Shakespeare	6	15/30/0
184918	The Anthropocene in British and Australian Fiction and Film	6	15/30/0
52236	The Contemporary American Novel	6	15/30/0
184919	The Nineteenth-Century English Novel	6	15/30/0
184926	Victorian Literature and the Transformation of the World in the Nineteenth Century	6	15/30/0
87872	War, Reconstruction, Transformation: American Literature 1860-1914	6	15/30/0

University graduate single major study

English Language and Literature with Emphasis on American Cultural and Literary Studies

1. semester

Mandatory courses

117845	History and Paradigms of American Studies I	6	15/30/0
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Literary, cultural studies and linguistics courses (+ open electives) - choose a min. of 90 ECTS credits during course of study (10851)

Courses from this department

117905	A Historical Survey of the Fantastic in British Literature	6	15/30/0
117899	British Modern Novel and the British Empire	6	15/30/0
117900	English Across the World	5	60/0/0
117901	English Baroque Poetry	6	15/30/0
184923	Images of American Politics in Literature and Visual Media	6	15/30/0
117870	Pragmatics	5	15/30/0
117906	Pre-Raphaelitism	6	15/30/0
117844	Process of Language Acquisition	3	30/30/0
117908	Psycholinguistics	5	60/0/0
160754	Sociolinguistics	5	30/30/0
184925	Syntactic Theories	5	30/15/0
117872	Translation Theory	6	45/15/0

Courses from other departments

Number of courses: 215

2. semester

Mandatory courses

124212	History and Paradigms of American Studies 2	6	15/30/0
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Literary, cultural studies and linguistics courses (+ open electives) - choose a min. of 90 ECTS credits during course of study (10851)

Courses from this department

124217	Cognitive Linguistics	5	60/0/0
117903	Cultural Aspects of American Neoliberalism	6	15/30/0
161135	Ethics and Aesthetics of British Modernism	6	15/30/0
125999	Historical Sociolinguistics	5	15/30/0
125363	History and Theory of the English Novel	6	15/30/0
124227	History of the English Language	5	60/0/0
128889	Linguistic seminar: Discourse Analysis - language of communication technologies	5	0/30/0
128888	Linguistic seminar: Semantics	5	0/30/0
161134	Literature and visuality	6	15/30/0
223528	London in modern anglophone women's literature	6	15/30/0
142414	Narrative disseminNation of the land of Oz	6	15/30/0
131809	Research in linguistics and translation studies: planning and methodology	4	0/30/0

Courses from other departments

Number of courses: 185

3. semester

Mandatory courses

117850	Independent study	3	0/30/0
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Literary, cultural studies and linguistics courses (+ open electives) - choose a min. of 90 ECTS credits during course of study (10851)

Courses from this department

117905	A Historical Survey of the Fantastic in British Literature	6	15/30/0
117899	British Modern Novel and the British Empire	6	15/30/0
117900	English Across the World	5	60/0/0
117901	English Baroque Poetry	6	15/30/0
184923	Images of American Politics in Literature and Visual Media	6	15/30/0
117870	Pragmatics	5	15/30/0
117906	Pre-Raphaelitism	6	15/30/0
117844	Process of Language Acquisition	3	30/30/0
117908	Psycholinguistics	5	60/0/0
160754	Sociolinguistics	5	30/30/0
184925	Syntactic Theories	5	30/15/0
117872	Translation Theory	6	45/15/0

Courses from other departments

Number of courses: 215

4. semester

Mandatory courses

124219	Graduation Thesis	15	0/0/0
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Literary, cultural studies and linguistics courses (+ open electives) - choose a min. of 90 ECTS credits during course of study (10851)

Courses from this department

124217	Cognitive Linguistics	5	60/0/0
117903	Cultural Aspects of American Neoliberalism	6	15/30/0
161135	Ethics and Aesthetics of British Modernism	6	15/30/0
125999	Historical Sociolinguistics	5	15/30/0
125363	History and Theory of the English Novel	6	15/30/0
124227	History of the English Language	5	60/0/0
128889	Linguistic seminar: Discourse Analysis - language of communication technologies	5	0/30/0
128888	Linguistic seminar: Semantics	5	0/30/0
161134	Literature and visuality	6	15/30/0
223528	London in modern anglophone women's literature	6	15/30/0
142414	Narrative disseminNation of the land of Oz	6	15/30/0
131809	Research in linguistics and translation studies: planning and methodology	4	0/30/0

Courses from other departments

Number of courses: 185

University graduate double major study

English Language and Literature with Emphasis on American Cultural and Literary Studies

1. semester

Mandatory courses

117845	History and Paradigms of American Studies I	6	15/30/0
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Literary, cultural studies and linguistics courses - choose a min. of 33 ECTS credits during course of study (10847)

Courses from this department

117905	A Historical Survey of the Fantastic in British Literature	6	15/30/0
117899	British Modern Novel and the British Empire	6	15/30/0
117900	English Across the World	5	60/0/0
117901	English Baroque Poetry	6	15/30/0
184923	Images of American Politics in Literature and Visual Media	6	15/30/0
117870	Pragmatics	5	15/30/0
117906	Pre-Raphaelitism	6	15/30/0
117844	Process of Language Acquisition	3	30/30/0
117908	Psycholinguistics	5	60/0/0
160754	Sociolinguistics	5	30/30/0
184925	Syntactic Theories	5	30/15/0
117872	Translation Theory	6	45/15/0

Courses from other departments

Number of courses: 215

2. semester

Mandatory courses

124212	History and Paradigms of American Studies 2	6	15/30/0
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Literary, cultural studies and linguistics courses - choose a min. of 33 ECTS credits during course of study (10847)

Courses from this department

117903	Cultural Aspects of American Neoliberalism	6	15/30/0
161135	Ethics and Aesthetics of British Modernism	6	15/30/0
125999	Historical Sociolinguistics	5	15/30/0
125363	History and Theory of the English Novel	6	15/30/0
128889	Linguistic seminar: Discourse Analysis - language of communication technologies	5	0/30/0
128888	Linguistic seminar: Semantics	5	0/30/0
161134	Literature and visuality	6	15/30/0
223528	London in modern anglophone women's literature	6	15/30/0
142414	Narrative dissemiNation of the land of Oz	6	15/30/0
131809	Research in linguistics and translation studies: planning and methodology	4	0/30/0

Courses from other departments

Number of courses: 185

3. semester

Literary, cultural studies and linguistics courses - choose a min. of 33 ECTS credits during course of study (10847)

Courses from this department

117905	A Historical Survey of the Fantastic in British Literature	6	15/30/0
117899	British Modern Novel and the British Empire	6	15/30/0
117900	English Across the World	5	60/0/0
117901	English Baroque Poetry	6	15/30/0
184923	Images of American Politics in Literature and Visual Media	6	15/30/0
117870	Pragmatics	5	15/30/0
117906	Pre-Raphaelitism	6	15/30/0
117844	Process of Language Acquisition	3	30/30/0
117908	Psycholinguistics	5	60/0/0
160754	Sociolinguistics	5	30/30/0
184925	Syntactic Theories	5	30/15/0
117872	Translation Theory	6	45/15/0

Courses from other departments

Number of courses: 215

4. semester

Mandatory courses

124219 Graduation Thesis

15 0/0/0

University graduate single major study

English Language and Literature with Emphasis on British Cultural and Literary Studies

1. semester

Literary, cultural studies and linguistics courses (+ open electives) - choose a min. of 102 ECTS credits during course of study (10854)

Courses from this department

117905	A Historical Survey of the Fantastic in British Literature	6	15/30/0
117899	British Modern Novel and the British Empire	6	15/30/0
117900	English Across the World	5	60/0/0
117901	English Baroque Poetry	6	15/30/0
117845	History and Paradigms of American Studies 1	6	15/30/0
184923	Images of American Politics in Literature and Visual Media	6	15/30/0
117870	Pragmatics	5	15/30/0
117906	Pre-Raphaelitism	6	15/30/0
117844	Process of Language Acquisition	3	30/30/0
117908	Psycholinguistics	5	60/0/0
160754	Sociolinguistics	5	30/30/0
184925	Syntactic Theories	5	30/15/0
117872	Translation Theory	6	45/15/0

Courses from other departments

Number of courses: 215

2. semester

Literary, cultural studies and linguistics courses (+ open electives) - choose a min. of 102 ECTS credits during course of study (10854)

Courses from this department

117903	Cultural Aspects of American Neoliberalism	6	15/30/0
161135	Ethics and Aesthetics of British Modernism	6	15/30/0
125999	Historical Sociolinguistics	5	15/30/0
124212	History and Paradigms of American Studies 2	6	15/30/0
125363	History and Theory of the English Novel	6	15/30/0
128889	Linguistic seminar: Discourse Analysis - language of communication technologies	5	0/30/0
128888	Linguistic seminar: Semantics	5	0/30/0
161134	Literature and visibility	6	15/30/0
223528	London in modern anglophone women's literature	6	15/30/0
142414	Narrative disseminNation of the land of Oz	6	15/30/0
131809	Research in linguistics and translation studies: planning and methodology	4	0/30/0

Courses from other departments

Number of courses: 185

3. semester

Mandatory courses

117850	Independent study	3	0/30/0
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Literary, cultural studies and linguistics courses (+ open electives) - choose a min. of 102 ECTS credits during course of study (10854)

Courses from this department

117905	A Historical Survey of the Fantastic in British Literature	6	15/30/0
117899	British Modern Novel and the British Empire	6	15/30/0
117900	English Across the World	5	60/0/0
117901	English Baroque Poetry	6	15/30/0
117845	History and Paradigms of American Studies 1	6	15/30/0
184923	Images of American Politics in Literature and Visual Media	6	15/30/0
117870	Pragmatics	5	15/30/0
117906	Pre-Raphaelitism	6	15/30/0
117844	Process of Language Acquisition	3	30/30/0
117908	Psycholinguistics	5	60/0/0
160754	Sociolinguistics	5	30/30/0
184925	Syntactic Theories	5	30/15/0
117872	Translation Theory	6	45/15/0

Courses from other departments

Number of courses: 215

4. semester

Mandatory courses

124219	Graduation Thesis	15	0/0/0
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Literary, cultural studies and linguistics courses (+ open electives) - choose a min. of 102 ECTS credits during course of study (10854)

Courses from this department

117903	Cultural Aspects of American Neoliberalism	6	15/30/0
161135	Ethics and Aesthetics of British Modernism	6	15/30/0
125999	Historical Sociolinguistics	5	15/30/0
124212	History and Paradigms of American Studies 2	6	15/30/0
125363	History and Theory of the English Novel	6	15/30/0
128889	Linguistic seminar: Discourse Analysis - language of communication technologies	5	0/30/0
128888	Linguistic seminar: Semantics	5	0/30/0
161134	Literature and visuality	6	15/30/0
223528	London in modern anglophone women's literature	6	15/30/0
142414	Narrative disseminations of the land of Oz	6	15/30/0
131809	Research in linguistics and translation studies: planning and methodology	4	0/30/0

Courses from other departments

Number of courses: 185

University graduate double major study

English Language and Literature with Emphasis on British Cultural and Literary Studies

1. semester

Literary, cultural studies and linguistics courses (+ open electives) - choose a min. of 45 ECTS credits during course of study (10849)

Courses from this department

117905	A Historical Survey of the Fantastic in British Literature	6	15/30/0
117899	British Modern Novel and the British Empire	6	15/30/0
117900	English Across the World	5	60/0/0
117901	English Baroque Poetry	6	15/30/0
117845	History and Paradigms of American Studies 1	6	15/30/0
184923	Images of American Politics in Literature and Visual Media	6	15/30/0
117870	Pragmatics	5	15/30/0
117906	Pre-Raphaelitism	6	15/30/0
117844	Process of Language Acquisition	3	30/30/0
117908	Psycholinguistics	5	60/0/0
160754	Sociolinguistics	5	30/30/0
184925	Syntactic Theories	5	30/15/0
117872	Translation Theory	6	45/15/0

Courses from other departments

Number of courses: 215

2. semester

Literary, cultural studies and linguistics courses (+ open electives) - choose a min. of 45 ECTS credits during course of study (10849)

Courses from this department

117903	Cultural Aspects of American Neoliberalism	6	15/30/0
161135	Ethics and Aesthetics of British Modernism	6	15/30/0
125999	Historical Sociolinguistics	5	15/30/0
124212	History and Paradigms of American Studies 2	6	15/30/0
125363	History and Theory of the English Novel	6	15/30/0
128889	Linguistic seminar: Discourse Analysis - language of communication technologies	5	0/30/0
128888	Linguistic seminar: Semantics	5	0/30/0
161134	Literature and visibility	6	15/30/0
223528	London in modern anglophone women's literature	6	15/30/0
142414	Narrative disseminNation of the land of Oz	6	15/30/0
131809	Research in linguistics and translation studies: planning and methodology	4	0/30/0

Courses from other departments

Number of courses: 185

3. semester

Literary, cultural studies and linguistics courses (+ open electives) - choose a min. of 45 ECTS credits during course of study (10849)

Courses from this department

117905	A Historical Survey of the Fantastic in British Literature	6	15/30/0
117899	British Modern Novel and the British Empire	6	15/30/0
117900	English Across the World	5	60/0/0
117901	English Baroque Poetry	6	15/30/0
117845	History and Paradigms of American Studies 1	6	15/30/0
184923	Images of American Politics in Literature and Visual Media	6	15/30/0
117870	Pragmatics	5	15/30/0
117906	Pre-Raphaelitism	6	15/30/0
117844	Process of Language Acquisition	3	30/30/0
117908	Psycholinguistics	5	60/0/0
160754	Sociolinguistics	5	30/30/0
184925	Syntactic Theories	5	30/15/0
117872	Translation Theory	6	45/15/0

Courses from other departments

Number of courses: 215

4. semester

Mandatory courses

124219 Graduation Thesis

15 0/0/0

University graduate single major study

English Language and Literature with Emphasis on Linguistics

1. semester

Mandatory courses

132545	Academic writing 1	5	0/30/30
117842	Lexicology and Lexicography	5	30/30/0

Literary courses - Choose 6 ECTS credits (10746)

117905	A Historical Survey of the Fantastic in British Literature	6	15/30/0
117899	British Modern Novel and the British Empire	6	15/30/0
117901	English Baroque Poetry	6	15/30/0
117845	History and Paradigms of American Studies 1	6	15/30/0
184923	Images of American Politics in Literature and Visual Media	6	15/30/0

Elective courses - Choose at least 14 ECTS credits (10745)

Courses from this department

117899	British Modern Novel and the British Empire	6	15/30/0
117841	Cognitive Linguistics and Translation	5	15/30/0
117900	English Across the World	5	60/0/0
117845	History and Paradigms of American Studies 1	6	15/30/0
160827	Idiomatic and Stylistic Features of the Croatian Language	5	30/30/0
117870	Pragmatics	5	15/30/0
117906	Pre-Raphaelitism	6	15/30/0
117844	Process of Language Acquisition	3	30/30/0
160754	Sociolinguistics	5	30/30/0
184925	Syntactic Theories	5	30/15/0
117872	Translation Theory	6	45/15/0

Courses from other departments

Number of courses: 215

2. semester

Mandatory courses

132031	Academic writing 2	5	0/30/30
124217	Cognitive Linguistics	5	60/0/0
124227	History of the English Language	5	60/0/0

Language seminars - choose 10 ECTS credits (11874)

128889	Linguistic seminar: Discourse Analysis - language of communication technologies	5	0/30/0
128888	Linguistic seminar: Semantics	5	0/30/0

Elective courses - choose at least 5 ECTS credits (11875)

117903	Cultural Aspects of American Neoliberalism	6	15/30/0
161135	Ethics and Aesthetics of British Modernism	6	15/30/0
125999	Historical Sociolinguistics	5	15/30/0
124212	History and Paradigms of American Studies 2	6	15/30/0
125363	History and Theory of the English Novel	6	15/30/0
161134	Literature and visuality	6	15/30/0
223528	London in modern anglophone women's literature	6	15/30/0
142414	Narrative dissemination of the land of Oz	6	15/30/0

3. semester

Literary courses - choose 6 ECTS credits (10841)

117899	British Modern Novel and the British Empire	6	15/30/0
117901	English Baroque Poetry	6	15/30/0
117845	History and Paradigms of American Studies 1	6	15/30/0

Linguistics courses - choose 15 ECTS credits (11710)

117900	English Across the World	5	60/0/0
117870	Pragmatics	5	15/30/0
117908	Psycholinguistics	5	60/0/0
160754	Sociolinguistics	5	30/30/0

Elective courses - choose at least 9 ECTS credits (10842)

Courses from this department

117899	British Modern Novel and the British Empire	6	15/30/0
117841	Cognitive Linguistics and Translation	5	15/30/0
117900	English Across the World	5	60/0/0
117845	History and Paradigms of American Studies 1	6	15/30/0
160827	Idiomatic and Stylistic Features of the Croatian Language	5	30/30/0
184923	Images of American Politics in Literature and Visual Media	6	15/30/0
117870	Pragmatics	5	15/30/0
117906	Pre-Raphaelitism	6	15/30/0
117844	Process of Language Acquisition	3	30/30/0
160754	Sociolinguistics	5	30/30/0
184925	Syntactic Theories	5	30/15/0
117872	Translation Theory	6	45/15/0

Courses from other departments

Number of courses: 215

4. semester

Mandatory courses

124219	Graduation Thesis	15	0/0/0
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Internal elective courses - choose at least 5 ECTS credits (11877)

117903	Cultural Aspects of American Neoliberalism	6	15/30/0
161135	Ethics and Aesthetics of British Modernism	6	15/30/0
125999	Historical Sociolinguistics	5	15/30/0
124212	History and Paradigms of American Studies 2	6	15/30/0
125363	History and Theory of the English Novel	6	15/30/0
161134	Literature and visuality	6	15/30/0
223528	London in modern anglophone women's literature	6	15/30/0
131809	Research in linguistics and translation studies: planning and methodology	4	0/30/0

Elective courses - choose at least 10 ECTS credits (11876)

Courses from this department

117903	Cultural Aspects of American Neoliberalism	6	15/30/0
161135	Ethics and Aesthetics of British Modernism	6	15/30/0
125999	Historical Sociolinguistics	5	15/30/0
124212	History and Paradigms of American Studies 2	6	15/30/0
125363	History and Theory of the English Novel	6	15/30/0
128889	Linguistic seminar: Discourse Analysis - language of communication technologies	5	0/30/0
128888	Linguistic seminar: Semantics	5	0/30/0
223528	London in modern anglophone women's literature	6	15/30/0
124215	Political and Social Institutions in Croatia and in English-Speaking Countries	5	15/0/30
131809	Research in linguistics and translation studies: planning and methodology	4	0/30/0
124214	The EU and International Organizations	5	15/0/30

Courses from other departments

Number of courses: 184

University graduate double major study

English Language and Literature with Emphasis on Linguistics

1. semester

Mandatory courses

132545	Academic writing 1	5	0/30/30
117842	Lexicology and Lexicography	5	30/30/0

Elective courses - Choose at least 5 ECTS credits (10743)

Courses from this department

117905	A Historical Survey of the Fantastic in British Literature	6	15/30/0
117899	British Modern Novel and the British Empire	6	15/30/0
117901	English Baroque Poetry	6	15/30/0
117845	History and Paradigms of American Studies 1	6	15/30/0
184923	Images of American Politics in Literature and Visual Media	6	15/30/0
117906	Pre-Raphaelitism	6	15/30/0
117844	Process of Language Acquisition	3	30/30/0
184925	Syntactic Theories	5	30/15/0
117872	Translation Theory	6	45/15/0

Courses from other departments

Number of courses: 215

2. semester

Mandatory courses

132031	Academic writing 2	5	0/30/30
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Mandatory courses - choose at least 5 ECTS credits (11562)

124217	Cognitive Linguistics	5	60/0/0
124227	History of the English Language	5	60/0/0

Language seminars - choose 5 ECTS credits (11873)

125999	Historical Sociolinguistics	5	15/30/0
124212	History and Paradigms of American Studies 2	6	15/30/0
128889	Linguistic seminar: Discourse Analysis - language of communication technologies	5	0/30/0
128888	Linguistic seminar: Semantics	5	0/30/0

3. semester

Literary courses - choose 6 ECTS credits (10840)

117899	British Modern Novel and the British Empire	6	15/30/0
117901	English Baroque Poetry	6	15/30/0
117845	History and Paradigms of American Studies 1	6	15/30/0
117906	Pre-Raphaelitism	6	15/30/0

Linguistics courses - choose 10 ECTS credits (10839)

117900	English Across the World	5	60/0/0
184923	Images of American Politics in Literature and Visual Media	6	15/30/0
117870	Pragmatics	5	15/30/0
117908	Psycholinguistics	5	60/0/0
160754	Sociolinguistics	5	30/30/0
184925	Syntactic Theories	5	30/15/0

4. semester

Mandatory courses

124219 Graduation Thesis

15 0/0/0

University graduate single major study English Language and Literature with Emphasis on Teaching

University graduate double major study English Language and Literature with Emphasis on Teaching

1. semester

Mandatory courses

117844	Process of Language Acquisition	3	30/30/0
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Teacher education module - Core courses - during course of study choose 18 ECTS credits - choose 18 ECTS credits during course of study (11012)

120083	Didactics	6	30/30/0
120082	Educational psychology	6	30/30/0
120085	Systematic pedagogy	6	30/30/0

Elective courses - during course of study choose a min. of 18 ECTS credits - choose a min. of 18 ECTS credits during course of study (11055)

117905	A Historical Survey of the Fantastic in British Literature	6	15/30/0
160822	Bilingualism	5	30/30/0
117899	British Modern Novel and the British Empire	6	15/30/0
117900	English Across the World	5	60/0/0
117901	English Baroque Poetry	6	15/30/0
117845	History and Paradigms of American Studies 1	6	15/30/0
184923	Images of American Politics in Literature and Visual Media	6	15/30/0
117870	Pragmatics	5	15/30/0
117906	Pre-Raphaelitism	6	15/30/0
117908	Psycholinguistics	5	60/0/0
160754	Sociolinguistics	5	30/30/0
184925	Syntactic Theories	5	30/15/0
117872	Translation Theory	6	45/15/0

Teacher education module - Elective courses - elective choice of a course (12623)

225408	Croatian Language for the Teacher	4	15/15/0
117901	English Baroque Poetry	6	15/30/0
184923	Images of American Politics in Literature and Visual Media	6	15/30/0
120099	Information Technology in Education	4	15/0/15
198896	Philosophy of Education - Studium Generale	4	30/0/0
120101	Public speaking for teachers	4	0/15/15

2. semester

Mandatory courses

124222	Teaching English as a Foreign Language	4	30/30/30
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Teacher education module - Core courses - during course of study choose 18 ECTS credits - choose 18 ECTS credits during course of study (11012)

120083	Didactics	6	30/30/0
120082	Educational psychology	6	30/30/0
120085	Systematic pedagogy	6	30/30/0

Elective courses - during course of study choose a min. of 18 ECTS credits - choose a min. of 18 ECTS credits during course of study (11055)

124217	Cognitive Linguistics	5	60/0/0
117903	Cultural Aspects of American Neoliberalism	6	15/30/0
215579	Doing research in second language acquisition and teaching	3	30/30/0
161135	Ethics and Aesthetics of British Modernism	6	15/30/0
125999	Historical Sociolinguistics	5	15/30/0
124212	History and Paradigms of American Studies 2	6	15/30/0
125363	History and Theory of the English Novel	6	15/30/0
124227	History of the English Language	5	60/0/0
128889	Linguistic seminar: Discourse Analysis - language of communication technologies	5	0/30/0
128888	Linguistic seminar: Semantics	5	0/30/0
161134	Literature and visuality	6	15/30/0
223528	London in modern anglophone women's literature	6	15/30/0
142414	Narrative dissemination of the land of Oz	6	15/30/0
131809	Research in linguistics and translation studies: planning and methodology	4	0/30/0

Teacher education module - Elective courses - elective choice of a course (12623)

120105	Evaluation of educational interventions	4	30/0/0
225407	Phonetic correction	4	15/15/0
225409	Sociology of education	4	30/30/0
120104	Speech production	4	0/15/15
120103	Teaching gifted students	4	30/0/0

3. semester

Mandatory courses

117846	Teaching Practice 1	2	0/15/15
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Teacher education module - Core courses - during course of study choose 18 ECTS credits - choose 18 ECTS credits during course of study (11012)

120083	Didactics	6	30/30/0
120082	Educational psychology	6	30/30/0
120085	Systematic pedagogy	6	30/30/0

Elective courses - during course of study choose a min. of 18 ECTS credits - choose a min. of 18 ECTS credits during course of study (11055)

117905	A Historical Survey of the Fantastic in British Literature	6	15/30/0
160822	Bilingualism	5	30/30/0
117899	British Modern Novel and the British Empire	6	15/30/0
117900	English Across the World	5	60/0/0
117901	English Baroque Poetry	6	15/30/0
117845	History and Paradigms of American Studies 1	6	15/30/0
184923	Images of American Politics in Literature and Visual Media	6	15/30/0
117870	Pragmatics	5	15/30/0
117906	Pre-Raphaelitism	6	15/30/0
117908	Psycholinguistics	5	60/0/0
160754	Sociolinguistics	5	30/30/0
184925	Syntactic Theories	5	30/15/0
117872	Translation Theory	6	45/15/0

Teacher education module - Elective courses - elective choice of a course (12623)

225408	Croatian Language for the Teacher	4	15/15/0
117901	English Baroque Poetry	6	15/30/0
184923	Images of American Politics in Literature and Visual Media	6	15/30/0
120099	Information Technology in Education	4	15/0/15
198896	Philosophy of Education - Studium Generale	4	30/0/0
120101	Public speaking for teachers	4	0/15/15

4. semester

Mandatory courses

124216	Graduation Thesis	10	0/0/0
128127	Teaching Practice 2	3	0/30/15

Teacher education module - Core courses - during course of study choose 18 ECTS credits - choose 18 ECTS credits during course of study (11012)

120083	Didactics	6	30/30/0
120082	Educational psychology	6	30/30/0
120085	Systematic pedagogy	6	30/30/0

Elective courses - during course of study choose a min. of 18 ECTS credits - choose a min. of 18 ECTS credits during course of study (11055)

124217	Cognitive Linguistics	5	60/0/0
117903	Cultural Aspects of American Neoliberalism	6	15/30/0
215579	Doing research in second language acquisition and teaching	3	30/30/0
161135	Ethics and Aesthetics of British Modernism	6	15/30/0
125999	Historical Sociolinguistics	5	15/30/0
124212	History and Paradigms of American Studies 2	6	15/30/0
125363	History and Theory of the English Novel	6	15/30/0
124227	History of the English Language	5	60/0/0
128889	Linguistic seminar: Discourse Analysis - language of communication technologies	5	0/30/0
128888	Linguistic seminar: Semantics	5	0/30/0
161134	Literature and visuality	6	15/30/0
223528	London in modern anglophone women's literature	6	15/30/0
142414	Narrative dissemination of the land of Oz	6	15/30/0
131809	Research in linguistics and translation studies: planning and methodology	4	0/30/0

Teacher education module - Elective courses - elective choice of a course (12623)

120105	Evaluation of educational interventions	4	30/0/0
225407	Phonetic correction	4	15/15/0
225409	Sociology of education	4	30/30/0
120104	Speech production	4	0/15/15
120103	Teaching gifted students	4	30/0/0

University graduate single major study

English Language and Literature with Emphasis on Translation

1. semester

Mandatory courses

160827	Idiomatic and Stylistic Features of the Croatian Language	5	30/30/0
132544	Translation of Scientific and Academic Texts	5	0/30/30
117872	Translation Theory	6	45/15/0

Literary courses - Choose 6 ECTS credits (10748)

117905	A Historical Survey of the Fantastic in British Literature	6	15/30/0
117899	British Modern Novel and the British Empire	6	15/30/0
117901	English Baroque Poetry	6	15/30/0
117845	History and Paradigms of American Studies 1	6	15/30/0
184923	Images of American Politics in Literature and Visual Media	6	15/30/0
117906	Pre-Raphaelitism	6	15/30/0

Elective courses - Choose at least 8 ECTS credits (10749)

Courses from this department

117899	British Modern Novel and the British Empire	6	15/30/0
117900	English Across the World	5	60/0/0
117845	History and Paradigms of American Studies 1	6	15/30/0
117844	Process of Language Acquisition	3	30/30/0
117908	Psycholinguistics	5	60/0/0
160754	Sociolinguistics	5	30/30/0
184925	Syntactic Theories	5	30/15/0

Courses from other departments

Number of courses: 215

2. semester

Mandatory courses

124215	Political and Social Institutions in Croatia and in English-Speaking Countries	5	15/0/30
124229	Sociolinguistics	5	30/15/0
124214	The EU and International Organizations	5	15/0/30
140253	Translator and the computer	5	30/15/0

Literary courses - Choose 6 ECTS credits (11882)

117903	Cultural Aspects of American Neoliberalism	6	15/30/0
161135	Ethics and Aesthetics of British Modernism	6	15/30/0
124212	History and Paradigms of American Studies 2	6	15/30/0
125363	History and Theory of the English Novel	6	15/30/0
161134	Literature and visuality	6	15/30/0
223528	London in modern anglophone women's literature	6	15/30/0
142414	Narrative dissemination of the land of Oz	6	15/30/0

Elective courses - Choose at least 4 ECTS credits (11883)

Courses from this department

124217	Cognitive Linguistics	5	60/0/0
117903	Cultural Aspects of American Neoliberalism	6	15/30/0
161135	Ethics and Aesthetics of British Modernism	6	15/30/0
125999	Historical Sociolinguistics	5	15/30/0
124212	History and Paradigms of American Studies 2	6	15/30/0
125363	History and Theory of the English Novel	6	15/30/0
124227	History of the English Language	5	60/0/0
128889	Linguistic seminar: Discourse Analysis - language of communication technologies	5	0/30/0
128888	Linguistic seminar: Semantics	5	0/30/0
225406	Localisation	5	30/30/0
184924	Machine translation post- editing and evaluation	4	0/30/0
131809	Research in linguistics and translation studies: planning and methodology	4	0/30/0

Courses from other departments

Number of courses: 183

3. semester

Mandatory courses

117868	Areas of the Translation Profession	5	0/15/45
117841	Cognitive Linguistics and Translation	5	15/30/0
117842	Lexicology and Lexicography	5	30/30/0
117870	Pragmatics	5	15/30/0

Internal elective courses - choose at least 5 ECTS credits (10846)

117899	British Modern Novel and the British Empire	6	15/30/0
117900	English Across the World	5	60/0/0
117901	English Baroque Poetry	6	15/30/0
117845	History and Paradigms of American Studies 1	6	15/30/0
184923	Images of American Politics in Literature and Visual Media	6	15/30/0
117906	Pre-Raphaelitism	6	15/30/0
117908	Psycholinguistics	5	60/0/0
160754	Sociolinguistics	5	30/30/0

Elective courses - choose at least 4 ECTS credits (10744)

Courses from this department

117899	British Modern Novel and the British Empire	6	15/30/0
117900	English Across the World	5	60/0/0
117845	History and Paradigms of American Studies 1	6	15/30/0
117844	Process of Language Acquisition	3	30/30/0
117908	Psycholinguistics	5	60/0/0
160754	Sociolinguistics	5	30/30/0

Courses from other departments

Number of courses: 215

4. semester

Mandatory courses

137633	Graduation Thesis	11	0/0/0
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Elective courses - choose at least 15 ECTS credits (11884)

Courses from this department

124217	Cognitive Linguistics	5	60/0/0
117903	Cultural Aspects of American Neoliberalism	6	15/30/0
161135	Ethics and Aesthetics of British Modernism	6	15/30/0
125999	Historical Sociolinguistics	5	15/30/0
124212	History and Paradigms of American Studies 2	6	15/30/0
125363	History and Theory of the English Novel	6	15/30/0
124227	History of the English Language	5	60/0/0
128889	Linguistic seminar: Discourse Analysis - language of communication technologies	5	0/30/0
128888	Linguistic seminar: Semantics	5	0/30/0
161134	Literature and visuality	6	15/30/0
225406	Localisation	5	30/30/0
223528	London in modern anglophone women's literature	6	15/30/0
184924	Machine translation post- editing and evaluation	4	0/30/0
131809	Research in linguistics and translation studies: planning and methodology	4	0/30/0

Courses from other departments

Number of courses: 183

University graduate double major study

English Language and Literature with Emphasis on Translation

1. semester

Mandatory courses

160827	Idiomatic and Stylistic Features of the Croatian Language	5	30/30/0
132544	Translation of Scientific and Academic Texts	5	0/30/30
117872	Translation Theory	6	45/15/0

2. semester

Mandatory courses

124229	Sociolinguistics	5	30/15/0
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Elective courses - 1st group - Choose at least 4 ECTS credits (11886)

117903	Cultural Aspects of American Neoliberalism	6	15/30/0
161135	Ethics and Aesthetics of British Modernism	6	15/30/0
125363	History and Theory of the English Novel	6	15/30/0
161134	Literature and visuality	6	15/30/0
225406	Localisation	5	30/30/0
223528	London in modern anglophone women's literature	6	15/30/0
184924	Machine translation post- editing and evaluation	4	0/30/0
142414	Narrative dissemination of the land of Oz	6	15/30/0
140253	Translator and the computer	5	30/15/0

Elective courses - 2nd group - Choose at least 5 ECTS credits (11888)

124212	History and Paradigms of American Studies 2	6	15/30/0
124215	Political and Social Institutions in Croatia and in English-Speaking Countries	5	15/0/30
124214	The EU and International Organizations	5	15/0/30

3. semester

Mandatory courses

117868	Areas of the Translation Profession	5	0/15/45
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Elective courses - 1st group - choose 5 ECTS credits (10747)

117841	Cognitive Linguistics and Translation	5	15/30/0
117870	Pragmatics	5	15/30/0

Elective courses - 2nd group - choose at least 5 ECTS credits (10845)

117905	A Historical Survey of the Fantastic in British Literature	6	15/30/0
117899	British Modern Novel and the British Empire	6	15/30/0
117901	English Baroque Poetry	6	15/30/0
117845	History and Paradigms of American Studies 1	6	15/30/0
184923	Images of American Politics in Literature and Visual Media	6	15/30/0
117842	Lexicology and Lexicography	5	30/30/0
117906	Pre-Raphaelitism	6	15/30/0

4. semester

Mandatory courses

137633	Graduation Thesis	11	0/0/0
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Elective courses - choose at least 4 ECTS credits (12758)

Courses from this department

125999	Historical Sociolinguistics	5	15/30/0
128889	Linguistic seminar: Discourse Analysis - language of communication technologies	5	0/30/0
128888	Linguistic seminar: Semantics	5	0/30/0
161134	Literature and visuality	6	15/30/0
225406	Localisation	5	30/30/0
184924	Machine translation post- editing and evaluation	4	0/30/0
124215	Political and Social Institutions in Croatia and in English-Speaking Countries	5	15/0/30
131809	Research in linguistics and translation studies: planning and methodology	4	0/30/0
124214	The EU and International Organizations	5	15/0/30

Courses from other departments

Number of courses: 184

Courses

A Historical Survey of the Fantastic in British Literature

Name	A Historical Survey of the Fantastic in British Literature	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	117905	
Semesters	Winter	
Teachers	Iva Polak, PhD, Associate Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	None	
Goal	Awakening students' awareness of the existence of fantasy from the very beginnings of English literature; detecting the shifts in the function of the fantastic in literature and culture; clearer understanding of the theoretical postulates of the fantastic, introduced in the 20th century.	
Teaching methods	Lecture, discussions, group work, individual work, shorter written assignments (in-class or on-line, depending on the circumstances)	
Assessment methods	Continuous evaluation	

Learning outcomes

1. The ability to analyse and interpret individual literary works in English
2. The ability to contextualise individual literary works in English
3. The ability to compare and formulate a critical opinion about literary and socio-historical conditions
4. The ability to perform individual research of the selected literary and socio-historical phenomena, and to present them in oral and written form.
5. The ability to independently gather and interpret data in relation to the course, pursuant to the research ethics

Content

1. Introduction to key problems: the notion of reality in different time periods; mimesis-mimetic; fantasy-fantastic
2. What is fantastic in fantasy; historical positioning of the fantastic; fantasy as a mode and/or a genre; introduction into the theory of the genre (Todorov, Brooke-Rose, Chanady, Hume, etc.) – Christine Brooke-Rose (Ch. 2); Kathryn Hume (Ch. 2 & 5)
3. The problem of locating the fantastic in Anglo-Saxon (OE) literature Beowulf, c. 8th c. (excerpts) – historical context, Anglo-Saxon listener and encoded reader; the problem of the real and the unreal; heroic or fantastic epic
4. Beowulf (cont.) – relevance of epic for the development of fantastic literature; Beowulf and Tolkien's high fantasy; Tolkien. "The Monster and the Critic"
5. Fantasy and the Middle-Ages Geoffrey Chaucer, The Canterbury Tales ("The Nun's Priest's Tale") (1387-; Caxton 1st ed. 1476) – historical context, medieval forms, fable, fantasy of the so-called "simple forms" (Einfache Formen)
6. Sir Thomas Malory. Le Morte Darthur (1485) (odabrani dijelovi): intertekst srednjovjekovnih izvora; od epa do romanse; Arturijana kao mit i historiografija; likovi i pripovjedni nizovi
7. Le Morte Darthur (cont.) – Tolkien. "On Fairy Stories"; Karol Čapek. "Towards a Theory of Fairy Tales"; "A Few Fairy-Tale Motifs"
8. Monty Python and the Holy Grail (1975) dir. Terry Gilliam & Terry Jones
9. Fantasy and the Early Modern Period William Shakespeare. The Tempest (1623) – Elizabethan worldview; Prospero's magic and how to present it on stage and screen; application of Todorov
10. Cinematic adaptations: discussion of clips from Silent Shakespeare (1899-1901); Forbidden Planet (1956) dir. Fred M. Wilcox; Prospero's Books (1991) dir. Peter Greenaway; The Tempest (2010) dir.

- Julie Taymor
11. Fantasy in the Neoclassical Period
Jonathan Swift. Gulliver's Travels (4th voyage) (1726, 1735)– utopian literature (Plato, Thomas More), Menippean satire, fantasy and allegory, location of the 4th voyage; problems of the 4th voyage
 12. Fantasy and the Victorian Period
Lewis Carroll. Alice's Adventures in Wonderland (1865) –Victorian children literature; nonsense verse (Jabberwocky); source of the supernatural
 13. Lewis Carroll. Alice's Adventures in Wonderland – application of Todorov
 14. Towards SF
H. G. Wells. The Time Machine (1895) – 'impure' SF, novum (Suvin); The Time Machine (1960), dir. George Pal
 15. Final discussion

Academic writing 1

Name	Academic writing 1	
Organizational unit	Department of English language and literature	
ECTS credits	5	
ID	132545	
Semesters	Winter	
Teachers	Alexander Douglas Hoyt, PhD, Senior Lector (primary)	
Hours	Seminar	30
	Practical language	30
Prerequisites	None	
Goal	The goal of this course is to enable students to improve their writing skills. The course will focus on the writing process (especially revising texts after rereading and getting feedback from colleagues), interaction with academic texts through writing, and basic citation of sources.	
Teaching methods	This course is taught in the form of a seminar. Small group work -- mutual feedback on writing. Instructor-guided class discussions. Student presentations	
Assessment methods	Students will be graded based upon classroom participation, written assignments, and oral presentations.	

Learning outcomes

1. cite different sources according to a specific citation system (Chicago name-date)
2. will get practice revising the same text in several revisions.
3. write their own resume (CV) in English.
4. explore different forms of personal correspondence for formal / academic purposes (traditional, email, etc.) in English.

Content

1. Introduction - Discussion of students' personal literacies
2. Macrorie on "Engfish" - Freewriting
3. Personal Experience Essay 1st draft - sharing writing workshop; Purposes of punctuation
4. Reflective Essay about last week's workshop - Punctuation exercise
5. Personal Experience Essay 2nd draft - descriptive responding workshop Copyediting and Proofreading symbols.
6. Personal Experience Essay Final draft - workshop on effective writing Copyediting and Proofreading exercise
7. Topic finding workshop; Writing a formal letter
8. Begin writing new essay; Sharing workshop: essays in progress; Components of a CV/Resume
9. Complete essay - descriptive responding workshop; Writing your own CV/Resume
10. Second essay final draft; Student-teacher conferences
11. Reading a difficult academic text; Student-teacher conferences
12. Responding to academic text - discussion in class; interacting with the text through writing
13. Drawing upon other sources in written response to academic text; Citing different types of sources (Chicago author-date style)
14. Student presentations of written work
15. Student presentations of written work. Third essay due.

Academic writing 2

Name	Academic writing 2	
Organizational unit	Department of English language and literature	
ECTS credits	5	
ID	132031	
Semesters	Summer	
Teachers	Alexander Douglas Hoyt, PhD, Senior Lector (primary) Kristijan Nikolić, PhD, Senior Lector (primary)	
Hours	Seminar	30
	Practical language	30
Prerequisites	To enrol course it is necessary to pass course Academic writing 1	
Goal	This course, which is mandatory for graduate students in the English linguistics track, will culminate in the writing of a ten-page term paper that strictly follows Chicago Author-Date style. The subject can be on a language-related topic or, with the instructor's permission, on a topic that the student is particularly interested in researching. During the semester, each student will give two presentations -- one in the initial stages of the paper, and another final presentation. Classmates will be required to actively participate with questions or suggestions. During the course of the semester, students will have linguistics-related assignments aimed at giving them experience in describing language at different levels, requiring them to use phonetic transcription as well as interlinear glossing using the Leipzig glossing rules.	
Teaching methods	Seminar requiring interactive participation. Small group work involving mutual commentary on each other's writing. In-class presentations of students' own work. One-on-one conferencing.	
Assessment methods	Grades will be based on classroom participation, homeworks, final term paper, and oral presentations.	

Learning outcomes

1. devise and carry out a small linguistic study.
2. describe using linguistic apparatus a language that the student is familiar with.
3. compose and revise a research paper according to a specific citation style (Chicago Author-Date)
4. Give presentations on the student's own work before a group of peers who actively respond.

Content

1. Introduction - writing about linguistics
2. Areas of Study and Project Ideas
3. Areas of Study and Project Ideas
4. Techniques for Collecting Data
5. Techniques for Collecting Data
6. Tools for Data Analysis
7. Plagiarism and How to Avoid It
8. Referencing systems
9. The Publishing Process
10. Teacher-student conferences
11. Teacher-student conferences
12. Student presentations of research papers
13. Student presentations of research papers
14. Student presentations of research papers
15. Student presentations of research papers

Alternative Worlds in Contemporary British Fiction

Name	Alternative Worlds in Contemporary British Fiction	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	95288	
Semesters	Winter	
Teachers	Iva Polak, PhD, Associate Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	To enrol course it is necessary to pass course Introduction to the Study of English Literature I To enrol course it is necessary to pass course Introduction to the Study of English Literature II	
Goal	Widening awareness of some of the most recent trends in British fiction and learning the basic postulates of literary fantasy.	
Teaching methods	lecture (in-class or on-line depending on the circumstances), discussions, group work, individual work, shorter written assignments	
Assessment methods	Continuous assessment	

Learning outcomes

1. Isolate and analyze relevant patterns of literary-historical periods and individual works of Anglophone literature
2. Critically evaluate individual literary phenomena in the Anglosphere in relation to their socio-historical context
3. Recognize, explain, and use the basic critical apparatus of literary scholarship - basic literary-critical concepts necessary for the analysis of a literary work
4. Apply studied literary-critical apparatus and insights into literary-stylistic formations in the analysis and interpretation of literary works
5. Compare and comment on cultural, social, and historical processes in Anglophone countries

Content

1. Post-WW2 socio-historical context in the UK: literary reaction to the post-WW2 years; a decade after "Angry Young Men"; dystopian reaction; feminist novel after V. Woolf (second wave feminism, postfeminism); gendered novel; novel and the end of the Empire; regional voices; the notion of belonging and trans/national identity
2. Historical development of literary utopia/dystopia (Republic; Utopia; New Atlantis; Gulliver's Travels); utopian/dystopian SF novel (Brave New World; We) Michel Foucault. "Of Other Spaces: Utopias and Heterotopias" Peter Fitting. "A Short History of Utopian Studies"
3. George Orwell. Nineteen Eighty-Four (1949) (dystopia; mind-control) Patrick Parrinder. Nation & Novel, pp. 314-320 (on Orwell) Adam Roberts. Science Fiction: Chapter 1: "Defining science fiction" Darko Suvin. "On the Poetics of the Science Fiction Genre"
4. Nineteen Eighty-Four cont.
5. Nineteen Eighty-Four. (1984) dir. Michael Radford, and Brazil (1985) dir. Terry Gilliam
6. Anthony Burgess. A Clockwork Orange (1962); (dystopia; violence)
7. A Clockwork Orange (1971) dir. Stanley Kubrick
8. Feminism and SF (historical survey of the genre: Mary Shelley, Ursula K. Le Guin, Marge Piercy, Joanna Russ, Margaret Atwood; woman as the saviour of the universe; androphobia; androgyny) Adam Roberts. Science Fiction: Chapter 3: "Gender"

9. Jeanette Winterson. *The PowerBook* (2000): metafiction; gendered narrator
- Brian McHale. *Postmodernist Fiction*: Chap. "Chinese-box worlds"
10. Magical realism genre theory
- Wendy B. Faris. "Scheherezade's Children: Magical Realism and Postmodern Fiction."
11. Angela Carter. *Nights at the Circus* (1984): postmodernism, metafiction, feminism, Victorian Period and "side-shows" (freak shows); *Freaks* (1932) dir. Ted Browning.
- Brian Finney. Ch. 9 "Angela Carter: Nights at the Circus" in *English Fiction since 1984: Narrating a Nation*.
12. *Nights at the Circus* cont.
13. The most distinct regional voice: Scottish "New Wave" (Gray, Kennedy, Kelman...)
- Alasdair Gray. "Wellbeing: A Fiction" in *Why Scots Should Rule Scotland* (1997): postmodernism, fantasy, Scottish identity
- Richard Bradword. Ch.10 "Scotland" in *The Novel Now. Contemporary British Fiction*.
14. Alasdair Gray cont.
15. Final discussion

American Modernism

Name	American Modernism	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	142697	
Semesters	Summer	
Teachers	Sven Cvek, PhD, Associate Professor (primary) Hrvoje Tutek, Assistant	
Hours	Lectures	15
	Seminar	30
Prerequisites	To enrol course it is necessary to pass course Introduction to the Study of English Literature I To enrol course it is necessary to pass course Introduction to the Study of English Literature II	
Goal	The course introduces students to the social and historical aspects of American modernism. By the end of the course students will be able to engage in written analysis of literary texts and to reflect critically on the historical period in question.	
Teaching methods	Lecture, group work, written assignments.	
Assessment methods	Continual assessment, seminar paper.	

Learning outcomes

1. isolate and analyze relevant patterns of literary-historical periods and individual works of Anglophone literature
2. critically evaluate individual literary phenomena in the Anglosphere in relation to their socio-historical context
3. apply studied literary-critical apparatus and insights into literary-stylistic formations in the analysis and interpretation of literary work
4. compare and comment on cultural, social, and historical processes in Anglophone countries

Content

1. Basic Periodization and Cultural References. Modernism as Socio-historical Rupture.
2. Lecture: Three periods of Western history, three periods of modernity
Seminar: Foundations of Modernism 1: Modernism as an Aspect of Modernity (Calinescu, Armstrong, Childs, Tew & Murray)
3. Lecture: Modernism and the Problem of Representation: "On or about December 1910, human character changed."
Seminar: Foundations of Modernism 2: Darwin, Marx, Nietzsche, Einstein, Freud (Childs, Lewis, McFarlane, Marx&Engels*, Freud*)
4. Lecture: Imperialism, the Highest Stage of Capitalism": Transnational High Modernist Culture in the Historical Context of WWI
Seminar: Order or Subversion? Modernism, History, Aesthetics. (Eysteinsson, Wilson)
5. Lecture: From the Gilded Age to the Great War: The Political Economy of a Nascent Empire
Seminar: Modernism in the United States and America as Modernity (Scandura&Thurston, Singal, Bradbury, Kaladjian; Bourne*, Whitman*, cummings*)
6. Lecture: Opposition, Activism, Reform: The Progressive Era
Seminar: Modernism and the Machine. (Charlie Chaplin: Modern Times*. Frank Lloyd Wright: The Art and Craft of the Machine*).
7. Lecture: "The Roaring Twenties"
Seminar: Modernism, Utopia, Myth: "Poetry of the Possible". (Selected US modernist poetry* – H.D., William Carlos Williams, Robinson Jeffers, Wallace Stevens, Ezra Pound, T.S. Eliot, Carl Sandburg,

- Marianne Moore).
8. Lecture: Race (and Place): The South, the North
Seminar: Modernism and Form. Roots, Renaissance, Language. (Zora Neale Hurston*, Langston Hughes*, Claude McKay*, Jean Toomer*).
 9. Lecture: 1929 Stock Market Crash and the Great Depression
Seminar: Ernest Hemingway*: The Sun Also Rises 1 - The Lost Generation.
 10. Lecture: The Great Class Compromise: FDR and the New Deal.
Seminar: Ernest Hemingway*: The Sun Also Rises 2 - The Politics of Style.

American Postmodernism and Popular Culture

Name	American Postmodernism and Popular Culture	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	52251	
Semesters	Winter	
Teachers	Sven Cvek, PhD, Associate Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	<p>To enrol course it is necessary to pass course Introduction to the Study of English Literature I</p> <p>To enrol course it is necessary to pass course Introduction to the Study of English Literature II</p>	
Goal	<p>This course centers on some crucial aspects of US postmodernism, such as a transforming relationship between “popular” and “high” culture, inquiries into the exchanges between historiography and fiction, and questions of availability of critical positions in the “late-capitalist” society. The course will focus on selected US postmodern novels, their interpretations, and their interactions with various forms of popular culture (textual, visual, musical), commonly understood either as sites of authentic expression of “the people,” or as fundamentally inauthentic products of an alienating culture industry. The discussion will include issues of: the distinction between mass and popular culture, consumerism, culture industry and cultural amnesia, simulacra, culture as a question of identity, globalization and Americanization, utopia.</p>	
Teaching methods	Lecture, discussion, seminar	
Assessment methods	Continual assessment	

Learning outcomes

1. isolate and analyze relevant patterns of literary-historical periods and individual works of Anglophone literature
2. critically evaluate individual literary phenomena in the Anglosphere in relation to their socio-historical context
3. apply studied literary-critical apparatus and insights into literary-stylistic formations in the analysis and interpretation of literary works

Content

1. Defining the postmodern
2. After 1968 - The Postmodern and the Crisis of Utopia
3. Fordist modernity and Flexible postmodernity
4. Postmodernism as the cultural dominant of late capitalism
5. Novel 1
6. Novel 2
7. Novel 3
8. Novel 4
9. -
10. -
11. -
12. -
13. -
14. -
15. -

American Short Story

Name	American Short Story	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	184916	
Semesters	Summer	
Teachers	Sven Cvek, PhD, Associate Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	To enrol course it is necessary to pass course Introduction to the Study of English Literature I To enrol course it is necessary to pass course Introduction to the Study of English Literature II	

Goal

The short story in the US is said to be the “national art form”. Taking up this assumption critically, this course we will offer a historical overview of the presence of the short story in American culture. We will consider the formal, institutional and political-economic aspects of the short story’s production, distribution, and reception. We will be especially interested in: the assumption about the national belonging of this form; the problems of cultural form or genre; the material conditions for the form’s continuity and change. Therefore, we will approach the short story in the context of wider social relations, paying particular attention to the relationship between social transformation and formal change. Since the short story spans the entire history of the United States, the course will vary and shift its focus, both in terms of historical period (from 1800 until today), and in terms of specific problems (the question of genre; of literary infrastructure, such as magazines and creative writing workshops; the question of the short story as a cultural document; the question of transformations and possibilities of short forms today; etc).

Teaching methods

Assessment methods Continual assessment

Learning outcomes

1. isolate and analyze relevant patterns of literary-historical periods and individual works of Anglophone literature
2. critically evaluate individual literary phenomena in the Anglosphere in relation to their socio-historical context
3. apply studied literary-critical apparatus and insights into literary-stylistic formations in the analysis and interpretation of literary works

Content

1. Short story: Form, genre, function
2. The (early) American context
3. Hawthorne, Poe, Melville
4. Realism, The Gilded Age
5. Modernist short story, short story cycle
6. The Program Era
7. -
8. -
9. -
10. -
11. -

12. -
13. -
14. -
15. -

Analyzing Texts in English

Name	Analyzing Texts in English
Organizational unit	Department of English language and literature
ECTS credits	5
ID	132027
Semesters	Summer
Teachers	Ivana Bašić, PhD, Senior Lector (primary) Marina Zubak Pivarski, Senior Lector (primary)
Hours	Seminar 30 Practical language 30
Prerequisites	To enrol course it is necessary to pass course Contemporary English Language 1 To enrol course it is necessary to pass course Contemporary English Language 2
Goal	The aims of the course are to introduce students to various types of texts and raise their awareness of the texts' linguistic characteristics and communicative functions, as well as to prepare students for summarising the texts they have read, for looking up relevant sources for investigating the selected topics and for writing argumentative essays based on this investigation. In meeting these goals students will use a reader with selected texts belonging to different genres but concerned with the same topics. By means of guided discussions and practical assignments students will expand their vocabulary and acquaintance with elements of Anglophone cultures, improve their practical use of idiomatic structures and stylistic varieties in their own writing in English, as well as develop the skills of deep reading and analysing of various types of texts. In this course students are expected to build on and improve the communicative and cultural competences they acquired in the previous related courses.
Teaching methods	individual supervised student assignments (writing summaries, preparing vocabulary exercises, translating selected texts with detailed comments, writing an argumentative essay using various sources, e.g. research articles, newspaper articles, popular science texts)
Assessment methods	- writing and revising summaries assignment -writing an argumentative essay assignment - continuous assessment of students' contribution in class and homework assignments
Learning outcomes	<ol style="list-style-type: none"> 1. To deeply read, analyse and summarise English texts of various genres and functional types 2. To identify the communicative effects of different sentence formulations 3. To transform and edit English texts of varying complexity so that they are grammatically, stylistically and communicatively efficient 4. Choose the subject and look up relevant sources to refer to in one's own argumentative essay 5. To plan the structure of one's own English text and tailor it to the needs of the communicative situation, bearing in mind ethical and social concerns 6. To build argumentation in the dialogue with other authors who have written on the topic 7. To translate from English to Croatian and from Croatian to English texts that do not require specific professional insight, with the aim to compare and shed light on some aspects of grammatical structures as well as some cultural concepts in English and Croatian
Content	<ol style="list-style-type: none"> 1. Introduction to the course 2. First group of texts - deep reading and analysis

3. First group of texts - deep reading and analysis
4. First group of texts - deep reading and analysis
5. Summarising a text read in class
6. The lecturer's feedback on summaries
7. Peer reading, revising and assessing of summaries according to given criteria
8. The lecturer's feedback on peer assessments
9. First continuous assessment (reading and analysing a new text in class, summarising the text)
10. Feedback on the continuous assessment test
11. Second group of texts - deep reading and analysis
12. Second group of texts - deep reading and analysis
13. Choosing a related topic for the essay and looking up relevant sources
14. Writing the first draft of the essay according to detailed instructions
15. Feedback on essays

Areas of the Translation Profession

Name	Areas of the Translation Profession	
Organizational unit	Department of English language and literature	
ECTS credits	5	
ID	117868	
Semesters	Winter	
Teachers	Kristijan Nikolić, PhD, Senior Lector (primary) Vinko Zgaga, M.Sc., Senior Lector (primary)	
Hours	Seminar	15
	Practical language	45
Prerequisites	None	
Goal	<p>The purpose of the module is to introduce students to two major areas of translation that are not covered by other courses: translation for audiovisual media (subtitling) and literary translation. Students will be introduced to professional norms and practices, as well as various translation skills and strategies related to the professional context or type of text. The course also deals with the following topics: stages of the translation process, control and achievement of translation quality, prices of translation services, deadlines, different statuses and types of work, etc. Students will meet experienced translators who will tell them about their work and characteristics of certain types of translation work. They will participate in real translation projects. The main goal of this module is to introduce students to translation for audiovisual media and literary translation. In this module, students should get acquainted with the main professional norms and practice in Croatia and acquire basic skills in these two areas of translation.</p>	
Teaching methods	Seminar and translation workshop	
Assessment methods	Students must attend classes regularly and submit assignments. They should also be able to work independently and in a team. The final grade is based on the final translation and the work students have demonstrated throughout the semester.	

Learning outcomes

1. correctly assess the time necessary for the translation of a text considering its length and level of complexity and manage one's process of translation
2. evaluate one's competences and select appropriate fields and methods for the continuation of formal or autonomous lifelong education
3. autonomously translate all types of texts, including audio-visual materials, from English into Croatian and from Croatian into English
4. notice problems in translation and solve them by choosing translation strategies and procedures appropriate for the type of text and the situation of translation
5. collaborate with other translators on larger translation projects
6. respect deadlines
7. effectively use printed and electronic sources (dictionaries, terminology databases, parallel texts)
8. identify specific elements of the original culture and select appropriate procedures for their translation

Content

1. Translation for audiovisual media - introduction.
2. Subtitling software.
3. TV subtitling.
4. Professional norms. The Croatian market.
5. Working with proofreaders.
6. Main employers.

7. An actual translation assignment.
8. Discussion and feedback.
9. Literary translation - introduction.
10. Translating a novel.
11. Translating for theatre.
12. Professional norms.
13. Guest translator.
14. The Croatian market.
15. Cooperation with publishers, editors, proofreaders and dramatists.

Aspects of American Romanticism

Name	Aspects of American Romanticism	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	52235	
Semesters	Winter	
Teachers	Jelena Šesnić, PhD, Full Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	To enrol course it is necessary to pass course Introduction to the Study of English Literature I To enrol course it is necessary to pass course Introduction to the Study of English Literature II	
Goal	Students will become familiarized with some aspects of the early nineteenth-century American literature. They will read and analyze representative texts of American Romanticism and will be able to synthesize their ideas in oral and written form.	
Teaching methods	Lecture, work in the seminar, student participation.	
Assessment methods	Continuous evaluation (midterm and final test, seminar paper).	

Learning outcomes

1. Student will be able to recognize and identify features of the literature of American Romanticism.
2. Student will be able to identify and analyze key literary works of American Romanticism.
3. Student will be able to situate and relate literary and cultural features of the given period in the context of the chronology of American literature, and in comparison to European literatures.
4. Student will be able to independently apply, formulate and communicate the received ideas in oral and written form.

Content

1. Week 1: Introduction: key concepts; lit-historical context
2. Week 2: Emerson: selected essays („The American Scholar“, „Self-Reliance“)
3. Week 3: Emerson: „The Poet“; Walt Whitman, Leaves of Grass (selection)
4. Week 4: Thoreau: Walden (selected chapters)
5. Week 5: Thoreau: Walden (selected chapters)
6. Week 6: Thoreau: „Civil Disobedience“, „A Plea for Captain John Brown“, "Walking" (essays)
7. Week 7: Fuller: "American Literature: Its Position in the Present Time...", „Autobiographical romance“, „Self-definitions“ (excerpts)
8. Week 8: Fuller: Woman in the Nineteenth-Century
9. Week 9: Fuller: Woman. *Mid-term.*
10. Week 10: Sedgwick: Hope Leslie
11. Week 11: Sedgwick: Hope Leslie
12. Week 12: Douglass: The Narrative
13. Week 13: Douglass: cont.
14. Week 14: Melville: short stories, selection from The Piazza Tales („The Piazza“; „Bartleby, the Scrivener“; from The Encantadas: Sketches One and Two)
15. Week 15: Evaluation. *Final test.*

Bilingualism

Name	Bilingualism
Organizational unit	Department of English language and literature
ECTS credits	5
ID	160822
Semesters	Winter
Teachers	Stela Letica Krevelj, PhD, Assistant Professor (primary)
Hours	Lectures 30 Seminar 30
Prerequisites	None
Goal	Getting an insight into basic processes of bilingual and multilingual development, specific aspects of linguistic and communicative competence of bilinguals and bilingual education. Key content: Definitions of bilingualism; overview of research in the field; relationship between individual and social bilingualism; dynamics of bilingual development (in natural and institutionalized contexts); language processing in bilingual individuals; cross-linguistic interaction within the bilingual system; communicative competence of bilinguals; monolingual and bilingual modes; code switching; language attrition; bilingualism and cognition; bilingualism and education.
Teaching methods	combination of lectures and seminars, in-class discussions of assigned reading, flipped classroom models, student projects and assignments related to the weekly topic
Assessment methods	continual assessment (2) - 50% of the final grade project assignment (1) - 35 % of the final grade active participation in class discussions - 15% of the final grade

Learning outcomes

1. describe multilingualism as a discipline and its relationship with bilingualism and second language acquisition
2. explain the basic principles of key theories of foreign language acquisition
3. describe and explain the purpose and results of key foreign language acquisition research
4. describe and compare different models of multilingual education
5. explain the effects of bilingualism on identity and expressing emotion in different languages

Content

1. Introduction to bilingualism (multilingualism implied)
2. Bilingual processing
3. Representation of languages in the mind
4. Properties of bilingualism
5. Multilingual models
6. Crosslinguistic interactions
7. Third language acquisition
8. Continual assessment 1
9. Research into bilingualism 1
10. Research into bilingualism 2
11. Identities and attitudes
12. Bilingualism and emotions
13. Bilingual education
14. Bilingualism and instruction
15. Continual assessment 2

British Modern Novel and the British Empire

Name	British Modern Novel and the British Empire	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	117899	
Semesters	Winter	
Teachers	Borislav Knežević, PhD, Full Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	None	

Goal In this course we will read a selection of novels by British authors (Kipling, Conrad, Woolf) and one novel (by Tagore) written in India under British rule; our thematic focus will be on the literary uses of the British Empire, imperialism and colonialism in those novels. We will deal with characteristics of modernism as a period in literary history, and the ways in which the selected novels exemplify such characteristics. Much of our discussions will center on themes articulated by postcolonial criticism (the relationship between the metropole and the colony; going native; writing about imperial others; writing as an imperial other, construction of gender in colonial societies and discourses, etc.). Kipling's novel *Kim*, which does not belong to literary modernism, will be used to provide an introduction both to the discussion of literary-historical periodization and the discussion of postcolonial criticism. The students are expected to take part in course discussions and to examine closely the formal and historical characteristics of the literary texts. The students are also expected to further develop skills of researching and working with secondary sources. By participating in class discussions and their individual research work the students should develop the ability of familiarizing themselves with the structure of the literary critical debate on the topics of this course.

Teaching methods The course combines lectures and seminar work. Already in that part of the course designed as a lecture, the students will actively take part in the teaching process by preparing for classroom work based on reading assignments. Class discussions on course topics are also part of the course. The students will also learn through working on a research paper on an assigned topic.

Assessment methods The grade is based on continuous evaluation: a written essay in the second half of the term (5-6) pages, a mid-term quiz and a quiz at the end of term.

Learning outcomes

1. approach solving of research problems in the chosen course of study in an interdisciplinary manner and in new situations
2. comment and critically evaluate individual literary works from Great Britain and Anglophone cultures
3. contextualize individual literary works from Great Britain and Anglophone cultures
4. explain the socio-historical patterns of Great Britain and Anglophone cultures

Content

1. Introduction to modernism. Periodization, status of the novel as a genre, the historical context of imperialism. Said's concept of Orientalism.
2. Kipling. Narrative of adventure and Empire
3. Kipling. Cohn: representations of colonial authority. Conrad.
4. Conrad. Achebe, and the issue of racism in literature.
5. Brantlinger, and the relationship between modernism and imperialism.
- 6.

7. Mid-term quiz.
8. Tagore.
9. Renan, and defining the nation.
10. Nehru, and the question of development.
11. Woolf. The essay is due.
- 12.
- 13.
14. Cannadine, Ornamentalism.
15. Second quiz.

British Romanticism: Poetry

Name	British Romanticism: Poetry	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	131916	
Semesters	Winter	
Teachers	Martina Domines Veliki, PhD, Assistant Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	To enrol course it is necessary to pass course Introduction to the Study of English Literature I To enrol course it is necessary to pass course Introduction to the Study of English Literature II	
Goal	The aim of this course is to make the students acquainted with the major British Romantic poets and the historical, political and cultural milieu in which they created. The students will have the opportunity to think about and analyze selected poems in order to form an idea about the ideological and aesthetic implications of Romantic poetry at the end of the 18th and the beginning of the 19th century. The students will have to read a number of critical essays from more traditional literary critics such as M. H. Abrams and Harold Bloom, but also New Historicist and the New Formalist critical approaches to Romanticism.	
Teaching methods	close readings of selected poetry; analysis of selected poems with the help of literary criticism	
Assessment methods	continuous assessment (midterm and final exam, final paper, class attendance and participation)	

Learning outcomes

1. critically evaluate individual literary phenomena in the Anglosphere in relation to their socio-historical context
2. recognize, explain, and use the basic critical apparatus of literary scholarship - basic literary-critical concepts necessary for the analysis of a literary work
3. apply studied literary-critical apparatus and insights into literary-stylistic formations in the analysis and interpretation of literary works
4. express in one's own words the specificities of selected literary-historical periods, literary-stylistic formations, and socio-historical similarities and differences in the development of Anglophone literatures

Content

1. Introduction to Romanticism. Historical context, socio-political climate which resulted in the beginning of the Romanticism.
2. William Blake - selection from 'Songs of Innocence and Experience'
3. Blake - 'The Marriage of Heaven and Hell'
4. William Wordsworth - Preface to Lyrical Ballads (1800), a selection of poems from Lyrical Ballads
5. Wordsworth - selection of poems from 'Poems in Two Volumes'
6. Wordsworth - 'The Prelude' (excerpts)
7. Samuel Taylor Coleridge - Biographia Literaria (excerpts)
8. Coleridge - 'The Rime of the Ancient Mariner'; 'Kubla Khan'; 'Dejection: an Ode'
9. George Gordon Byron - 'Childe Harold's Pilgrimage' (excerpts)
10. Byron - 'Don Juan' (excerpts), 'Prometheus', 'Fare Thee Well'
11. Percy Bysshe Shelley - 'Ozymandias', 'Ode to the West Wind'
12. Shelley - 'Defence of Poetry', 'Prometheus Unbound', 'To A Skylark'

13. John Keats - 'To Autumn', 'La Belle Dame Sans Merci'
14. Keats - 'Ode on a Grecian Urn', 'Ode to a Nightingale'
15. final discussion

British Romanticism: Prose

Name	British Romanticism: Prose	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	132758	
Semesters	Summer	
Teachers	Martina Domines Veliki, PhD, Assistant Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	To enrol course it is necessary to pass course Introduction to the Study of English Literature I To enrol course it is necessary to pass course Introduction to the Study of English Literature II	
Goal	In this course the students will have the opportunity to find out about the major themes of British Romantic prose literature in a wider historical, cultural and political context. We will depart from the socio-political context (the Scottish Enlightenment, the French Revolution, women's rights) in the analysis of different genres that were important for the Romantic age: the gothic novel, the Scottish historical novel and Romantic confessional narratives.	
Teaching methods	lectures and seminars	
Assessment methods	continuous assessment (midterm and final exam, final paper, class attendance and participation)	

Learning outcomes

1. isolate and analyze relevant patterns of literary-historical periods and individual works of Anglophone literature
2. express in one's own words the specificities of selected literary-historical periods, literary-stylistic formations, and socio-historical similarities and differences in the development of Anglophone literatures
3. recognize, explain, and use the basic critical apparatus of literary scholarship - basic literary-critical concepts necessary for the analysis of a literary work
4. apply studied literary-critical apparatus and insights into literary-stylistic formations in the analysis and interpretation of literary works

Content

1. Socio-historical context (from the Scottish Enlightenment to English Romanticism)
2. the birth of the historical novel, Scottish national identity
3. Sir Walter Scott (1814) Waverley
4. Waverley continued
5. James Hogg (1824) The Private Memoirs and Confessions of a Justified Sinner
6. Romantic life-writing - the question of genre, confessional narratives (from St. Augustine to Jean-Jacques Rousseau)
7. Thomas de Quincey (1821) Confessions of an English Opium-Eater
8. the gothic novel - genre development
9. Horace Walpole (1764) The Castle of Otranto
10. Jane Austen (1817) Northanger Abbey
11. Northanger Abbey continued with scenes from the movie Northanger Abbey (2007) dir. Jon Jones
12. Mary Shelley (1818) Frankenstein
13. Frankenstein continued with scenes from the movie Frankenstein (2004) dir. Kenneth Branagh
14. final discussion

15. end-term exam and the seminar paper

Cognitive Linguistics

Name	Cognitive Linguistics
Organizational unit	Department of English language and literature
ECTS credits	5
ID	124217
Semesters	Summer
Teachers	Milena Žic Fuchs, PhD, Full Professor (primary)
Hours	Lectures 60
Prerequisites	None

Goal The aim of this course is to introduce students to the fundamental notions of Cognitive Linguistics, more specifically, Cognitive Semantics and Cognitive Grammar. The course is introduced through a brief overview of American Linguistics and the contributions of Boas, Sapir, Bloomfield, and Whorf, their views of the relationship between language, culture and thought. Based on these ideas, the fundamental notions of Cognitive Linguistics are introduced, with a focus on the concepts of categories and prototypes. Furthermore, students are introduced to the main principles of Cognitive Grammar, such as schemas and domains, with special attention being paid to the comparison between structuralist, transformational-generative, and cognitive grammar. The above theoretical principles are illustrated by examples from English and Croatian.

Teaching methods 4 hours of lectures per week

Assessment methods written exam

Learning outcomes

1. Students will be able to understand, connect, and describe the basic principles of Cognitive Linguistics.
2. Students will be able to differentiate between traditional and contemporary approaches to language research.
3. Students will be able to critically assess ideas and approaches to language research.
4. Students will be able to connect information from various disciplines that belong to the wider framework of Cognitive Science, and present the ways in which Linguistics falls into this wider spectrum of scientific research.
5. Students will be able to approach research problems in the humanities and social sciences in new situations in an interdisciplinary manner.
6. Students will be able to critically assess the role of a specific Anglophone social context for changes in the English language.
7. Students will be able to recognize the role of social and cognitive factors in the synchronic organization of language.
8. Students will be able to autonomously evaluate different theoretical approaches in linguistics and integrate them into a whole.
9. Students will be able to present the results of their research projects in speech and writing in the English language.

Content

1. Cognitive linguistics and its links with Cognitive Science.
2. Cognitive linguistics and its links with early American linguistics (Boas, Sapir, Whorf)
3. Cognitive linguistics and its links with early American linguistics (Boas, Sapir, Whorf)
4. Categories – classical and cognitive linguistic views. Relationship between TG grammar and cognitive linguistics. Notion of prototype.
5. Categories – classical and cognitive linguistic views. Relationship between TG grammar and cognitive linguistics. Notion of prototype.
6. Scenes and frames semantics and their relevance for cognitive linguistics.

7. Schemas and domains and their relevance for category organization.
8. Preparation of research topic. Discussion of methodology and aims.
9. Basic notions of Cognitive Grammar.
10. Cognitive Grammar.
11. Discussion of links with theoretical constructs in classical European structuralism. Construction grammars.
12. Submit research results. Discussion of obtained data.
13. Synthesis and theoretical interpretation of research results.
14. Reserved for follow-up of any of the above topics. Revision
15. Final test.

Cognitive Linguistics and Translation

Name	Cognitive Linguistics and Translation	
Organizational unit	Department of English language and literature	
ECTS credits	5	
ID	117841	
Semesters	Winter	
Teachers	Mateusz-Milan Stanojević, PhD, Associate Professor (primary) Milena Žic Fuchs, PhD, Full Professor Janja Čulig Suknaić, PhD, Postdoctoral Researcher	
Hours	Lectures	15
	Seminar	30
Prerequisites	To enrol course it is necessary to pass course Translation Theory	
Goal	The aim of this course is to introduce students to theoretical and practical translational issues which are related to a cognitive-linguistic view of language. This will enable students to recognize potential translation problems, especially with regard to English and Croatian as source and target languages.	
Teaching methods	1 lecture and 2 seminars per week	
Assessment methods	continuous assessment: written assignments	

Learning outcomes

1. form critical opinions on one's own and others' translations using insights from contemporary theories of translation, especially in the context of mutual influences of translation and culture
2. elaborate and support with arguments one's translation decisions by using metalanguage and the conceptual apparatus of contemporary theories of translation
3. collect and critically evaluate professional and academic literature in English studies necessary for one's own research
4. cooperate with other translators on larger translation projects and meet deadlines

Content

1. Orientation, syllabus. Overview of topics. Equivalence, its dynamicity. Translation as a non-algorithmic process. The significance of the context.
2. Key issues 1: organization of knowledge. Concepts, Domains, ICMs, cultural models, scenarios. Identifying differences in translations.
3. Key issues 1: organization of knowledge. Identifying various types of cultural models. Specific cultural items, and the ways of dealing with them in translation.
4. Key issues 1: organization of knowledge. Identifying less typical items, scenarios. The role of culture in culture-specific and less culture-specific examples.
5. Overview of issues covered: culture as an overarching element. Metaphor and metonymy as a system of knowledge (examples).
6. Key issues 2: Metaphor and metonymy theory. Examples. Basic vs. non-basic metaphors & metonymies.
7. Key issues 2: Organization of metaphors: hierarchical organization. Translation of metaphors.
8. Key issues 2: Complex overarching metaphors = metaphorical cultural models. Approaches to metaphors in translation. The significance of metonymy in metaphorical models.
9. Revision – culture, organization of knowledge and translation. Introduction to grammar, imagery, culture and translation.
10. Key issues 3: Meaningful grammar – identifying meaning in grammar. Examples of the category of aspect. Scene construal.
11. Key issues 3: Grammar and meaning: construal operations: overview and examples.
12. Key issues 3: Construal operations – translation analysis.

13. Bringing it all together: organization of knowledge and construal operations, and their exponents in translation. Translation analysis – general and specific.
14. Revision
15. Final assignment.

Contemporary English Language 1

Name	Contemporary English Language 1		
Organizational unit	Department of English language and literature		
ECTS credits	5		
ID	132540		
Semesters	Winter		
Teachers	Marina Zubak Pivarski, Senior Lector (primary) Marko Majerović, Senior Lector (primary) Vinko Zgaga, M.Sc., Senior Lector (primary) Anda Bukvić Pažin, PhD, Lector (primary)		
Hours	Seminar	30	
	Practical language	30	
Prerequisites	None		
Goal	<p>This course focuses on normative grammar of the contemporary English language, placing special emphasis on syntactic units and their features, as well as on the reading of texts in order to expand vocabulary and develop written and oral communication skills.</p> <p>The objective of the course is for students to develop their abilities of comprehension, as well as written and oral expression in English through various reading, writing, listening and speaking exercises, and through the individual study of grammatical patterns. Students are also taught how to use various reference books, especially dictionaries and grammar handbooks.</p>		
Teaching methods	seminar and language classes		
Assessment methods	written and oral exam		

Learning outcomes

1. Describe and explain morphological and syntactic categories in English and compare and relate them to the Croatian language system.
2. Categorize the functional parts of the English sentence and illustrate the communicative effects of sentence types.
3. Summarize and interpret the meaning of texts in English that belong to different types of discourse and functional styles.
4. Independently translate texts from Croatian into English that do not require specific professional knowledge.
5. Compare and comment on cultural, social and historical processes in the English-speaking countries.

Content

1. INTRODUCTION TO ENGLISH GRAMMAR
 - linguistic levels (phonology, morphology, syntax, semantics)
2. INTRODUCTION TO READING TEXTS
 - the use of dictionaries, phonological transcription
 - cultural background in texts, vocabulary
2. 3. GRAMMATICAL UNITS: WORD, PHRASE, CLAUSE, SENTENCE
 - word classes
 - phrases
 - sentence elements
4. ENGLISH MORPHOLOGY AND SYNTAX
 - English compared with Croatian – word formation, word order, sequence of tenses
3. 5. 1st TEXT FROM THE READER
 - comprehension and vocabulary
6. VERBS

	–	VERB:	word	class,	verb	phrase,	sentence	element
	–	Verb	classes:		transitive,	intransitive,		linking
	–	Verb phrase: finite, non-finite (infinitives, participles, gerunds)						
4.	7.		1st	TEXT	FROM	THE	READER	
	–						vocabulary	
	8.				SENTENCE		ANALYSIS	
	–	sentence	elements	–	S,	V,	O,	C, A
	–	types of clauses						
5.	9.				VERB		CATEGORIES	
	–		voice,	tense,	modality,		aspect	
	–		auxiliary	verbs,	ordinary		verbs	
	10.		2nd	TEXT	FROM	THE	READER	
	–	comprehension and vocabulary						
6.	11.			TIME,	TENSE,		ASPECT	
	12.		2nd	TEXT	FROM	THE	READER	
	–	vocabulary						
7.	13.		TEST	–	grammar	and	vocabulary	
	14.	TENSES – introduction, PRESENT TENSES						
8.	15.		3rd	TEXT	FROM	THE	READER	
	–		comprehension		and		vocabulary	
	16.		PRESENT	TENSES	–		exercises	
	PAST TENSES – introduction							
9.	17.		3rd	TEXT	FROM	THE	READER	
	–						vocabulary	
	18.	PAST TENSES – exercises						
10.	19.		4th	TEXT	FROM	THE	READER	
	–		comprehension		and		vocabulary	
	20.	EXPRESSING THE FUTURE						
11.	21.		4th	TEXT	FROM	THE	READER	
	–						vocabulary	
	22.	MODAL VERBS – introduction						
12.	23.			MODAL	VERBS	–	exercises	
	24.	MODAL VERBS – revision						
13.	25.		5th	TEXT	FROM	THE	READER	
	–		comprehension		and		vocabulary	
	26.	ACTIVE/PASSIVE VOICE						
14.	27.			NON-FINITE	VERB		FORMS	
	–		infinitives,	gerunds,			participles	
	–			non-finite			clauses	
	28.	GRAMMAR – revision						
15.	29.	GRAMMAR	–	revision;	VOCABULARY	–	revision	
	30.	REVISION						

Contemporary English Language 2

Name	Contemporary English Language 2		
Organizational unit	Department of English language and literature		
ECTS credits	5		
ID	132024		
Semesters	Summer		
Teachers	Marina Zubak Pivarski, Senior Lector (primary) Marko Majerović, Senior Lector (primary) Anda Bukvić Pažin, PhD, Lector (primary)		
Hours	Seminar	30	
	Practical language	30	
Prerequisites	To pass course it is necessary to pass course Contemporary English Language 1		
Goal	<p>This course focuses on normative grammar of the contemporary English language, placing special emphasis on syntactic units and their features, and on the reading of texts in order to expand vocabulary and develop written and oral communication skills.</p> <p>The objective of the course is for students to develop their abilities of comprehension, as well as written and oral expression in English through various reading, writing, listening and speaking exercises, and through the individual study of grammatical patterns. Students are also taught how to use various reference books, especially dictionaries and grammar handbooks.</p>		
Teaching methods	seminar and language classes		
Assessment methods	written and oral exam		

Learning outcomes

1. Describe and explain morphological and syntactic categories in English and compare and relate them to the Croatian language system.
2. Categorize the functional parts of the English sentence and illustrate the communicative effects of sentence types.
3. Summarize and interpret the meaning of texts in English that belong to different types of discourse and functional styles.
4. Independently translate texts from Croatian into English that do not require specific professional knowledge.
5. Compare and comment on cultural, social and historical processes in the English-speaking countries.

Content

- | | | | | | | | |
|----|----|--|--------------|---------------|-------------|-------------|---------|
| 1. | 1. | FINITE | AND | NON-FINITE | FORMS | | |
| | – | | infinitives, | gerunds, | participles | | |
| | – | | | non-finite | clauses | | |
| | 2. | SENTENCE | TYPES | DISCOURSE | FUNCTIONS | | |
| | – | questions, statements, imperatives, exclamations | | | | | |
| 2. | 3. | 1ST | TEXT | FROM | THE | READER | |
| | – | | | comprehension | and | vocabulary | |
| | 4. | THE | VERB | PHRASE | IN | SUBORDINATE | CLAUSES |
| | – | | | | indirect | | speech |
| | – | review – tenses and aspects | | | | | |
| 3. | 5. | 1ST | TEXT | FROM | THE | READER | |
| | – | | | vocabulary | and | translation | |
| | 6. | THE | VERB | PHRASE | IN | SUBORDINATE | CLAUSES |
| | – | time clauses | | | | | |
| 4. | 7. | 2ND | TEXT | FROM | THE | READER | |

	–			comprehension		and	vocabulary
8.	THE	VERB	PHRASE	IN	SUBORDINATE		CLAUSES
	–	expressing hypothesis – hypothetical and other conditionals					
5.	9.	2ND	TEXT	FROM		THE	READER
	–			vocabulary		and	translation
	10. REVISION – grammar and vocabulary						
6.	11.	TEST	–	grammar	(tenses, modals, verb phrase in subordinate clauses)		
	12. TEST – discussion						
7.	13.		ADVERBS		&		ADVERBIALS
	–		syntactic		and	semantic	role
	14.	3RD	TEXT	FROM		THE	READER
	–	comprehension and vocabulary					
8.	15.						NOUNS
	–						nouns
	–	3RD	the noun	phrase	types	of	nouns
	16.	3RD	TEXT	FROM	–	premodification/postmodification	READER
	–	vocabulary					
9.	17.						NOUNS
	–		countable/uncountable;		plurals	of	nouns
	–						agreement
	–						gender
	18. 3. TEKST IZ ZBIRKE – vocabulary and translation						
10.	19.						ARTICLES
	–						introduction
	20.	4TH	TEXT	FROM		THE	READER
	–	comprehension and vocabulary					
11.	21.						ARTICLES
	–						exercises
	22.	4TH	TEXT	FROM		THE	READER
	–	vocabulary and translation					
12.	23.	POSSESSIVES,		DEMONSTRATIVES,			PRONOUNS
	24. QUANTIFIERS AND NUMERALS & MEASUREMENTS						
13.	25.						PREPOSITIONS
	26. PHRASAL, PREPOSITIONAL AND PHRASAL-PREPOSITIONAL VERBS						
14.	27.	PREPOSITIONS	AND	MULTI-WORD	VERBS	–	revision and exercises
	28. ADJECTIVES						
15.	29.	REVISION	–	grammar		and	vocabulary
	30. REVISION						

Contemporary English Language 3

Name	Contemporary English Language 3	
Organizational unit	Department of English language and literature	
ECTS credits	5	
ID	132541	
Semesters	Winter	
Teachers	Ivana Bašić, PhD, Senior Lector (primary) Marina Zubak Pivarski, Senior Lector (primary)	
Hours	Seminar	30
	Practical language	30
Prerequisites	To enrol course it is necessary to pass course Contemporary English Language 1 To enrol course it is necessary to pass course Contemporary English Language 2	
Goal	<p>The aim of the course is to prepare students for understanding, analysing and producing complex language structures and using them correctly and efficiently in oral and written communication. The course deals with the syntax of contemporary English language, namely types of clauses and sentences and their properties, with the ultimate goals for students to attain the highest level of communicative competence and acquire the metalinguistic knowledge necessary for linguistic analysis. These goals are met by means of guided deep reading and analysing texts, which simultaneously contributes to expanding the students' vocabulary, raises awareness to grammatical structures and sheds light on the relation between lexis and grammar in meaning construction. Guided work on selected texts improves students' understanding of stylistically varied texts and their acquaintance with elements of Anglophone cultures, which is necessary in improving one's communicative and cultural competence in the English language. By doing assignments designed in this way, students develop and improve their critical and analytical thinking.</p>	
Teaching methods	- intensive guided reading, discussing the texts read in class, task solving, using grammar books, dictionaries, digital tools (e.g. electronic corpora); individual work, pair work, group work, classroom and home assignments	
Assessment methods	continuous assessment; written and oral examination for students who fail the continuous assessment tests	
Learning outcomes	<ol style="list-style-type: none"> 1. Competently analyse all types of clauses and sentences in the English language and identify their constituent parts. 2. Acquire the metalanguage necessary for explaining the modes of linking constituent parts together to form sentences in the English language. 3. Expand one's vocabulary and develop an awareness of the interaction of lexical and grammatical structures in constructing meaning in language. 4. Become acquainted with various aspects of Anglophone cultures. 5. Improve one's communicative and cultural competence. 	
Content	<ol style="list-style-type: none"> 1. Introductory lesson - SENTENCES AND CLAUSES-Greenbaum and Quirk: Chapter 2 – A general framework 2. THE SIMPLE SENTENCE - Chapter 10 – Clause structure; Syntactic functions of clause elements 3. TEXT FROM THE READER– deep reading and analysing the text, guided work on grammar, vocabulary and cultural elements 4. COORDINATION - Chapter 13; SUBJECT-VERB CONCORD – Chapter 10; QUASICOORDINATION – Chapter 13 	

5. TEXT FROM THE READER– deep reading and analysing the text, guided work on grammar, vocabulary and cultural elements
6. THE COMPLEX SENTENCE-Chapter 14 – subordination and coordination; finite, nonfinite and verbless clauses; formal indicators of subordination
7. SYNTACTIC FUNCTIONS OF SUBORDINATE CLAUSES – Chapter 15
8. NOMINAL CLAUSES
9. 1st CONTINUOUS ASSESSMENT TEST
10. Chapter 17 – The noun phrase-RELATIVE CLAUSES
11. ADVERBIAL CLAUSES – Chapter 15
12. TEXT FROM THE READER– deep reading and analysing the text, guided work on grammar, vocabulary and cultural elements
13. COMPARATIVE CLAUSES
14. 2nd CONTINUOUS TEST
15. FEEDBACK ON THE TEST - discussion

Cool Britannia? British Drama from 1956 to 2008

Name	Cool Britannia? British Drama from 1956 to 2008	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	64244	
Semesters	Summer	
Teachers	Tihana Klepač, PhD, Assistant Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	To enrol course it is necessary to pass course Introduction to the Study of English Literature I To enrol course it is necessary to pass course Introduction to the Study of English Literature II	
Goal	Point to the role of British drama in the formulation of the perception of Great Britain in post-imperialist period.	
Teaching methods	Lectures and seminars	
Assessment methods	Continuous assessment	

Learning outcomes

1. Formulate in writing their research in accordance with the standards of academic writing
2. integrate knowledge from the course in the wider philological context (connect knowledge about literature and social and historical patterns of Great Britain and Anglophone cultures with similar literary phenomena and social circumstances of the European cultural circle)
3. collect and interpret data relevant for the course adhering to principles of social and ethical responsibility
4. comment and critically judge individual literary works of Anglophone cultures

Content

1. An overview of British drama beginning with the premiere of Osborne's *Look Back in Anger* and ending with Pinter's death on the Christmas Eve of 2008, discussed in the light of its contribution to the formulation of the British national identity. Analyzing the works of the authors listed below we shall explore the way in which British dramatists through three generations of the angry young men (the original in the 1950s and 1960s, the second one in the 1990s as expressed in the in-her-face theatre, and the third one expressed through the Verbatim theatre) relate to the imperial British metanarration, and attempt to point to the fissures in the national identity so created.
2. Idea that literature constitutes discourses which have an order-giving and order-finding function in the contemporary world (Marion Halligan, J. Hillis Miller); incredulity toward metanarratives (Lyotard, White, Foucault)
3. Power and identity (Hall, Bhabha, Anderson, Duara, Balibar, Spivak); relations of power and the right to representation (Foucault); end of metanarrations and the relativisation of Truth (Baudrillard)
4. Historical background of the Angry Young Men, In-Yer-Face and Verbatim theatre: Britain in the latter 20th century and at the beginning of the 21st century; influence of Samuel Beckett and the theatre of the absurd
5. Angry Young Men; John Osborne: *Look Back in Anger*, 1956; Clash of class cultures with the dominant theme of helplessness and anger: discovery that the idealised Britain the war generation sacrificed itself for is fake, and that the national identity so formulated is a betrayal; excerpts from the 1976 TV adaptation of the play, «BBC Play of the Month» program
6. Harold Pinter: *The Dumb Waiter*, 1960; individual vs. collective identity as expressed through the political metaphor, the Big Brother theme; Excerpts from the interview with Michael Billington and Karel Reisz
7. Edward Bond: *Saved*, 1965; cultural poverty and frustration of young people on the dole, censorship

8. Tom Stoppard: *Rozenkrantz And Guildenstern Are Dead*, 1966; individual vs. collective identity in a society in which traditional values are overturned, postmodernist play of words, reinscription of the British canon; excerpts from the film *Rozenkrantz And Guildenstern Are Dead* (1990)
- 9.
10. Overseas colonisation as treated in British drama (Kidd, Tylor, Kipling) Timberlake Wertenbaker: *Our Country's Good*
11. In-Yer-Face Theatre; Sarah Kane: *Blasted*, 1995; tragedy of history; comparison of its reception with that of *Look Back in Anger* and *Saved*
12. Mark Ravenhill: *Shopping and Fucking*, 1996; consumerism erasing all moral codes; excerpts from the play performed in &TD theatre, Zagreb, 7th May 2004
13. Verbatim theatre: politicians on stage; David Hare: *Stuff Happens*; British foreign policy, power plays, representation and self-representation
14. Verbatim theatre: tribunal plays; Richard Norton – Tylor: *Bloody Sunday: Scenes from the Saville Inquiry*; Postcolonial Ireland
15. End term exam

Cultural Aspects of American Neoliberalism

Name	Cultural Aspects of American Neoliberalism	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	117903	
Semesters	Summer	
Teachers	Sven Cvek, PhD, Associate Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	None	
Goal	Starting from the assumption about the inseparability of the economic, political, and cultural spheres, the course offers an overview of the main social processes related to the emergence and development of US neoliberalism. The course covers the historical period between two economic crises, 1973 and 2008, and follows the cultural articulations of the gradual undoing of the legacy of the New Deal and the parallel rise of the ideas of the Chicago school of economics. Neoliberalism is considered in relation to: liberalism, neoconservatism, the problematic of space, democratic politics, work, and moments of crisis. These topics are studied by relying predominantly, but not exclusively, on works of fiction and film.	
Teaching methods	lecture. discussion. seminar	
Assessment methods	continual assessment	
Learning outcomes	<ol style="list-style-type: none"> 1. integrate knowledge from one's chosen graduate field into a broader philological context (connect insights into literature and societies of Great Britain and Anglophone cultures with related literary and social phenomena from other cultures) 2. approach solving of research problems in the chosen course of study in an interdisciplinary manner and in new situations 3. explain the socio-historical patterns of the USA 4. compare and critically assess literary and social phenomena in the USA 	
Content	<ol style="list-style-type: none"> 1. Defining neoliberalism: History, ideology, politics. 2. Neoliberalism and (classical) liberalism 3. Neoliberalism in the United States. 4. Novel 1 5. Film 1 6. Novel 2 7. Film 2 8. Novel 3 9. Film 3 10. - 11. - 12. - 13. - 14. - 15. - 	

Cultures of the United States and Great Britain

Name	Cultures of the United States and Great Britain	
Organizational unit	Department of English language and literature	
ECTS credits	5	
ID	132542	
Semesters	Winter	
Teachers	Kristijan Nikolić, PhD, Senior Lector (primary) Alexander Douglas Hoyt, PhD, Senior Lector (primary)	
Hours	Lectures	15
	Seminar	45
Prerequisites	To enrol course it is necessary To enrol course Analyzing Texts in English To enrol course it is necessary To enrol course Contemporary English Language 3	
Goal	This module deals with customs, institutions and values of the UK and the USA. Two readers will enable students to get to know various aspects of these two societies, such as politics, multiculturalism, education and art. Students will prepare their own presentations of various topics concerning UK and US cultures and present them in the seminar.	
Teaching methods	This module is taught entirely in English and it is a combination of a lecture and a seminar. Students must attend the classes regularly (have no more than three absences during the semester). They must prepare for classes and write assignments as instructed.	
Assessment methods	Continuous assessment 1 and 2	
Learning outcomes	<ol style="list-style-type: none"> 1. rewrite texts of various levels of complexity written in English in order to make them acceptable grammatically, stylistically, and for communication 2. autonomously research, categorise, and comment on elements of specific Anglophone cultures and mutually compare them 3. compare and comment on cultural, social, and historical processes in Anglophone countries 4. classify the characteristics of the legal systems of the United States and the UK 5. reflect on contemporary developments in political life in the United States and the United Kingdom 6. identify events in the history of the United States and the United Kingdom and explain their significance for the overall historical development of these two countries 7. comment on and critically present the position of the United States and the United Kingdom in international relations 8. present the historical development of the English language and its status in today's world 9. compare the educational systems of the United States and the United Kingdom 10. critically judge the economic systems of the United States and the United Kingdom 	
Content	<ol style="list-style-type: none"> 1. UK: The British context 2. UK: The people 3. UK: Politics and government 4. UK: International relations 5. UK: The legal system 6. UK: The economy 7. UK: Media 8. UK: Education 9. USA: The people: settlement and immigration 10. USA: The people: women and minorities 	

11. USA: Political institutions: the federal government / state and local government
12. USA: Economy
13. USA: Foreign policy
14. USA: The legal system
15. USA: Education & the Media

Doing research in second language acquisition and teaching

Name	Doing research in second language acquisition and teaching	
Organizational unit	Department of English language and literature	
ECTS credits	3	
ID	215579	
Semesters	Summer	
Teachers	Stela Letica Krevelj, PhD, Assistant Professor (primary)	
Hours	Lectures	30
	Seminar	30
Prerequisites	To enrol course it is necessary To enrol course Process of Language Acquisition	
Goal	Insights into methodology of scientific research in the field of SLA and language teaching, analysis and interpretation of research data, importance of research for advancement of teaching practice, research ethics, basic research competencies	
Teaching methods	interactive lectures and seminars based on previously read assigned readings, student presentations, flipped classes, research projects - research proposal	
Assessment methods	Continual assessment and evaluation of work done in the course of semester: continual assessment (50% of final grade), active participation in class discussions (15% of final grade), project assignment (35% of final grade)	

Learning outcomes

1. describe and apply the basic principles and methods used in the process of researching English as a foreign language
2. apply ethical principles and norms in the process of teaching and research of a foreign language
3. design a research proposal
4. present the results of own research

Content

1. introduction to research: different types of research
2. structure of scientific paper
3. data collection measures 1
4. data collection measures 2
5. research variables and reliability
6. quantitative research
7. quantitative research and statistical procedures
8. qualitative research
9. ethics in research
10. classroom research
11. analysis of data and coding 1
12. analysis of data and coding 1
13. reporting on research 1
14. reporting on research 1
15. presentation of research projects

English Across the World

Name	English Across the World
Organizational unit	Department of English language and literature
ECTS credits	5
ID	117900
Semesters	Winter
Teachers	Višnja Josipović-Smojver, PhD, Full Professor (primary)
Hours	Lectures 60
Prerequisites	None
Goal	The objective of the course is to get the students familiarized with the contemporary varieties of English, which apart from the well-known standard varieties also includes non-standard ones. The spread of English beyond the English-speaking territory is placed within the historical context. This is used as the framework for explaining the polarization between prestigious and stigmatized varieties and dialects; recent trends in English spoken across the world; Internet English; and English as a lingua franca.
Teaching methods	ppt presentations, listening to audio materials and analysing them, discussion, quizzes, joint gathering of relevant audio materials
Assessment methods	Grading is done by means of a written exam, which consists of writing essays on three topics related to the subject-matter of the course.

Learning outcomes

1. Being able to recognize individual varieties of the English language
2. Describing scientifically all kinds of geographical and social variation in English
3. Capability of selective listening to various kinds of standard and non-standard varieties of English
4. Distinguishing between the normative and descriptive approach
5. Developed sensitivity and linguistic interest for the description of non-standard or lesser-known varieties of English
6. Awareness of the global status of English in the contemporary world
7. Critical approach to the role of the specific Anglophone social context in language change
8. Developed critical attitudes to the relationship between national identity and using English as a global language
9. Being able to independently gather audio materials for the purpose of this course
10. Being able to critically assess the linguistic literature related to the subject-matter of the course

Content

1. English as a global language
2. The history of the spread of English
3. Kachru's Three Circles
4. Standard and standardization
5. Multilingualism and the related issues
6. Inner-Circle Standards
7. Variation within the British Isles
8. The Celtic Countries: Welsh, Scottish and Irish English
9. English in North America
10. Australian and New Zealand English
11. New Englishes - English in Asia
12. English in Africa
13. Netglisch
14. Some lesser-known varieties of English
15. Non-native Englishes and English as a Lingua Franca

English Baroque Poetry

Name	English Baroque Poetry	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	117901	
Semesters	Winter	
Teachers	Vanja Polić Jurković, PhD, Associate Professor (primary) Tomislav Brlek, PhD, Associate Professor	
Hours	Lectures	15
	Seminar	30
Prerequisites	None	
Goal	The main goal of the course is to relocate English literature of the early seventeenth century from renaissance in the narrower sense of the term into post-renaissance movement known in most European countries as baroque. Teaching poetics and rhetoric of baroque poetry is the focus of this literary and historical procedure.	
Teaching methods	lectures and seminars	
Assessment methods	written exam	

Learning outcomes

1. isolate and analyze relevant patterns of literary-historical periods and individual works of Anglophone literature
2. recognize, explain and apply basic critical apparatus - basic terms of literary criticism required for analysis of a literary work
3. apply studied literary-critical apparatus and insights into literary-stylistic formations in the analysis and interpretation of literary works

Content

1. Introduction: baroque as a literary period: renaissance principle of decorum and baroque violation of decorum
2. Distinctive characteristics in (a) style (paralogic, antithesis, emblem, word play, conceit, ingenuity, linguistic and intellectual combinatorics), (b) genre (generic preferences, characteristic mixture of genres, new combinations of genres) and (c) point of view (toward poetry, poets, world; actuality, dramaticity, linguistic and epistemological scepticism)
3. Expressions and terms: mannerism baroque, metaphysical poetry
4. Conceit in English baroque poetry
5. Elizabethan world picture as a source of baroque imagery
6. Petrarchan topoi and their baroque transformations
7. John Donne: Songs and Sonnets ("The Canonization", "The Sun Rising", "The Good Morrow", "The Flea" i "A Valediction: Forbidding Mourning").
8. John Donne: Holy Sonnets ("Batter My heart, three—person'd God").
9. George Herbert: The Temple ("Easter Wings", "Jordan (I)", "Jordan (II)", "The Pulley", "The Forerunners" and "Virtue").
10. Henry Vaughan: Silex Scintillans ("The Retreate" and "Regeneration").
11. Richard Crashaw: Carmen Deo Nostro ("The Weeper").
12. Andrew Marvell: Collected Poems ("To His Coy Mistress" and "The Garden").
13. Thomas Traherne: Commentaries of Heaven ("Shadows in the Water").
14. Ben Jonson: Underwood ("My Picture Left in Scotland")
15. Written exam

English Syntax: Parts of Speech

Name	English Syntax: Parts of Speech
Organizational unit	Department of English language and literature
ECTS credits	6
ID	36326
Semesters	Summer
Teachers	Anđel Starčević, PhD, Assistant Professor (primary)
Hours	Lectures 60
Prerequisites	To enrol course it is necessary To enrol course Introduction to the Linguistic Study of English
Goal	Introducing students to lexical categories and the constituent structure of English sentences, as well as to the syntactic functions of particular constituents and the interplay between syntax and semantics. Contrasting various linguistic phenomena in English and Croatian.
Teaching methods	The course material is taught by using PowerPoint presentations and multimodal sources of grammatical structures, with each presentational block followed by a number of exercises. Students are expected to go through the required readings on their own, do the exercises and check them in class with the instructor or by using the key available on Omega.
Assessment methods	Students can pass the course by taking the midterm exam and the end-of-term exam, or alternatively one final exam.

Learning outcomes

1. categorize functional elements of the English sentence and illustrate the communication effects of differently constructed sentences
2. explain and use the basic apparatus of linguistics on various levels of language study and use in the analysis of phonetics, phonology, morphology, syntax, and semantics of the English language
3. describe and explain within the framework of diverse contemporary grammatical approaches the morphological and syntactic categories in the English language and compare and connect them to the linguistic system of Croatian
4. evaluate personal interests and competences and choose appropriate areas for continued education

Content

1. General information about the course. Introduction to syntax and grammar. Prescriptive vs. descriptive. Exercises.
2. Morphology: problems in identifying words, morphemes and allomorphs. Lexical words and function words. Lexical categories. Inflection and derivation. Paradigmatic and syntagmatic relations. Exercises.
3. Phrases and Clauses. Clause elements and clause patterns. Grammatical relations: subjects and objects. Exercises.
4. Verb classes in English. Lexical, modal, and primary verbs.
5. Phrasal and prepositional verbs. Exercises.
6. VPs: tense, aspect, voice and modal use. Non-finite clauses. Exercises.
7. REVISION OF VERBS AND VPs.
8. Noun classes in English. NPs: determiners. Exercises.
9. Pronouns. Exercises.
10. NPs: premodification and postmodification. Exercises.
11. REVISION OF NOUNS AND NPs.
12. Adjectives and adjective phrases. Exercises. Prepositions and PPs. Exercises.
13. Adverbs and adverbials. Exercises.
14. Grammatical categories: gender, tense, mood, aspect.
15. FINAL REVISION and COURSE ASSESSMENT. PREPARATION FOR THE EXAM.

English Syntax: The Sentence

Name	English Syntax: The Sentence
Organizational unit	Department of English language and literature
ECTS credits	6
ID	51860
Semesters	Summer
Teachers	Irena Zovko Dinković, PhD, Full Professor (primary)
Hours	Lectures 60
Prerequisites	To enrol course it is necessary To enrol course English Syntax: Parts of Speech
Goal	The aim of the course is to introduce students to more complex aspects of sentence structure, for example the argument structure of predicates, dependent and independent clauses, and the semantic relations between individual sentence parts. Students also analyze different linguistic phenomena such as transitivity, verb aspect, ellipsis, etc. and compare them with phenomena in Croatian and other languages. At the end of the semester, students are introduced to the basic tenets of the main formal and functional syntactic theories in order to gain a broader insight not only into the syntactic analysis of English, but also into language mechanisms in general.
Teaching methods	The units are presented as Powerpoint presentations accompanied by handouts. After each unit, the students are given homework, which they check with the instructor in class. They are also expected to read at home the relevant parts of obligatory reading. Exercises and additional materials (handouts, articles, weblinks...) are available to students on the Omega e-learning system.
Assessment methods	Students should attend the classes regularly, actively participate in class and solve the homework. During the semester, there are two review classes. The students have the option of taking a mid-term and an end-term exam, which give a combined grade. The last week of the course is dedicated to preparing students for the final exam. The final exam is written and the grade is numeral.

Learning outcomes

1. independently conduct a morphosyntactic analysis of simple and complex sentences in English
2. compare and interpret syntactic phenomena in English and Croatian at the level of phrase, clause and sentence, and determine the category and function of different linguistic units
3. master grammatical metalanguage and explain the influence of language use and information structure on the syntactic structure of a sentence
4. apply the acquired knowledge in the later linguistic analysis of various forms of discourse, in translation and teaching, as well as in the independent implementation of small-scale language research

Content

1. General information about the course. REVISION OF SYNTAX I COURSE.
2. Dependency relations. Syntactic and semantic arguments of verbs. Grammatical relations and meaning.
3. Coordination. Properties of sentence elements.
4. Subjects. Subject-verb agreement.
5. Behavioral properties of grammatical relations: direct and indirect objects.
6. Transitivity. Verb alternations. Behavioral properties of grammatical relations: direct and indirect objects.
7. REVISION. MID-TERM EXAM.
8. Tense and aspect.
9. Modality and voice: active and passive.
10. Pro-forms and referentiality. Ellipsis.
11. Sentence types: questions and negation.

12. Complex sentences. Relative clauses.
13. Functions of subordinate clauses: nominal and adverbial clauses.
14. Information structure: theme and rheme, focus and topic.
15. FINAL REVISION. END-TERM EXAM.

Ethics and Aesthetics of British Modernism

Name	Ethics and Aesthetics of British Modernism	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	161135	
Semesters	Summer	
Teachers	Martina Domines Veliki, PhD, Assistant Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	None	
Goal	This course introduces British Modernism through the prism of trauma theory and the new poverty studies in order to speak about the position of the modernist subject in a wider socio-political context immediately before and after World War 1.	
Teaching methods	lectures and seminars	
Assessment methods	continuous assessment (midterm and final exam, final paper, class attendance and participation)	

Learning outcomes

1. isolate and analyze relevant patterns of literary-historical periods and individual works of Anglophone literature
2. express in one's own words the specificities of selected literary-historical periods, literary-stylistic formations, and socio-historical similarities and differences in the development of Anglophone literatures
3. apply studied literary-critical apparatus and insights into literary-stylistic formations in the analysis and interpretation of literary works
4. plan the structure of a written text in English and adapt it to the context of communication, paying attention to ethical and social responsibility

Content

1. Modernism-general survey
2. World War One and war trauma
3. Virginia Woolf: Mrs. Dalloway (1925)
4. Mrs. Dalloway continued
5. Robert Graves, Siegfried Sassoon, Wilfred Owen (selection)
6. Robert Graves: Goodbye To All That (1929)
7. mid-term exam
8. introduction to the New Poverty Studies
9. Katherine Mansfield: The Garden Party and Other Stories (1922)
10. The Garden Party and Other Stories continued
11. George Orwell: Down and Out in Paris and London (1933)
- 12.
13. G. B. Shaw: Pygmalion (1913)
14. final discussion
15. end-term exam and seminar paper

Graduation Thesis

Name	Graduation Thesis
Organizational unit	Department of English language and literature
ECTS credits	15
ID	124219
Semesters	Summer
Teachers	<p>Alexander Douglas Hoyt, PhD, Senior Lector Anđel Starčević, PhD, Assistant Professor Borislav Knežević, PhD, Full Professor Damir Kalogjera, PhD, Prof. Ivana Bašić, PhD, Senior Lector Iva Polak, PhD, Associate Professor Irena Zovko Dinković, PhD, Full Professor Janja Čulig Suknaić, PhD, Postdoctoral Researcher Jelena Šesnić, PhD, Full Professor Kristijan Nikolić, PhD, Senior Lector Martina Domines Veliki, PhD, Assistant Professor Marina Grubišić, PhD, Assistant Professor Marko Majerović, Senior Lector Mateusz-Milan Stanojević, PhD, Associate Professor Marina Zubak Pivarski, Senior Lector Milena Žic Fuchs, PhD, Full Professor Nataša Pavlović, PhD, Associate Professor Renata Geld, PhD, Associate Professor Sven Cvek, PhD, Associate Professor Stipe Grgas, PhD, Prof. Stela Letica Krevelj, PhD, Assistant Professor Snježana Veselica Majhut, PhD, Associate Professor Tatjana Jukić Gregurić, PhD, Full Professor Tihana Klepač, PhD, Assistant Professor Tea Raše, PhD, Senior Lector Višnja Josipović-Smojver, PhD, Full Professor Vanja Polić Jurković, PhD, Associate Professor Vinko Zgaga, M.Sc., Senior Lector</p>
Hours	Seminar 0
Prerequisites	None
Goal	
Teaching methods	
Assessment methods	
Learning outcomes	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Content	

Graduation Thesis

Name	Graduation Thesis	
Organizational unit	Department of English language and literature	
ECTS credits	10	
ID	124216	
Semesters	Summer	
Teachers	Renata Geld, PhD, Associate Professor (primary) Anđel Starčević, PhD, Assistant Professor (primary) Stela Letica Krevelj, PhD, Assistant Professor (primary) Irena Zovko Dinković, PhD, Full Professor (primary) Tatjana Jukić Gregurić, PhD, Full Professor (primary) Stipe Grgas, PhD, Prof. (primary) Marina Grubišić, PhD, Assistant Professor (primary)	
Hours	Seminar	0
Prerequisites	None	
Goal		
Teaching methods		
Assessment methods		
Learning outcomes	1. 2. 3. 4. 5.	
Content		

Graduation Thesis

Name	Graduation Thesis	
Organizational unit	Department of English language and literature	
ECTS credits	11	
ID	137633	
Semesters	Summer	
Teachers	Vinko Zgaga, M.Sc., Senior Lector (primary) Tatjana Jukić Gregurić, PhD, Full Professor (primary) Snježana Veselica Majhut, PhD, Associate Professor (primary) Nataša Pavlović, PhD, Associate Professor (primary) Mateusz-Milan Stanojević, PhD, Associate Professor (primary) Kristijan Nikolić, PhD, Senior Lector (primary) Ivana Bašić, PhD, Senior Lector (primary) Alexander Douglas Hoyt, PhD, Senior Lector (primary) Anda Bukvić Pažin, PhD, Lector (primary) Damir Kalogjera, PhD, Prof.	
Hours	Seminar	0
Prerequisites	None	
Goal		
Teaching methods		
Assessment methods		
Learning outcomes	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 	
Content	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 	

Historical Sociolinguistics

Name	Historical Sociolinguistics	
Organizational unit	Department of English language and literature	
ECTS credits	5	
ID	125999	
Semesters	Summer	
Teachers	Alexander Douglas Hoyt, PhD, Senior Lector (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	None	
Goal	<p>The goals of this course are twofold. The first goal is to introduce students to the field of historical sociolinguistics, in which scholars studying the history of individual languages combine the methods of historical linguistics with those of sociolinguistics (especially variationist, or “Labovian”, sociolinguistics) in an attempt to reconstruct processes of language change in their social context. Research in this field tends to focus on texts that most closely represent spoken language (e.g., personal letters, theatrical plays, and court testimony transcriptions). The majority of historical sociolinguistic research has been done on Early Modern English, the largest project by far being the Corpus of Early English Correspondence (CEEC), a Finnish project headed by Terttu Nevalainen. Most other research in the field has been done on northern European languages such as Swedish, German, Dutch, and French. The second goal is to give students some “hands-on” experience. They will be shown how a completed digital corpus (e.g., the CEEC) can be used for basic research. In addition, students will participate in the construction of a sociolinguistic corpus by transcribing and analyzing personal letters written (or received) in Croatia in the late 1800s and early 1900s. Although the primary focus of this project is linguistic, students specializing in other fields, such as history, sociology, communications, and political science, should also find the course interesting from the socio-historical point of view, because the letters studied will give them insight into the everyday problems and experiences of people living in Croatia a century ago.</p>	
Teaching methods	lectures, seminar discussions of readings and homework assignments (letter transcriptions), student presentations	
Assessment methods	The final grade is based on continuous assessment, which includes regular attendance, preparation for and participation in class, and timely submission of both an informal group report (2-4 students) or an individual term paper. the report or paper is worth 60% of the final grade; other elements of continuous assessment, 40%.	

Learning outcomes

1. critically judge the role of the unique anglophone social context in changes in the English language.
2. gain experience in building a linguistic corpus from manuscript letters
3. will gain knowledge of language, communication, and life in general in Croatia 150 years ago.
4. recognize and value the ways in which social factors influence language change in general.

Content

1. Introduction and explanation of student responsibilities
2. Synchrony and diachrony
3. Historical sociolinguistics: beginnings and general goals
4. Application of contemporary sociolinguistic methods to data from the past
5. The role of a linguistic corpus in studies of linguistic variation

6. Private letters and old newspapers as sources in historical-sociolinguistic analysis
7. Other sources of historical-sociolinguistic analysis
8. Orthographic variables
9. Phonological variables
10. grammatical variables
11. lexico-semantic variables
12. The influence of class, age, and gender on linguistic variation
13. Social networks and mobility in relation to linguistic variation
14. Language change motivated internally/externally
15. Presentations of student research

History and Paradigms of American Studies 1

Name	History and Paradigms of American Studies 1	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	117845	
Semesters	Winter	
Teachers	Jelena Šesnić, PhD, Full Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	None	
Goal	The course explores the history of the development of American Studies and the different paradigms that were initially employed in reading the United States. To a large extent this phase corresponds to the myth and symbol school. The course offers readings of texts that are representative of the following key paradigms: errand into the wilderness, “nature’s nation”, virgin land, the machine in the garden, the democratic polity, Brooklyn Bridge as symbol and fact.	
Teaching methods	Lecture, seminar, individual asignments.	
Assessment methods	Continual assessment	
Learning outcomes	<ol style="list-style-type: none">1. explain the socio-historical patterns of the USA2. recognize and classify the specificities od selected literary corpora and corresponding literary-stylistic formations of the USA3. conduct autonomous research of appropriate literary and social phenomena in one's MA field4. approach solving of research problems in the chosen course of study in an interdisciplinary manner and in new situations	
Content	<ol style="list-style-type: none">1. History of American studies2. American studies as identity studies; problems of space and time3. Errand into the wilderness (Miller)4. Nature's Nation (Miller)5. The American Adam6. Virgin Land (Smith)7. The Frontier8. The Wild West9. The agricultural frontier10. Machine in the Garden (L. Marx)11. The Bridge (Trachtenberg)12. Incoporation of America (Trachtenberg)13. Democracy14. American exceptionalism15. Conclusion	

History and Paradigms of American Studies 2

Name	History and Paradigms of American Studies 2
Organizational unit	Department of English language and literature
ECTS credits	6
ID	124212
Semesters	Summer
Teachers	Jelena Šesnić, PhD, Full Professor (primary)
Hours	Lectures 15 Seminar 30
Prerequisites	To enrol course it is necessary To enrol course History and Paradigms of American Studies 1
Goal	<p>This course is a companion course to the History and Paradigms of American Studies1 which investigates the origins of the discipline of American Studies. Since the 1970s, however, the discipline has undertaken to interrogate some of its main premises based on the changing conceptions of U.S. society and the nation-state. Even though the revisionist interventions began to be felt already in the 1970s, we will posit as a starting point of our inquiry a methodological break observable in the 1980s as “ideology” becomes a necessary accompaniment of any AS inquiry. The next historical break—the end of the Cold War in 1989—indicates another momentous shift as we follow the developments thereafter. These will demonstrate the efforts by so-called New Americanists to devise contesting models of American culture, while the emphases in their agendas may differ, as our readings will show. In the process of revising American Studies various theories have been made use of ranging from New Historicism to poststructuralism, to ethnic/ race, feminist and gender studies to Marxism and cultural studies to transnational perspectives. In the last part of the course the foregoing theories will be tested on an array of texts. The course is obligatory for AS majors.</p>
Teaching methods	The course consists of lectures and seminars. Students are expected to read, analyze and discuss readings in the course. They are encouraged to have oral presentations in class and are expected to compose written assignments on their own.
Assessment methods	Continuing evaluation (two midterm tests; seminar paper; activities in class (regular attendance, oral presentation, class discussions, written assignments). Final grade is based on positive evaluation of all segments of the class work.
Learning outcomes	<ol style="list-style-type: none"> 1. approach solving of research problems in the chosen course of study in an interdisciplinary manner and in new situations 2. explain the socio-historical patterns of the USA 3. recognize and classify the specificities of selected literary corpora and corresponding literary-stylistic formations of the USA 4. compare and critically assess literary and social phenomena in the USA
Content	<ol style="list-style-type: none"> 1. Situating and demarcating the field of "New American Studies". Disciplinary premises and main theoretical concepts (Pease, Fluck, L. Marx). 2. Ideology and reading of US-American artefacts in the 1980s (Bercovitch and Jehlen). 3. Ideology and reading of US-American artefacts in the 1980s (Fisher). 4. End of the Cold War and internal and external re-positioning of the discipline; a new "field imaginary" (Pease).

5. End of the Cold War and internal and external re-positioning of the discipline; a new "field imaginary" (Rowe).
6. End of the Cold War and internal and external re-positioning of the discipline; a new "field imaginary" (Kaplan).
7. 1st midterm
8. Framing the transnational turn (Radway).
9. Framing the transnational turn (Porter).
10. Framing the transnational turn (Elliott, Lauter).
11. Post 9/11 period and a new state of the discipline (Aravamudan).
12. Post 9/11 period and a new state of the discipline (Pease).
13. Post 9/11 period and a new state of the discipline (Kaplan).
14. International American Studies (Chenotier, Kennedy).
15. Evaluation. 2nd midterm.

History and Theory of the English Novel

Name	History and Theory of the English Novel	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	125363	
Semesters	Summer	
Teachers	Borislav Knežević, PhD, Full Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	None	
Goal	<p>This course is meant to provide an introduction to the history and theory of the novel in English. Our reading will include novels ranging from the period of the emergence of the novel as a genre at the beginning of the 18th century to the postmodern period in the second half of the 20th century. In reading and discussing a substantial amount of secondary literature, we will focus on issues of periodization, narrative, genre, and the social context. Through seminar discussions, individual work on compiling a bibliography for a research paper, and writing the paper, the students are expected to develop the ability of creating an informed idea on the structure of the critical discussions on the topics of this course, and to improve their skills in written analysis of literary texts, especially concerning the use of secondary sources.</p>	
Teaching methods	<p>The course combines lectures and seminar work. Already in that part of the course designed as a lecture, the students will actively take part in the teaching process by preparing for classroom work based on reading assignments. Class discussions on course topics are also part of the course. The students will also learn through working on a research paper on an assigned topic.</p>	
Assessment methods	<p>The grade is based on continuous evaluation: a written essay in the second half of the term (5-6) pages, a mid-term quiz and a quiz at the end of term.</p>	

Learning outcomes

1. integrate knowledge from one's chosen graduate field into a broader philological context (connect insights into literature and societies of Great Britain and Anglophone cultures with related literary and social phenomena from other cultures)
- 2.
3. approach solving of research problems in the chosen course of study in an interdisciplinary manner and in new situations

Content

1. Introduction. Beginnings of the genre. Definition of the novel. Ian Watt.
2. Robinson Crusoe. McKeon.
3. Mansfield Park. Stone. Morretti.
4. Mansfield Park. Armstrong.
5. Lukacs.
6. To the Lighthouse
7. Mid-term quiz.
8. To the Lighthouse.
9. The Crying of Lot 49.
10. The Crying of Lot 49. Bakhtin. Jameson.
11. Essay due.
12. Song of Solomon.
13. Song of Solomon.

14. Song of Solomon.
15. Second quiz.

History of the English Language

Name	History of the English Language
Organizational unit	Department of English language and literature
ECTS credits	5
ID	124227
Semesters	Summer
Teachers	Mateusz-Milan Stanojević, PhD, Associate Professor (primary)
Hours	Lectures 60
Prerequisites	None
Goal	Gaining an insight into the development of the English language and its characteristics in relation to society and its development. This is a general educational course for all students of English.
Teaching methods	4 lecture classes a week
Assessment methods	attendance, participation, 2 presentations on a given topic; grading: written examination (70%), presentation (30%)

Learning outcomes

1. be able to analyze and interrogate the stratification of the English language from a socially-historical and functionalist perspective
2. be able to integrate insights from various fields of English studies and evaluate the place and role of literature in a wider literary-culturological context
3. be able to critically assess the role of a specific Anglophone social context for changes in the English language
4. be able to recognize the role of social factors motivating diachronic changes in language as such

Content

1. Introduction, Syllabus, Aims, Grading. Expectations. Why study history of languages. Why study the history of English? Perspectives: multiple languages, single language. Internal and external history of languages. Types of changes that can be studied with examples: vocabulary, grammar, pronunciation. Factors that influence language change.
2. External history: reading from McIntire. the OE period, the ME period
3. OE: examples of OE texts: deciphering, understanding, translating. Grammatical characteristics of OE texts. Comparison with PDE.
4. Case studies: reading OE texts, and focusing on a selected aspect based on research papers. Possible topics: OE literature and its role/importance; Everyday life in the period; Uses of tense/aspect; OE lexicon, OE pronunciation and the way it can be studied, etc.
5. (Presenting) case studies.
6. Presenting case studies. Intermezzo: comparing different languages, language families, reconstruction.
7. Intermezzo: OE vs other Germanic languages; reconstructions and extensions. ME: external history (revision). Comparing ME and OE texts: basic similarities and differences
8. Reading ME texts: understanding, deciphering, translating. Using ME dictionaries. Basic descriptions of ME vocabulary, syntax, pronunciation.
9. Case studies: ME. Grammar, metaphor, life, vocabulary change, grammaticalization. Using ME corpora and dictionaries.
10. Presenting case studies.
11. OE and ME literature and its importance for culture/literature. Revision of external history: Early Modern English. Caxton and printing. Emergence of Standard English
12. Early Modern English: Shakespeare. Standardization: dictionaries, grammars. Prescriptivism. Late Modern English. Industrialization. Englishes, colonialism, pidgins.
13. Variation in constructions, tense use, vocabulary in the Modern English Period. Using COHA.

14. COHA: case studies. Language change/variation today: the influence of new technologies and globalization. Written vs. spoken language. Affordances. Case studies in language change: new technologies.
15. English as a Lingua Franca: a variety or variation in progress? The native speaker issue, the issue of native culture. The importance of power in establishing language and the language narrative. Revision

Idiomatic and Stylistic Features of the Croatian Language

Name	Idiomatic and Stylistic Features of the Croatian Language	
Organizational unit	Department of English language and literature	
ECTS credits	5	
ID	160827	
Semesters	Winter	
Teachers	Anita Peti Stantić, PhD, Full Professor (primary) Ivana Bašić, PhD, Senior Lector	
Hours	Lectures	30
	Seminar	30
Prerequisites	None	
Goal	Provide students with insight into the fields of stylistics, normative grammar, spelling, pragmatics, semantics, as well as facilitate the improvement of their communicative competence in Croatian and acquisition of principles applicable when communicating in other languages.	
Teaching methods	teacher-centered instruction, participatory learning, individual student assignments (written assignments, classroom presentations)	
Assessment methods	continuous assessment; tests and other written assignments	

Learning outcomes

1. students will be able to assess the quality and usefulness of normative reference books
2. students will raise awareness of and improve their own language competence in the Croatian language
3. students will be able to distinguish between particular functional styles and use linguistic structures characteristic of a particular functional style
4. students will be able to use reliable sources and come up with appropriate translation solutions in translating texts belonging to various functional styles from English to Croatian and Croatian to English

Content

1. Reading compared to writing, the relation between general (standard) language and functional styles
2. Space and time in language, synchrony and diachrony
3. Sociolinguistics and language stratification
4. The Croatian language. Standardisation and restandardisation
5. Norms and norm setting - normative reference books
6. Intellectual/academic lexicon: general vocabulary, professional vocabulary, general professional vocabulary
7. Translating idioms/phrases
8. Functional styles in translation: using reliable sources, consulting professionals
9. Functional styles - academic style - writing a biography and motivation letter following instructions
10. Functional style - administrative style; examples and typical mistakes
11. Administrative style in English-Croatian and Croatian English translation
12. Functional styles - academic/research style; examples (reading and summarising)
13. Academic/research style in English-Croatian and Croatian English translation
14. Functional styles - literary style in translation
15. Functional styles - journalistic style in translation

Images of American Politics in Literature and Visual Media

Name	Images of American Politics in Literature and Visual Media	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	184923	
Semesters	Winter	
Teachers	Jelena Šesnić, PhD, Full Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	None	
Goal	<p>The aim of the course is to consider the processes and institutions comprising American political system by placing them in a cultural context primarily with respect to their representations in fiction and visual media, particularly in the late modern period (from the second half of the 20th century). The focus of the course will be on popular and media-generated images related to different facets of American political system while the students will be encouraged to discuss and comment on the contemporary implications of the workings of specific elements of the system (presidency, separation of powers, electoral politics, democratic participation, etc).</p>	
Teaching methods	Lecture, work in the seminar, student participation.	
Assessment methods	Continuous assessment (midterm and final test; seminar paper).	
Learning outcomes	<ol style="list-style-type: none"> 1. Student will be able to identify, evaluate and analyze key elements of American political system in the cultural context. 2. Student will be able to notice and analyze connections between aspects of American political system and their media-generated images and to evaluate these regarding aesthetic and cultural criteria. 3. Student will be able to evaluate and comment on aspects of American political system in a diachronic perspective and to notice shifts in their role and function. 4. Student will be able to independently craft oral and written assignments and projects as regards the analysis of aspects of American political system in cultural context and to present them to the relevant audiences. 5. Student will be able to evaluate and examine the workings and impact of aspects of American political system on other spheres of American society and to analyze it from an interdisciplinary perspective. 	
Content	<ol style="list-style-type: none"> 1. Introduction: basic elements of American political system in their historical perspective. Cultural aspects of American democracy (The Federalist Papers, Tocqueville, Arendt). 2. Genre of the political novel. Politics as profession; politician as a social type (Weber). 3. R. Penn Warren: All the King's Men 4. R. Penn Warren: All the King's Men 5. The Cold War paranoia: John Frankenheimer, The Manchurian Candidate 6. The Cold War paranoia: John Frankenheimer, The Manchurian Candidate 7. Midterm. 8. The Cold War paranoia: Alan Pakula: The Parallax View (1974) 9. Types of American presidents and biopics: Oliver Stone, Nixon 10. Types of American presidents and biopics: Oliver Stone, Nixon 11. Types of American presidents and biopics: Oliver Stone, W 12. Corporations, media, lobbying and democracy: John Madden: Miss Sloane (2016) 13. Electoral politics and American Democracy: Jon Stewart: Irresistible (2020) 14. New directions in American politics: post-Trump, COVID-19, the Big Tech 	

15. Evaluation. Final test.

Independent study

Name	Independent study	
Organizational unit	Department of English language and literature	
ECTS credits	3	
ID	117850	
Semesters	Winter	
Teachers	Borislav Knežević, PhD, Full Professor (primary) Iva Polak, PhD, Associate Professor (primary) Jelena Šesnić, PhD, Full Professor (primary) Martina Domines Veliki, PhD, Assistant Professor (primary) Sven Cvek, PhD, Associate Professor (primary) Stipe Grgas, PhD, Prof. (primary) Tatjana Jukić Gregurić, PhD, Full Professor (primary) Tihana Klepač, PhD, Assistant Professor (primary) Vanja Polić Jurković, PhD, Associate Professor (primary)	
Hours	Seminar	30
Prerequisites	None	
Goal		
Teaching methods		
Assessment methods		
Learning outcomes	1. 2. 3. 4. 5. 6.	
Content		

Introduction to the Linguistic Study of English

Name	Introduction to the Linguistic Study of English	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	36062	
Semesters	Winter	
Teachers	Marina Grubišić, PhD, Assistant Professor (primary)	
Hours	Lectures	60
Prerequisites	None	
Goal	The objectives of this course are threefold. Firstly, students will acquire basic theoretical competences. Secondly, students will become familiar with the synchronic and diachronic descriptions of English given by various theories. This will serve as the basis for other linguistic courses in the program, and will enable the students to compare and contrast the approaches. Finally, the compulsory and extra-credit assignments will enable students to acquire some basic linguistic research skills, which will prepare them to do more detailed linguistic research in other specialized linguistic courses.	
Teaching methods	4 hours lecture	
Assessment methods	continuous assesment: midterm exams	

Learning outcomes

1. provide examples that show the importance of pragmatics and context for language and linguistics
2. describe social stratification of English and provide relevant examples
3. compare and describe in one's own words the similarities and differences between sounds of English and Croatian
4. describe and explain basic morphological operations in English
5. compare and describe in one's own words the similarities and differences between English and Croatian morphology
6. describe and explain basic principles of English syntax
7. compare and describe in one's own words the similarities and differences between English and Croatian sentence structure
8. provide examples that show the importance of semantics and studying meaning for language and linguistics
9. explain and use the basic apparatus of linguistics on various levels of language study and use in the analysis of phonetics, phonology, morphology, syntax, and semantics of the English language.
10. plan the structure of a written text in English and adapt it to the context of communication, paying attention to ethical and social responsibility.

Content

1. Orientation, syllabus. Scientific study of language. Levels of linguistic study.
2. The sounds of English in comparison with the sounds of Croatian – a review of familiar notions. Articulatory description of sounds. Notation of sounds – transcription. The vocal tract and the ways of making sounds.(Ch. 4. in Yule (2006). Using the vocal tract to produce the sounds of English. Articulatory description of consonants, vowels and diphthongs. Some basic contrasts with Croatian. (Ch. 4 in Yule (2006))
3. Suprasegmentals: stress, tone, intonation and their importance in meaning. Basic contrasts with Croatian. Measurement of sound waves and sound perception: examples of studies, their results and their significance. Phonology: the organization of sounds. Basic terms: phonemes, allophones, minimal pairs, phonotactics. Phonological alternations in English (and some basic contrasts with Croatian). (Ch 5 in Yule (2006); Ch. 1 in Fasold & Connor Linton (2006)). Additional reading: chapter 3 from Josipović.

4. Examples of the way words are constructed in English. Basic contrasts with Croatian. Phonotactic, semantic and functional limitations to making new words vs. acceptable innovations. How words become conventionalized. Why words – psychological reality vs. definitional problems. Morphemes. Morphemes, types of morphemes. Allomorphs. Ch. 7 in Yule (2006). Basic morphological operations: affixation, reduplication, ablaut and suppletion. Definitions of derivation and inflection. Examples. Ch. 3. in Fasold.
5. Types of derivation. Types of inflection. The significance of inflection and derivation in English and Croatian. Examples and exercises. The basis of word combinations: meaning and grammar. Word classes and their characteristics. Problems with defining word classes. Larger units: phrases clauses, sentences. Head and dependents. Syntax: definition. Morphology and syntax: grammar. Ch. 8 in Yule (2006).
6. The basis of word combinations – an overview of verbal and nominal grammatical categories. English vs. Croatian verbal categories: tense, aspect, mood, voice. (Selected terms from a glossary of linguistic terms). English vs. Croatian nominal categories: case, number, gender. Paradigmatic and syntagmatic relations in syntax. Syntactic functions vs. word classes. Exercises. Revision. Basics of generative grammar. Ch. 9 in Yule (2006).
7. Revision.
8. The centrality of meaning in linguistic analysis. The study of meaning on all linguistic levels: phonology (contrastive; suprasegmentals & intonation) morphology (definitional), syntax (the meaning of word combinations, phrases and sentences). Two levels of meaning: individual units (lexical meaning) & their combinations (phrases, sentences). Conceptual and associative meaning. Lexical relations (synonymy, antonymy, homonymy (homophony), polysemy). Lexical relations (hyponymy, prototypes; metonymy).
9. Meaning in context: pragmatics. Various examples of contextual meaning differences: knowledge of the world and culture, inference. Deixis: person, time, space; what English and Croatian code. Speech acts (introduction, examples). Speech acts (classification, felicity conditions). Pragmatic principles: cooperation, politeness. Interpreting discourse: cohesion & coherence, speech events, turn-taking, hedges, schemas and scripts. Chapters 11 & 12 in Yule (2006).
10. Revision.
11. Synchrony vs. diachrony (revision). Family trees, family relationships, comparative reconstruction. Examples.
12. Old English, Middle English, Modern English. The process of change, sound changes, syntactic changes, lexical changes. Ch. 17 in Yule (2006). Language variation: sociolinguistics. Lectal varieties: geographical, social, educational distribution. Language continuum. Examples of varieties of English around the world. Examples of sociolinguistic research: methods, participants and results. Sociolinguistic interview. Ch. 18 & 19 in Yule (2006).
13. Revision of material. Examples of exam questions. Exercises. Discussion of study questions. What is different in language structure (a review of examples). What is common to all languages: typology and universals. Beyond linguistic structure: the body and culture as a source of similarities / differences. Examples (the significance of body parts in various languages). Universality / relativity: the Sapir-Whorf hypothesis. Some more examples (colors, kinship terms).
14. Revision.
15. Revision.

Introduction to the Study of English Literature I

Name	Introduction to the Study of English Literature I		
Organizational unit	Department of English language and literature		
ECTS credits	4		
ID	147086		
Semesters	Winter		
Teachers	Sven Cvek, PhD, Associate Professor (primary) Martina Domines Veliki, PhD, Assistant Professor (primary) Tihana Klepač, PhD, Assistant Professor (primary) Hrvoje Tutek, Assistant		

Hours	Lectures	15
	Seminar	15

Prerequisites	None
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Goal	This course offers a genealogical overview of the paradigms of literary theory from classical antiquity to the beginning of the twentieth century. Apart from describing the evolution of literary theory until its establishment as a formal discipline, the course also maps the development of English literature from the Anglo-Saxon period to the beginning of the twentieth century. It exposes students to British and American literary works from different historical periods and introduces them to the major literary movements and most influential authors.
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Teaching methods	Lectures, discussions
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Assessment methods	Continuous assessment
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Learning outcomes

1. isolate and analyze relevant patterns of literary-historical periods and individual works of Anglophone literature
2. express in one's own words the specificities of selected literary-historical periods, literary-stylistic formations, and socio-historical similarities and differences in the development of Anglophone literatures
3. recognize, explain, and use the basic critical apparatus of literary scholarship - basic literary-critical concepts necessary for the analysis of a literary work
4. apply studied literary-critical apparatus and insights into literary-stylistic formations in the analysis and interpretation of literary works

Content

1. a. Course overview + student obligations
b. Problems of defining the object of study
Literature/literary theory/periodization
2. a. Classical Greek Criticism
– poiesis; mimesis vs. diegesis; showing vs. telling; poiesis. vs philosophy; poiesis vs. history; rhetoric; allegory and allegorical interpretation; classical genres; drama
Plato. The Republic; Ion (extracts)
Aristotle. Poetics (extracts)
Heraclitus the Allegorist. Homeric Problems (extracts)
b. Classical Roman Criticism
– the Augustan Age; imitation; prescriptive vs. descriptive poetics; dulce et utile; translatio studii; art as craft;
Horace. Ars Poetica (extracts)
3. The Middle Ages
– early vs. high vs. later Middle Ages; Christianity; vernacular literature; allegory and allegorical interpretation

- Medieval poetics (extract)
 Beowulf (OE; Anglo-Saxon worldview; alliterative verse) (extract)
 Geoffrey Chaucer: The Canterbury Tales (ME, "middle world"; medieval genres; heroic couplet) (selection)
4. Renaissance/Early Modern Period
 – The Elizabethan Age (Shakespearean/English sonnet, Elizabethan drama); the Reformation; humanism; printing; discoveries of the New World; the new cosmos; belles-lettres
 Sir Philip Sidney. Defence of Poesie
 Shakespeare (any sonnet)
5. a. The Seventeenth Century
 – continuities and transformations in poetic theory; the metaphysical conceit as a literary procedure vs. metaphor as the most fundamental figure of speech
 Francis Bacon, Advancement of Learning (selection)
 John Donne "A Valediction: Forbidding Mourning"; "The Flea" (selection)
 George Herbert "Death"; "Man" (selection)
 John Milton (selection)
 b. The Neoclassical Period
 – The Restoration vs. the Age of Pope vs. the Age of Johnson; art as craft; wit; decorum; verisimilitude; ancients and moderns (Swift); constitution of the novel (Daniel Defoe, Samuel Richardson, Henry Fielding, Jonathan Swift, Laurence Sterne etc)
 Samuel Johnson "The Preface to Shakespeare"
 Alexander Pope. "An Essay on Criticism" (extract)
6. The Romantic Movement
 – empiricist vs. idealist philosophy (Locke vs. Kant); imagination, the principle of organic form; the willing suspension of disbelief; American transcendentalism
 William Wordsworth "Preface" Lyrical Ballads 2nd ed.
 Samuel Taylor Coleridge Biographia Literaria (extract)
 Ralph Waldo Emerson. "The Poet"; "Nature" (selection)
7. The Victorian Period
 – pre-Raphaelites vs. Victorian/Realist vs. Aestheticism and Decadence; realist novel (literary realism); text-based vs. idea-based criticism (Arnold vs. Pater)
 Matthew Arnold "The Function of Criticism at the Present Time"
 Oscar Wilde "Preface" The Picture of Dorian Gray
8. Midterm exam
9. New Criticism
 – intrinsic/extrinsic; close-reading; I.A. Richards (metaphor)
 T. S. Eliot "The Metaphysical Poets", "Tradition and the Individual Talent" (selection)
 Cleanth Brooks "The Well-Wrought Urn"
 René Wellek and Austin Warren: Chapters "The Mode of Existence of a Literary Work of Art"; The Nature and Modes of Narrative Fiction" Theory of Literature (selection)
10. Ferdinand de Saussure
 structural linguistics; language/reality; structure; langue/parole, linguistic sign; arbitrariness; semiology/semiotics
 "Course in General Linguistics" (extracts)
11. Russian Formalism
 – literary vs. poetic language; literariness; devices, estrangement/defamiliarization; laying bare; poetry, fabula/syzhet; the dominant
 Viktor Shklovsky "Art as Technique"; Roman Jakobson "Linguistics and Poetics"; Boris Eichenbaum "Introduction to the Formal Method" (selection)
12. Narratology
 – story/discourse; order/duration; frequency; setting; characters (Genette, Chatman)
 *practical part (close-reading of a short story from British or American modernism)
13. Narratology continued
 – point of view /focalization; levels of focalization
 *practical part (close-reading of a short story from British or American modernism)
14. Endterm exam

Introduction to the Study of English Literature II

Name	Introduction to the Study of English Literature II		
Organizational unit	Department of English language and literature		
ECTS credits	2		
ID	147087		
Semesters	Summer		
Teachers	Sven Cvek, PhD, Associate Professor (primary) Tihana Klepač, PhD, Assistant Professor (primary) Martina Domines Veliki, PhD, Assistant Professor (primary) Hrvoje Tutek, Assistant		
Hours	Seminar	15	
Prerequisites	To enrol course it is necessary to attend course Introduction to the Study of English Literature I		

Goal The course offers an overview of the main ideas and debates in modern literary theory and serves as a starting point for acquiring the skills needed to critically analyse and engage with a text. Every other week, discussion will focus on a given theoretical approach to show how it illuminates literary and other texts in particular ways. Students will be expected to read a selected shorter work of fiction for in-class discussion and analysis. Students will also be expected to write regular short assignments, as well as a final paper.

Teaching methods Lectures, discussion

Assessment methods Continuous assessment

Learning outcomes

1. apply the literary apparatus and basic knowledge on literary and stylistic formations in the analysis and interpretation of literary works
2. single out and analyze relevant patterns of literary and historical fields and individual literary works written in English
3. critical assessment of individual literary phenomena of the English speaking world in relation to social and historical context

Content

1. Course overview + student obligations
Academic writing skills
*Student assignment for week 2
2. Structuralism
– Claude Lévi-Strauss (bricolage, mytheme, binary oppositions)
– Vladimir Propp (the narrative language of a folktale)
– A.J. Greimas (universal grammar of narrative)
* Student assignment for week 3
3. Poststructuralism/deconstruction
– Roland Barthes “The Death of the Author”, S/Z
– logocentrism/phonocentrism vs. différance (Jacques Derrida);
– misreading, the anxiety of influence/belatedness (Harold Bloom)
– metahistory (Hayden White)
* Student assignment for week 4
4. Psychoanalytic criticism
– Freud: das Unheimliche/the uncanny; dreamwork (displacement & condensation); repression & sublimation; ego-superego-id; Oedipus complex
– Lacan: displacement/condensation & metonymy/metaphor; the real, imaginary, symbolic; mirror stage; other/Other

* Student assignment for week 5

5. Feminist criticism
 - feminism/femaleness/femininity (Toril Moi)
 - écriture féminine (Hélène Cixous)
 - symbolic and semiotic aspect of language (Julia Kristeva)

* Student assignment for week 6

6. Historical materialism
 - capital; ideology; class; hegemony; structure of feeling; form as “abstract of social relations”; literature and the world-system; totality; cognitive mapping
 - Leon Trotsky “Literature and Revolution”; Raymond Williams “Marxism and Literature”; Fredric Jameson “The Political Unconscious”; Franco Moretti “Distant Reading” (selection)

* Student assignment for week 7

7. Postcolonial theory of culture
 - colonial/colonialist literature; colonial tropes; Orientalism (Said); hybridity (Bhabha); cultural diversity vs. cultural difference (Bhabha); mimicry (Lacan/Fanon/Bhabha), subaltern (Spivak); synergy (Young); transculturation, multiculturalism, dislocation; abrogation and appropriation (Ashcroft et al), metonymic gap

Lexicology and Lexicography

Name	Lexicology and Lexicography	
Organizational unit	Department of English language and literature	
ECTS credits	5	
ID	117842	
Semesters	Winter	
Teachers	Milena Žic Fuchs, PhD, Full Professor (primary) Janja Čulig Suknaić, PhD, Postdoctoral Researcher	
Hours	Lectures	30
	Seminar	30
Prerequisites	None	
Goal	The aim of this course is to introduce students to the fundamental concepts of Lexicology and their use in Lexicography.	
Teaching methods	Lectures and seminars.	
Assessment methods	Two written preliminary exams or one final exam. Students are required to hold a presentation and write a seminar paper.	

Learning outcomes

1. Students will become familiar with the fundamental principles of word formation and phraseology in English.
2. Students will be able to autonomously choose a research problem in linguistics and devise and critically evaluate different ways of its operationalization in accordance to the principles of linguistic research, upholding the principles of social and ethical responsibility.
3. Students will be able to collect and critically evaluate professional and academic literature in English studies necessary for one's own research.
4. Students will be able to evaluate different linguistic and literary-culturological theoretical approaches and apply them in one's own research.
5. Students will be able to critically assess others' interdisciplinary research in the humanities and social sciences and express their opinions in a well-argued manner.
6. Students will be able to critically evaluate literature in English linguistics related to a chosen research problem and integrate it into a whole.
7. Students will be able to recognize and evaluate the role of social factors motivating diachronic changes in language as such.
8. Students will be able to autonomously collect and interpret appropriate data related to the field of their linguistic research in the English language.
9. Students will be able to develop their research theses and support them with insights from others' existing research in a written academic text in English.
10. Students will be able to use printed and electronic sources (dictionaries, terminological databases, parallel texts) efficiently and acquire information needed to translate specialized texts.

Content

1. Introduction to lexicology: Word. Lexeme. Morphology, Semantics, Etymology. Introduction to lexicography.
2. Word Formation I: Inflection and derivation.
3. Word Formation II: Compounding, conversion, reduplication, backformation.
4. Word Formation III: Diminutives, clipping, abbreviations and acronyms, coinage, neologisms, nonce-words, nonsense words.
5. Word Formation IV: Onomatopoeic words, eponyms, borrowing
6. Diachrony: Semantic change (metaphor, metonymy, specialization, generalization)
7. Diachrony: Sources of English vocabulary; loan words; false friends.
8. Phraseology: Idioms. Traditional and modern approaches.

9. Phraseology: Idioms and idiomaticity. Metaphor, metonymy and idioms.
10. Phraseology: Idioms and formulaic language. Proverbs, binomials etc.
11. Phraseology: Current research.
12. Phraseology: Phrasal verbs.
13. Lexicography I: Key elements of dictionaries. Definition. Usage.
14. Lexicography II: The corpus in lexicography. Dictionary Making. Types of dictionaries. The origin of dictionaries. History of dictionaries.
15. RevisionExam

Linguistic seminar: Discourse Analysis - language of communication technologies

Name	Linguistic seminar: Discourse Analysis - language of communication	
Organizational unit	Department of English language and literature	
ECTS credits	5	
ID	128889	
Semesters	Summer	
Teachers	Marina Grubišić, PhD, Assistant Professor (primary)	
Hours	Seminar	30
Prerequisites	None	
Goal	The aim of this seminar is to familiarize students with the basic concepts of discourse analysis. Theoretical knowledge is applied to the specifics of texts found in communication technologies. The analysis of these texts provides insight into how new communication rules and rituals are created.	
Teaching methods	2 hours seminar	
Assessment methods	final paper	

Learning outcomes

1. Students will be able to explain the basic notion in discourse analysis, critical discourse analysis and certain parts of pragmatic research.
2. Students will be able to recognize new communication patterns that have emerged from new communication technologies.
3. Students will be able to assess the role and impact of communication technologies on the communication patterns in English and Croatian.
4. Students will be able to critically assess the role of a specific Anglophone social context for changes in the English language.
5. Students will be able to recognize the role of social and cognitive factors in the synchronic organization of language.
6. Students will be able to critically evaluate literature in English linguistics related to a chosen research problem.
7. Students will be able to present results in written form in English of their own research into communication technologies and their impact on language and communication patterns
8. Students will be able to autonomously collect and interpret appropriate data related to the field of their linguistic research in the English language.

Content

1. Introduction into the seminar - lecture on 'discourse', terminological dilemmas, approaches and issues in analysing discourse.
2. Introduction into the seminar - lecture on 'discourse', terminological dilemmas, approaches and issues in analysing discourse: Critical Discourse Analysis.
3. Information and communication technologies - computer-mediated communication.
4. Social media research.
5. Multimodality in discourse analysis.
6. Pragmatics - 'convention', 'context'.
7. Pragmatics - performativity.
8. Short in-class project on/analysis of selected written texts. Pairwork. Discussion.
9. Relevant selected documentary about the internet/ICT/online communication. Note-taking.
10. Discussion on the topic of the documentary based on the in-class notes and relevant elements and fields of research covered in class so far.
11. In-class discussion about research projects for final papers.

12. In-class reading of selected chapter/article with guidelines for reading. Discussion.
13. Short in-class project on/analysis of selected written texts. Pairwork. Discussion
14. In-class reading of selected chapter/article with guidelines for reading. Discussion.
15. Short in-class project on/analysis of selected written texts. Pairwork. Discussion

Linguistic seminar: Semantics

Name	Linguistic seminar: Semantics
Organizational unit	Department of English language and literature
ECTS credits	5
ID	128888
Semesters	Summer
Teachers	Milena Žic Fuchs, PhD, Full Professor (primary) Janja Čulig Suknaić, PhD, Postdoctoral Researcher

Hours Seminar 30

Prerequisites None

Goal The aim of this course is to introduce students to the analysis of meaning. Upon its completion, students will be able to produce their own semantic descriptions within a set theoretical framework, and will be able to critically evaluate certain methods used in semantic analysis. This course is designed to provide students with opportunities for the practical application of their semantic analysis skills acquired in earlier courses. Various types of meaning analyses will be practiced, set both within structuralist and cognitive-functional frameworks. This will include meaning relations such as synonymy and polysemy, approaches to semantic analysis such as componential analysis and the theory of semantic fields, and problems of dictionary definitions. In addition to the lexical level, the level of “semantics of syntactic constructions” will also be dealt with.

Teaching methods Seminars.

Assessment methods Written exam and assignments during the semester.

Learning outcomes

1. Students will be able to recognize, classify, and compare various kinds of semantic analyses.
2. Students will be able to identify and describe different theoretical approaches in the analysis of semantic relations.
3. Students will be able to critically assess the legitimacy of different semantic analyses.
4. Students will be able to use various data and principles of semantic analysis in their own semantic descriptions.
5. Students will be able to structure and present their own semantic description based on the research skills they have acquired during the semester.

Content

1. Introduction: aspects of meaning analysis; aims, problems
2. Polysemy
3. Polysemy: analysis 1 (based on corpus examples)
4. Polysemy: analysis 2 (based on corpus examples)
5. Polysemy: discussion and summary
6. Synonymy
7. Synonymy: analysis 1
8. Synonymy: analysis 2 (based on corpus examples)
9. Synonymy: discussion and summary
10. Research project
11. Metaphor
12. Metonymy
13. Metaphor and metonymy: discussion
14. Review / Research projects due
15. Final exam

Literature and visuality

Name	Literature and visuality	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	161134	
Semesters	Summer	
Teachers	Tatjana Jukić Gregurić, PhD, Full Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	None	
Goal	Taking classical Hollywood cinema as its point of departure, the course will explore how American film engages and defines critical developments that we normally associate with twentieth-century modernity. We will focus on a selection of films directed by Howard Hawks, Ernst Lubitsch, William Wyler, Alfred Hitchcock and John Ford.	
Teaching methods	A comparative analysis in a dialogue with students.	
Assessment methods	The grade is based on a written essay at the end of term (30% of the final grade), and two tests (30% of the final grade each), as well as on active participation in the class (10% of the final grade).	

Learning outcomes

1. formalize in writing a complete research project (the purpose of the project with a clearly formed argument, corpus analysis and results in accordance with the argument, conclusion) in accordance with the standards of academic writing
2. evaluate one's interests and competences and select appropriate fields for the continuation of formal or autonomous education
3. compare and critically assess literary and social phenomena in the USA

Content

1. WEEK 1 Introduction. Film as an American art form.
2. WEEK TWO Classical Hollywood Cinema. The narrative style.
3. WEEK THREE Film and narrative theory.
4. WEEK FOUR Film and psychoanalysis.
5. WEEK FIVE Screwball comedy. Howard Hawks, Preston Sturges.
6. WEEK SIX Screwball comedy. Howard Hawks, Preston Sturges.
7. WEEK SEVEN Screwball comedy. Ernst Lubitsch.
8. WEEK EIGHT Screwball comedy. Ernst Lubitsch. Midterm.
9. WEEK NINE Melodrama. William Wyler, Douglas Sirk.
10. WEEK TEN Melodrama. William Wyler, Douglas Sirk.
11. WEEK ELEVEN Thriller/ Noir. Alfred Hitchcock.
12. WEEK TWELVE Thriller/ Noir. Alfred Hitchcock.
13. WEEK THIRTEEN. The Western. John Ford.
14. WEEK FOURTEEN. The Western. John Ford.
15. WEEK FIFTEEN Final discussion. Test. Evaluation.

Localisation

Name	Localisation	
Organizational unit	Department of English language and literature	
ECTS credits	5	
ID	225406	
Semesters	Summer	
Teachers	Kristijan Nikolić, PhD, Senior Lector (primary)	
Hours	Lectures	30
	Seminar	30
Prerequisites	None	
Goal	Localisation involves linguistic adaptation (for instance software, video game, a website) to a given locale (country / region or language) in which it will be used and sold. Since more and more users are digitally literate and since more and more companies wish to sell their digital products globally across language and cultural barriers, localisation industry has been exponentially expanding, and so is the need for translators who are aware of localisation procedures. Skills and know-how connected to localisation are more and more important, not only for those students who wish to work in the localisation industry, but also for all students who wish to work as translators.	
Teaching methods	Lectures and seminar, the module is taught in English	
Assessment methods	Project or seminar	
Learning outcomes	<ol style="list-style-type: none"> 1. recognise and assess the influence of society and culture on linguistic differences and changes 2. effectively use print and electronic source (dictionaries, termabases, parallel texts) and find information necessary for the translation of specialist texts 3. cooperate with other translators on larger translation projects, respecting deadlines 4. identify translation problems and solve them using the translation strategies and procedures appropriate for the type of text and translational situation 5. students will be able to present the results of their research orally and in the written form 6. use tools for computer assisted translation 	
Content	<ol style="list-style-type: none"> 1. Translation and Localisation 2. Website Localisation 3. Project Management in Localisation 4. Game Localisation 5. Soft Skills 6. Risk management 7. Transcreation 8. Software Localisation 9. Multimedia Localisation 10. Internationalisation 11. Globalisation 12. Register and Localisation 13. Digital Marketing and Localisation 14. Translation Challenges in Localisation 15. Accessibility and Localisation 	

London in modern anglophone women's literature

Name	London in modern anglophone women's literature	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	223528	
Semesters	Summer	
Teachers	Tihana Klepač, PhD, Assistant Professor (primary)	
Hours	Lectures	15
	Seminar	30

Prerequisites None

Goal To become aware of mechanisms which led to the formulation of Modernism in different cultures of the English speaking world: to become aware of the necessity of discussion on modernity in colonial, national and gender context.

Teaching methods Lectures and seminars

Assessment methods Continuous assessment

Learning outcomes

1. Definition and reproduction of key information from the course (space and time of modernism, women's writing)
2. Recognition, connection and understanding of main ideas from the course (colonial/postcolonial/neocolonial; majority/minority; history/story; Other/other; center/margin; women's writing)
3. Application of the material learned in new situation by relying on main ideas and information from the course (independent work on the text)
4. Critical judging of ideas, understanding of similarities and differences based on the work on literary texts (European Modernism vs. contemporary extended space of modernism; canon vs. minority text)
5. Synthetization and connection of knowledge from different areas (literature, anthropology, history, geography, visual arts) and application of this knowledge in formulation of new texts

Content

1. Discussion of mechanisms which led to the formulation of Modernism in different cultures in the English-speaking world. Discussion of modernity in colonial, national and gender context.
2. Space and topics of Modernism
Douglas Mao and Rebecca L. Walkowitz: "The New Modernist Studies"
3. London as a hub of modern Anglophone writing: focus on colonial, national and gender context
4. Internationalism vs. nationalist and regional characteristics of Canadian art
Sara Jeanette Duncan: Cousin Cinderella
5. Black girl in a predominantly white London after WWII, break-up of the British Empire, ethnic movements
Una Marson: Pocomania i London Calling
6. Modernism between different literary forces – Caribbean, Modernist, womens' writing and postcolonialism
Jean Rhys: Voyage in the Dark
7. Politically engaged Modernist aesthetics
Olive Schreiner: From Man to Man
8. Socialist ideas and Australian youth at the beginning of 20th century
Christina Stead: Seven Poor Men of Sydney
9. Colonial Modernism in the so called "little" magazines
Katherine Mansfield: "Life of Ma Parker", "The Garden Party", "The Daughters of the Late Colonel"
- 10.
- 11.

- 12.
- 13.
- 14.
- 15.

Machine translation post- editing and evaluation

Name	Machine translation post- editing and evaluation
Organizational unit	Department of English language and literature
ECTS credits	4
ID	184924
Semesters	Summer
Teachers	Nataša Pavlović, PhD, Associate Professor (primary)
Hours	Seminar 30
Prerequisites	None
Goal	By the end of the course the students should be able to post-edit machine translation output and assess its quality. After completing the course the students will be able to post-edit MT output of different types of texts in various fields in line with the guidelines and instructions; pre-edit the text for MT; assess the quality of MT output; critically assess the translation process in which MT has been used as an integral part; cooperate with other translators, terminologists and field experts; critically assess the impact of MT on translation theory and practice.
Teaching methods	Students are also required to read relevant literature or watch a video on a particular topic, which is followed by individual and group tasks, and/or group discussion. The seminar involves e-learning.
Assessment methods	The assessment is based on a final paper. The students choose a text or texts they will machine translate; they assess the quality of the MT using various methods; finally, they post-edit the MT output to publishable quality. The paper includes their description of the procedure and relevant commentary.
Learning outcomes	<ol style="list-style-type: none"> 1. to assess the quality of a machine translation 2. to pre-edit a text for MT 3. to autonomously post-edit machine translation of various text types in line with industry guidelines and instructions 4. to critically assess the translation process involving MT 5. to critically assess the impact of MT on translation theory and practice
Content	<ol style="list-style-type: none"> 1. Introduction; presentation of the syllabus and course requirements. A brief overview of MT development. 2. Comparison of MT output produced by different systems; differences in quality and error types; differences related to text types and fields; student expectations and attitudes towards MT 3. Comparison of machine and human translations; expected error types in each; differences related to text types and fields. 4. Industry guidelines for post-editing. The concept of quality in translation from various perspectives 5. Monolingual and bilingual post-editing. 6. Post-editing in various conditions and for different purposes. 7. The use of MT in L2 translation. 8. Pre-editing and its impact on MT output quality. 9. Methods of human MT assessment. Error classifications. 10. Methods of automatic MT assessment. 11. Post-editing in CAT tools; terminology management in translation processes involving MT. 12. Competences and qualifications of post-editors. Differences between translation and PEMT. 13. The impact of translation technology on translation theory and practice. 14. Ethical issues in the development of translation technology.

15. Latest trends in the development of translation technology.

Narrative dissemination of the land of Oz

Name	Narrative dissemination of the land of Oz	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	142414	
Semesters	Summer	
Teachers	Iva Polak, PhD, Associate Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	None	
Goal	Broadening readers' expectations and cultural horizons to suit (as much as possible) the needs of the Indigenous literary and cinematic text.	
Teaching methods	Lecture, discussions, group work, individual work, short written assignments (in-class, or on-line, depending on the circumstances)	
Assessment methods	Continuous evaluation	

Learning outcomes

1. The ability to analyse and interpret individual literary and cinematic works of an Anglophone area
2. The ability to contextualise individual literary and cinematic works of an Anglophone area
3. The ability to compare and formulate a critical opinion about literary and socio-historical conditions of an Anglophone area
4. The ability to perform individual research of the selected literary and socio-historical phenomena, and to present them in oral and written form.
5. The ability to independently gather and interpret data in relation to the course, pursuant to the research ethics

Content

1. Introduction to Indigenous Australia: pre-colonial and early colonial contact
Babakueria (1986) dir. Don Featherstone, mockumentary
2. Introduction to Indigenous Australia: Colonial and Post/neo-colonial contact
SBS documentary series First Australians (2008): Episode 5
3. Introduction to Indigenous Australia: Post/neo-colonial contact
SBS documentary series First Australians (2008): Episode 7
4. Introduction to Indigenous Australian Culture
Contact (2009) documentary
Cannibal Story (2013) animated short
5. Retelling the story of Australia's Terra Nullius as Australia's "future history"
Claire G. Coleman. Terra Nullius (2017)
6. Assimilation era wrapped in dark humour
Marie Munkara. "Sorry means you don't do it again" (2011) essay
Marie Munkara. A Most Peculiar Act (2014)
7. Introduction to Indigenous masculinities on cinema screen
Indigenous masculinities on cinema screen
Mad Bastards (2010) dir. Brendan Fletcher
8. Mystery Road (2013) dir. Ivan Sen
9. Contemporary topics
Vivienne Clemen. Bitin' Back (2001)
10. Contemporary situation in the outback
Samson and Delilah (2009) dir. Warwick Thornton
11. Imagining different futures
Sam Watson. "I Say This to You" (1994) essay

- Sam Watson. "Recipe for Metropolis Brisbane" (2002) poem
- Sam Watson. The Kadaitcha Sung (1990)
12. Sam Watson. The Kadaitcha Sung (1990)
 13. Australian film and David Gulpilil: Indigenous humour and resilience
Charlie's Country (2014) dir. Rolf de Heer
 14. Final discussion
 15. Final discussion

Phonetics and Phonology

Name	Phonetics and Phonology
Organizational unit	Department of English language and literature
ECTS credits	6
ID	51864
Semesters	Summer
Teachers	Višnja Josipović-Smojver, PhD, Full Professor (primary)
Hours	Lectures 60
Prerequisites	None
Goal	Students should learn the basic notions of contemporary phonetics and phonology and develop a descriptive approach to English pronunciation. They will learn to describe English pronunciation phenomena scientifically and develop the ability of selective listening to pronunciation, as well as describing them using the professional terminology. This includes the use of the IPA symbols and principles of transcription.
Teaching methods	power point presentations, discussion, transcription exercises
Assessment methods	Continuous assessment including three tests: test 1 (45 points), test 2 (transcription, 20 points) and test 3 (35 points), which together bring the maximum score of 100 points. The details related to each of the tests and the policy of grading are available to students through the Omega.

Learning outcomes

1. Selective listening and identification of relevant pronunciation phenomena in English
2. Descriptive approach to pronunciation phenomena
3. Capability of analyzing and describing pronunciation phenomena using the professional methodology and terminology
4. Having mastered the International Phonetic Alphabet and principles of transcription in the analysis of English pronunciation

Content

1. Phonetics and phonology
2. The speech chain and organs of speech
3. Analytical units of phonology
4. Types of English pronunciation
5. Consonants: description and classification according to the traditional phonetic criteria
6. Vowels: description and classification using the traditional phonetic criteria
7. English monophthongs
8. English diphthongs
9. Sound types and notational conventions of the International Phonetic Alphabet
10. Connected Speech
11. Acoustic phonetics
12. Phonological theories and models: derivational phonology
13. Generative phonology
14. Prosodic Phonology
15. Contemporary phonological theory

Political and Social Institutions in Croatia and in English-Speaking Countries

Name	Political and Social Institutions in Croatia and in English-Speaking Countries	
Organizational unit	Department of English language and literature	
ECTS credits	5	
ID	124215	
Semesters	Summer	
Teachers	Snježana Veselica Majhut, PhD, Associate Professor (primary)	
Hours	Lectures	15
	Practical language	30
Prerequisites	To enrol course it is necessary To enrol course Translation of Scientific and Academic Texts	
Goal	By the end of the course the students should be familiar with political institutions of the US, UK and Croatia and the legal systems of these countries. They should be able to translate representative samples of various types of political and legal texts such as reports, brochures, web pages, official documents, private law documents, etc. as well as revise and critically evaluate others' translations. They should be familiar with the relevant printed and electronic resources, and should be able to create their own glossaries of terminology.	

Teaching methods

Assessment methods

Learning outcomes

1. critically evaluate one's own and others' translations relying on contemporary translation theories and paying particular attention to interrelations of translation and culture
2. be familiar with the main features of various genres of political and legal texts in English and Croatian
3. identify problems in translation and solve them by using translation strategies and procedures appropriate to the type of text and the translation situation
4. compile glossaries of specialized terminology for translation purposes
5. identify specific elements of source culture and select appropriate procedures for their translation
6. use printed and electronic sources (dictionaries, terminological databases, parallel texts) efficiently and acquire information needed to translate specialized texts

Content

1. Introduction - course description, course objectives, students' obligations
2. Political institutions and translating for political institutions
3. Overview of political institutions in the Republic of Croatia
4. Overview of political institutions in the US and UK
5. Specific features of translating for government and non-governmental organizations. Most common translation problems in these types of texts. Translation of various text types (speeches, reports, etc.). Translation assignments from English to Croatian and from Croatian to English and revision of others' translations.
6. Revision and critical evaluation of translations produced by others
7. Overview of the Croatian legal system
8. Overview of the legal systems in the US and UK
9. Translation of official documents
10. Translation of legal texts and specific features of the language of law
11. Translation assignments and revision of translations produced by others
12. A comparative overview of the education systems in the US, UK and Croatia

13. Main problems of translating various documents related to education
14. Translation assignments
15. Revision and critical evaluation of translations produced by others

Pragmatics

Name	Pragmatics	
Organizational unit	Department of English language and literature	
ECTS credits	5	
ID	117870	
Semesters	Winter	
Teachers	Marina Grubišić, PhD, Assistant Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	None	
Goal	The aim of this course is to enable students to acquire the basic pragmalinguistic notions on the theoretical and practical level. Upon the completion of the course, the students will be able to read pragmatic research, will be able to set up basic pragmatic research and will be able to recognize a variety of pragmatic phenomena in everyday communication, which can serve as the basis of reflection on their own communicative skills.	
Teaching methods	1 hour lecture and 2 hours seminar	
Assessment methods	continuous assessment: written assignments during the semester	

Learning outcomes

1. Students will be able to identify specific elements of speech acts in Anglophone cultures and contrast them with corresponding elements in Croatian language and culture.
2. Students will be able to identify the importance of politeness in pragmatics and translation and discuss various examples of politeness in original and translated texts.
3. Students will be able to form critical opinions on one's own and others' translations using insights from contemporary theories of translation, especially in the context of mutual influences of translation and culture.
4. Students will be able to elaborate and support with arguments one's translation decisions by using metalanguage and the conceptual apparatus of contemporary theories of translation.
5. Students will be able to assess literary and social phenomena in Anglophone cultures in a critical manner.
6. Students will be able to critically assess the role of a specific Anglophone social context for changes in the English language.
7. Students will be able to integrate insights from various fields of English studies and evaluate the place and role of literature in a wider literary-culturological context.
8. Students will be able to identify various types of pragmatic and communication data that can be obtained from electronic corpora (specialized; general).
9. Students will be able to critically evaluate literature in English linguistics related to a chosen research problem.
10. Students will be able to collect and critically evaluate professional and academic literature in English studies necessary for one's own research.

Content

1. Introduction, definition of pragmatics.
2. Functions of language. The goals of translation.
3. Context and background knowledge: general issues. Cultural differences and translation: examples.
4. Context and background knowledge in written and spoken texts: presupposition. A cultural view of presupposition in translation.
5. Context and background knowledge: cohesion and coherence. Manipulating cohesion and coherence for pragmatic effect.
6. Context and background knowledge: deixis. Social deixis and the T/V distinction in Croatian and

- English. Translational issues.
7. Politeness. Positive and negative face. Differences between Croatian and English. Translational issues.
 8. Revision
 9. Speech acts: background. Felicity conditions. Possible consequences for translation.
 10. Speech acts and society. A cross-cultural view: finding differences between English and Croatian.
 11. The cooperative principle: background. Theory and examples of maxims. Flouting and violating maxims.
 12. The cooperative principle: examples and their translation.
 13. Textual differences: achieving pragmatic effect in different types of text. Pragmatic effect and functions of language: recognition and translation. Examples, discussion, problems.
 14. Discourse analysis, pragmatics and culture. The translator as a cultural mediator.
 15. Revision.

Pre-Raphaelitism

Name	Pre-Raphaelitism
Organizational unit	Department of English language and literature
ECTS credits	6
ID	117906
Semesters	Winter
Teachers	Tatjana Jukić Gregurić, PhD, Full Professor (primary)
Hours	Lectures 15 Seminar 30

Prerequisites None

Goal The course explores how literature intersects with visuality in Victorian culture, with the emphasis on the Pre-Raphaelite Brotherhood. Taking Foucault's discussions of the nineteenth century as our point of departure, we will analyze how the Pre-Raphaelites engage the contact zones of literature and the visual, and anticipate critical and visual developments that we associate with the twentieth century. We will focus on art, poetry and/or criticism by Dante Gabriel Rossetti, Christina Rossetti, John Ruskin, John Everett Millais and William Holman Hunt.

Teaching methods A comparative analysis in a dialogue with students.

Assessment methods The grade is based on a written essay at the end of term (30% of the final grade), and two tests (30% of the final grade each), as well as on active participation in the class (10% of the final grade).

Learning outcomes

1. formalize in writing a complete research project (the purpose of the project with a clearly formed argument, corpus analysis and results in accordance with the argument, conclusion) in accordance with the standards of academic writing
2. evaluate one's interests and competences and select appropriate fields for the continuation of formal or autonomous education
3. compare and critically assess literary and social phenomena in Great Britain

Content

1. WEEK 1 Visuality and Victorian culture. Panopticism. Painting and photography.
2. WEEK 2 Michel Foucault and the Victorians. Visuality and sexuality. Historicism and the second law of thermodynamics.
3. WEEK 3 The Pre-Raphaelite Brotherhood. Visuality, narration, historicism.
4. WEEK 4 The Pre-Raphaelite Shakespeare (1). Hamlet. John Everett Millais, „Ophelia“
5. WEEK 5 The Pre-Raphaelite Shakespeare (2). Measure for Measure. Millais and William Holman Hunt. Alfred Tennyson, „Mariana“
6. WEEK 6 The Pre-Raphaelites and psychoanalysis (1). Dante Gabriel Rossetti, „Ecce Ancilla Domini (The Annunciation)“
7. WEEK 7 The Pre-Raphaelites and psychoanalysis (2). Dante Gabriel Rossetti, „Pia de' Tolomei“ and „Proserpine.“ Dante Gabriel Rossetti on the sonnet. Sigmund Freud, „Mourning and Melancholia“
8. WEEK 8 Midterm. Rossetti as translator. Translation as the „insanity of realism“ (Walter Pater)
9. WEEK 9 Women and the Brotherhood. Victorian women writers. Christina Rossetti (1). „In an Artist's Studio,“ „My Dream,“ „The Convent Threshold“
10. WEEK 10 Women and the Brotherhood. Victorian women writers. Christina Rossetti (2). Goblin Market
11. WEEK 11 The Pre-Raphaelites, political economy and biopolitics. Ford Madox Brown, „Work.“ John Ruskin as critic.
12. WEEK 12 Croatian critics on Pre-Raphaelitism. Antun Gustav Matoš and Miroslav Krleža.
13. WEEK 13 The Pre-Raphaelites and (post)modernity. John Fowles and A. S. Byatt.

14. WEEK 14 Final discussion.
15. WEEK 15 Final test. Evaluation.

Process of Language Acquisition

Name	Process of Language Acquisition	
Organizational unit	Department of English language and literature	
ECTS credits	3	
ID	117844	
Semesters	Winter	
Teachers	Renata Geld, PhD, Associate Professor (primary) Stela Letica Krevelj, PhD, Assistant Professor	
Hours	Lectures	30
	Seminar	30
Prerequisites	None	
Goal	Students will get an insight into the complexity of the process of acquisition, processing, and use of the second language, contemporary theories of second language acquisition and foreign language teaching, and key terms related to the process of second language acquisition and teaching. The course will enable students to reflect critically on the theoretical aspects of language acquisition and teaching and to conduct small scale research studies in the field.	
Teaching methods	Students will be expected to read the literature assigned by the course instructor. High level of participation, especially in seminars, is expected.	
Assessment methods	Assessment is based on the results of three continual assessments in the course of the semester, seminar assignments and group projects, and seminar discussions.	

Learning outcomes

1. explain the basic principles of key theories of foreign language acquisition
2. describe and explain the purpose and results of key foreign language acquisition research
3. explain the basic principles of contemporary approaches to the teaching of English as a foreign language and relate them to the teaching practice
4. explain key learner individual differences in the process of SLA and predict their effect on the learning and teaching process

Content

1. Language acquisition and language learning; first language, second language, foreign language
2. Theories of language acquisition
3. Input, output and interaction
4. Individual and contextual factors in language acquisition
5. Revision – Test 1
6. Theories of foreign language teaching
7. Communicative language competence
8. Language needs analysis
9. Intercultural competence
10. Revision – Test 2
11. Language awareness
12. Language learner autonomy
13. Classroom discourse
14. Research methodology in SLA and TEFL
15. Revision – Test 3

Psycholinguistics

Name	Psycholinguistics
Organizational unit	Department of English language and literature
ECTS credits	5
ID	117908
Semesters	Winter
Teachers	Irena Zovko Dinković, PhD, Full Professor (primary)
Hours	Lectures 60
Prerequisites	None
Goal	The aim of this course is to introduce students to the field of psycholinguistics and provide them with insight into the basic concepts and subject of research: language acquisition, perception and understanding, memory, processing and retrieval of language data, language difficulties and the relationship between language, thought and culture.
Teaching methods	The course covers the key topics organized in weekly units. After most units, the students do exercises which they check in class with the lecturer. The students are also expected to read at home relevant chapters from the obligatory readings and are advised to read selected parts from additional literature, which further help them to acquire better insight into the subject matter. While working on the course, students also watch documentaries and video clips on specific topics that are covered and are encouraged to conduct small-scale research on a given topic. Additional materials, lecture handouts, and links to online content are available to students through the Omega e-Learning System.
Assessment methods	The students are advised to attend the course regularly and are encouraged to actively participate in class. There is one review class at mid-semester and a final review during the last week of the course. At the end of the course, the students take a written exam.

Learning outcomes

1. describe and compare major approaches and methods in the process of psycholinguistic research
2. explain the basic tenets of each of the major areas that are the subject psycholinguistic study
3. interpret the biological, cognitive and social factors that influence the relationship between language and human mind
4. independently select relevant literature and conduct small-scale psycholinguistic research

Content

1. General information about the course. Introduction to the key concepts of psycholinguistics. Language and communication: is language specific to humans?
2. Animal communication and human communication. Feral children and the critical age issue.
3. The cognitive basis of language: how children acquire language. The nature vs. nurture debate: behaviorism or an innate capacity for acquisition? Exercises.
4. Early semantic and syntactic development. Bilingualism and second language learning.
5. The biological basis of language: language and the brain. General brain structure and function. Language areas and their function. Localization and lateralization. Exercises.
6. Language disorders: aphasias and dyslexias. Other language-related disorders. Sign language. Exercises.
7. REVISION
8. The structure of sentences. Word meaning. Comprehension. Exercises.
9. The structure and content of the "mental lexicon": how humans learn and store words, how they find the right word, and understand the words of others. Lexical retrieval. Exercises.
10. Language and memory: long-term memory and short-term (working) memory. Long-term memory and

- the schema theory. Meaning representations. Inference. Exercises.
11. Language processing: bottom-up and top-down processing; serial and parallel processing. Perceptual and conceptual information. The role of context. Exercises.
 12. Productive language skills: writing and speaking. Writing systems. The stages of writing. Errors in writing. Characteristics of speech and stages in the speaking process. Syntactic planning. Lexicalization. Speech errors. Exercises.
 13. Receptive language skills: reading and listening. The whole-word approach vs. the decoding approach. Eye movement. Skilled and unskilled reading. Problems in the listening process. Categorical perception. Exercises.
 14. The social basis of language: the relationship between language, thought, and culture. Is language necessary for thought, does it influence culture and does it affect our perception of society and the world?
 15. FINAL REVISION and COURSE ASSESSMENT. PREPARATION FOR THE EXAM.

Research in linguistics and translation studies: planning and methodology

Name	Research in linguistics and translation studies: planning and methodology
Organizational unit	Department of English language and literature
ECTS credits	4
ID	131809
Semesters	Summer
Teachers	Nataša Pavlović, PhD, Associate Professor (primary) Mateusz-Milan Stanojević, PhD, Associate Professor (primary)
Hours	Seminar 30
Prerequisites	None
Goal	By the end of the course the students should be able to plan and conduct their own research in the field of linguistics and translation studies, using appropriate methodology.
Teaching methods	Discussion of particular topics, critical assessment and case analysis, assignments related to particular topics (see Week-by-Week Schedule). The course involves e-learning.
Assessment methods	The final grade is based on continuous assessment of particular course elements (attendance, research, end-of-term paper, active participation in class and in e-learning).

Learning outcomes

1. autonomously collect and interpret data related to the student's course of graduate study while respecting principles of social and ethical responsibility
2. be able to approach research problems in the humanities and social sciences in new situations in an interdisciplinary manner
3. be able to develop their research theses and support them with insights from others' existing research in a written academic text in English
4. be able to present the results of their research projects in speech and writing in the English language

Content

1. introduction, presentation of the syllabus and course requirements; areas of research, examples of topics, steps in planning the research, tasks, discussion.
2. discussion of examples, with a particular regard to theoretical models as research background and their relationship with research questions. The issue of validity of particular research questions in various theoretical models. Discussion and tasks.
3. discussion of examples, with a particular regard to the formulation of research questions.
4. discussion of examples, with a particular regard to the formulation and testing of hypotheses related to research questions; relationships among variables. Discussion and tasks.
5. discussion of examples, with a particular regard to the formulation and testing of hypotheses related to research questions; relationships among variables. Discussion and tasks.
6. discussion of examples, with a particular regard to various research methods. Quantitative and qualitative approaches. Discussion and tasks.
7. discussion of examples, with a particular regard to various research methods. Quantitative and qualitative approaches. Discussion and tasks.
8. discussion of examples, with a particular regard to data collection and processing (texts and test subjects as sources of data). Combinations of methods and data triangulation. Discussion and tasks.
9. discussion of examples, with a particular regard to data collection and processing (texts and test subjects as sources of data). Combinations of methods and data triangulation. Discussion and tasks.

10. analysis and interpretation of data and drawing of conclusions. Self-reflection.
11. dissemination of findings. Publication of papers and their presentation at conferences. Discussion.
12. Drafting of research plans in small groups. Discussion and tasks.
13. Drafting of research plans in small groups. Discussion and tasks.
14. Conclusion: presentation of research plans in class. Teacher and peer feedback. Student feedback with regard to the course.
15. Conclusion: presentation of research plans in class. Teacher and peer feedback. Student feedback with regard to the course.

Semantics of English

Name	Semantics of English
Organizational unit	Department of English language and literature
ECTS credits	6
ID	51862
Semesters	Winter
Teachers	Milena Žic Fuchs, PhD, Full Professor (primary)
Hours	Lectures 60
Prerequisites	To enrol course it is necessary To enrol course English Syntax: The Sentence

Goal The course introduces students to the complex issues of meaning 1) on the level of lexemes or words, 2) on the paradigmatic level, or the vocabulary structure and 3) to the relationship between semantics and syntax, or the relationships on the syntagmatic level. Basic traditional semantic concepts are discussed, such as homonymy, synonymy, polisemy, antonymy, as well as traditional theoretical approaches such as componential analysis and field theory. Particular attention is paid to the traditional approach to metaphor and metonymy, with an introduction to the new views of these language phenomena arising in cognitive semantics. The complexity of the relationship between semantics and syntax, or meaning on the syntagmatic level, is analyzed on the level of the sentence as well as smaller syntagmatic units such as collocations. The objective of the course is to introduce students to the complexities of meaning phenomena, as well as to different theoretical frameworks, both traditional and contemporary.

Teaching methods 4 hours of lectures per week

Assessment methods written exam

Learning outcomes

1. Students will be able to recognize and define the basic notions relevant for Semantics as a linguistic discipline.
2. Students will be able to understand and explain the complex semantic phenomena that are the subject of semantic research.
3. Students will be able to discern between traditional and contemporary approaches to researching meaning in language.
4. Students will be able to compare and analyze different semantic phenomena in language.
5. Students will be able to make individual conclusions about the research of meaning in language.
6. Students will be able to evaluate personal interests and competences and choose appropriate areas for continued education.
7. Students will be able to explain and use the basic apparatus of linguistics on various levels of language study and use in the analysis of phonetics, phonology, morphology, syntax, and semantics of the English language.

Content

1. Orientation, syllabus. What is semantics? Short historical overview. Semantics and other related disciplines. What is meaning? The nature of linguistic meaning. Types of meaning.
2. Functions of language and their relation to meaning. Traditional terms in Semantics: Homonymy. Polysemy. Synonymy.
3. Is Semantics a science? Contemporary approaches: the scientific approach to meaning. Methods and possible approaches.
4. Methods of semantic analysis: Componential Analysis. Types of meaning relations. Triangles of meaning. Traditional and contemporary approaches to Componential Analysis.
5. Semantically related lexemes: organization on the paradigmatic level Semantic or lexical fields Antonymy

6. REVISION. TEST 1.
7. Hyperonyms and hyponymsTaxonomies
8. Introduction to Cognitive SemanticsThe notion of prototype and its relevance for meaningCategorization
9. Scenes and framesKnowledge of language and knowledge of the worldCategories: prototypes and schemas
10. Traditional and contemporary approaches to metaphor and metonymy.
11. Semantics and grammar.
12. Semantics and pragmatics.Use of corpora in semantic research.
13. Reserved for follow-up on any of the above topics.
14. Reserved for follow-up on any of the above topics.
15. Final revision. Test 2.

Shakespeare

Name	Shakespeare		
Organizational unit	Department of English language and literature		
ECTS credits	6		
ID	52240		
Semesters	Summer		
Teachers	Vanja Polić Jurković, PhD, Associate Professor (primary) Tomislav Brlek, PhD, Associate Professor		
Hours	Lectures	15	
	Seminar	30	
Prerequisites	To enrol course it is necessary to pass course Introduction to the Study of English Literature I To enrol course it is necessary to pass course Introduction to the Study of English Literature II		
Goal	The course is designed as an analysis of William Shakespeare's works in the light of the fact that they were written for theatre performance. The focus will be on close reading and interpretation of six plays, as well as on the discussion of select critical works relevant to this particular aspect. The main goal of the course is to point out the central poetical characteristics of Shakespeare's playwriting, which has a special place in the history of English literature, as the basis for reading his work.		
Teaching methods	close reading of the literary texts and critical literature; active participation of the students in the course		
Assessment methods	seminar		paper
	class participation		

Learning outcomes

1. isolate and analyze relevant patterns of literary-historical periods and individual works of Anglophone literature
2. recognize, explain, and use the basic critical apparatus of literary scholarship - basic literary-critical concepts necessary for the analysis of a literary work
3. apply studied literary-critical apparatus and insights into literary-stylistic formations in the analysis and interpretation of literary works

Content

1. Introduction
2. A Midsummer Night's Dream - Performance
3. A Midsummer Night's Dream - Performance
4. The Tempest - Directing
5. The Tempest - Directing
6. Measure for Measure - Genre
7. Measure for Measure - Genre
8. Macbeth - Illusion
9. Macbeth - Illusion
10. Richard III - Acting
11. Richard III - Acting
12. Coriolanus - Role
13. Coriolanus - Role
14. Conclusion
15. Evaluation

Sociolinguistics

Name	Sociolinguistics	
Organizational unit	Department of English language and literature	
ECTS credits	5	
ID	124229	
Semesters	Summer	
Teachers	Anđel Starčević, PhD, Assistant Professor (primary)	
Hours	Lectures	30
	Seminar	15
Prerequisites	None	
Goal	Enabling students to understand the link between linguistic and extralinguistic phenomena, the interplay between the communicative and symbolic levels of language, and the role of language in creating ideological views. Developing the ability to critically consider prevalent ideas on language and language variability. Developing analytical skills for autonomous sociolinguistic research.	
Teaching methods	Lectures, seminar presentations and seminar discussions.	
Assessment methods	Written exam.	
Learning outcomes	<ol style="list-style-type: none"> 1. communicate knowledge acquired in undergraduate and graduate courses of study clearly and taking into consideration the specificities of the context of communication 2. be able to critically assess the role of specific social factors in the Anglophone context as well the specific reflection of cognitive factors on the English language and its use on a synchronic level 3. be able to recognize and evaluate the role of social and cognitive factors in the synchronic organization of language 4. recognize and evaluate the influence of society and culture on linguistic stratification and changes 	
Content	<ol style="list-style-type: none"> 1. Sociolinguistics as a branch of linguistics. Language, dialect, accent, variety. 2. Field methods. 3. Language ideologies and Critical Discourse Analysis 1. 4. Language ideologies and Critical Discourse Analysis 2. 5. Language and identity. Speech communities. 6. Language and social class. 7. Language and ethnicity. 8. REVISION 1. 9. Bilingualism and code-switching. 10. Language, gender, and sexuality. 11. Language and style. Language attitudes. 12. Language policy and language planning. 13. Sociolinguistics and second language acquisition. 14. Linguistic landscapes. Language death. 15. REVISION 2. 	

Sociolinguistics

Name	Sociolinguistics	
Organizational unit	Department of English language and literature	
ECTS credits	5	
ID	160754	
Semesters	Winter	
Teachers	Anđel Starčević, PhD, Assistant Professor (primary)	
Hours	Lectures	30
	Seminar	30
Prerequisites	None	
Goal	Enabling students to understand the link between linguistic and extralinguistic phenomena, the interplay between the communicative and symbolic levels of language, and the role of language in creating ideological views. Developing the ability to critically consider prevalent ideas on language and language variability. Developing methodological and analytical skills for autonomous sociolinguistic research.	
Teaching methods	The course is taught through lectures and seminar discussions, with an emphasis on individual work. For their weekly seminar work, students need to pre-read the assigned texts and be prepared to critically discuss them. During the semester, each student will (1) present one seminar topic based on one of the assigned texts and formulate questions for discussion with the class, as well as (2) carry out, write up and (in the second half of the semester) present their own research project in the form of a research paper. The research paper includes carrying out one sociolinguistic interview, transcribing the material, and analyzing the data with references to relevant literature.	
Assessment methods	The final grade in the course is a combination of the results of a written final exam (60%) and the research paper (40%).	

Learning outcomes

1. approach solving of research problems in the humanities and social sciences in an interdisciplinary manner and in new situations
2. recognize and evaluate the influence of society and culture on linguistic stratification and changes
3. evaluate different linguistic and literary-culturological theoretical approaches and apply them in one's own research
4. formalize in writing a complete research project (the purpose of the project with a clearly formed argument, corpus analysis and results in accordance with the argument, conclusion) in accordance with the standards of academic writing
5. orally present results of the conducted research

Content

1. Sociolinguistics as a branch of linguistics. Language, dialect, accent, variety.
2. Field methods. The sociolinguistic interview.
3. Language ideologies and Critical Discourse Analysis 1.
4. Language ideologies and Critical Discourse Analysis 2.
5. Language and identity. Speech communities.
6. Language and social class. Language and ethnicity.
7. Bilingualism and code-switching.
8. REVISION 1
9. Language, gender, and sexuality.
10. Language and style. Language attitudes.
11. Language policy and language planning.

12. Sociolinguistics and second language acquisition.
13. Linguistic landscapes. Language death.
14. Research project presentations.
15. REVISION 2

Syntactic Theories

Name	Syntactic Theories
Organizational unit	Department of English language and literature
ECTS credits	5
ID	184925
Semesters	Winter
Teachers	Irena Zovko Dinković, PhD, Full Professor (primary)
Hours	Lectures 30 Seminar 15
Prerequisites	None
Goal	The aim of the course is to introduce students to the main approaches and syntactic theories from the beginning of the 20th century until today, as well as to the different ways of linguistic analysis and presentation, and hypotheses about the structure of language in general. This gives them the opportunity to apply the acquired theoretical knowledge in their own linguistic research and connect it at a broader level with other scientific disciplines.
Teaching methods	After each unit, the students solve a specific task in the seminar, which they check with the instructor. They are also expected to read at home the relevant parts of obligatory reading and other materials.
Assessment methods	Students should attend the classes regularly and actively participate in class and in solving the assignments. The last week of the course is dedicated to preparing students for the exam. The exam is written.

Learning outcomes

1. independently conduct morphosyntactic analysis of sentences through the application of the selected theoretical framework
2. critically assess traditional and contemporary approaches to syntactic analysis of sentences, grammatical functions of their elements, semantic relationships between them and types of structural representation
3. distinguish between universal and language-specific features of language, and morphosyntactic types of languages in general
4. represent one's own research views and support them with insights from existing research

Content

1. Introduction to the history of syntactic theories in the 20th century.
2. From Bloomfield to Chomsky. Early generative theories.
3. Chomsky's Transformational Grammar, Standard Theory and Extended Standard Theory.
4. Generative Semantics. Constraint theories: Generalized Phrase-Structure Grammar.
5. Head-driven Phrase-Structure Grammar. Lexical Functional Grammar.
6. Government and Binding Theory and X-bar Theory. Minimalist Program.
7. Relational Grammar. Dependency grammars.
8. Functional approaches to linguistic analysis. The Prague Linguistic Circle.
9. Martinet's Functional Syntax.
10. S. Dik's Functional Grammar and Functional Discourse Grammar.
11. Systemic Functional Grammar.
12. Role and Reference Grammar.
13. Cognitive Grammar.
14. Construction grammars.
15. REVISION AND PREPARATION FOR THE EXAM.

Teaching English as a Foreign Language

Name	Teaching English as a Foreign Language	
Organizational unit	Department of English language and literature	
ECTS credits	4	
ID	124222	
Semesters	Summer	
Teachers	Renata Geld, PhD, Associate Professor (primary) Stela Letica Krevelj, PhD, Assistant Professor Jasenka Čengić, Assistant	
Hours	Lectures	30
	Seminar	30
	Practical language	30
Prerequisites	None	
Goal	Enable students to effectively use their knowledge of and about the English language, their knowledge from educational sciences and their knowledge and understanding of glottodidactic principles during their English language teaching. Students will develop skills and competencies for teaching English to learners of different proficiency levels, different age groups and in different teaching environments.	
Teaching methods	Students will be expected to read the literature assigned by the course instructor. High level of participation, especially in seminars, is expected.	
Assessment methods	Students who pass the three revision tests do not have to sit for the final exam.	

Learning outcomes

1. describe and compare the methods of learning and teaching English as a foreign language throughout history
2. recognize basic individual differences of students in the process of learning and acquisition of English as a foreign language and explain how said difference influence specific aspects of learning and teaching
3. recognize the relevance of research-based teaching principles in English as a foreign language for classroom teaching practice
4. evaluate and purposefully apply methods of receptive and productive language skills teaching and linguistic structures of English as a foreign language

Content

1. Introduction Croatian National Curriculum and Croatian National Educational Standards for English
2. Teaching English pronunciation
3. Teaching English grammar
4. Teaching English at the lexical level
5. Integrating non-linguistic content in TEFL
6. REVISION Test 1
7. Developing listening comprehension skills in EFL
8. Developing speaking skills in EFL
9. Developing reading comprehension skill in TEFL
10. Developing writing skills in EFL
11. REVISION Test 2
12. Designing EFL tests
13. Creating motivating activities in ELT
14. Developing language awareness in ELT
15. REVISION Test 3

Teaching Practice 1

Name	Teaching Practice 1	
Organizational unit	Department of English language and literature	
ECTS credits	2	
ID	117846	
Semesters	Winter	
Teachers	Renata Geld, PhD, Associate Professor (primary) Jasenska Čengić, Assistant	
Hours	Seminar	15
	Practical language	15
Prerequisites	None	
Goal	Students will develop skills of focused and reflective classroom observation. They will also develop an understanding of the teaching competence components and the need for its development. They will be able to connect theoretical knowledge developed during the relevant university courses with the concrete examples of teaching observed in real classrooms.	
Teaching methods	seminars and exercises	
Assessment methods	continual assessment, portfolio, grades obtained during teaching practice at schools	

Learning outcomes

1. design a good, comprehensive, relevant, and research-based lesson plan in English as a foreign language and teach according to that plan autonomously in an EFL classroom
2. evaluate student's progress, identify potential difficulties and frequency of mistakes, and, if necessary, think of an alternative approach to teaching
3. evaluate their own teaching and identify elements that they might need to improve, adjust or change
4. evaluate learners' interest and motivation and find ways to enhance them

Content

1. Introduction
2. Classroom observation – foci
3. Designing teaching activities for different levels of proficiency.
4. Designing teaching activities for different age levels.
5. Designing lesson plans.
6. Classroom teaching at schools - various educational settings.
7. Classroom teaching at schools - various educational settings.
8. Classroom teaching at schools - various educational settings.
9. Classroom teaching at schools - various educational settings.
10. Classroom teaching at schools - various educational settings.
11. Reflecting on teaching experience
12. Classroom teaching at schools - various educational settings.
13. Classroom teaching at schools - various educational settings.
14. Teaching styles.
15. Challenges in learning to teach EFL.

Teaching Practice 2

Name	Teaching Practice 2	
Organizational unit	Department of English language and literature	
ECTS credits	3	
ID	128127	
Semesters	Summer	
Teachers	Renata Geld, PhD, Associate Professor (primary) Stela Letica Krevelj, PhD, Assistant Professor Jasenska Čengić, Assistant	
Hours	Seminar	30
	Practical language	15
Prerequisites	None	
Goal	Students will further develop competence in assessing effectiveness of different teaching strategies that they will employ in their own teaching during school-based teaching practice. They will develop skills in identifying learner language needs, arousing and maintaining learner motivation, giving feedback and assessing learner competence. They will develop own self-reflection skills and a feeling of professional responsibility.	
Teaching methods	seminars and exercises (at the faculty and at schools - various educational settings)	
Assessment methods	continual assessment, portfolio, final grades based on teaching at school(s)	
Learning outcomes	<ol style="list-style-type: none"> critically evaluate the language they use and teach as well as the factors which influence the various aspects of their approach to teaching conceive and conduct a good and science-based form of evaluating communicative competence in the English language 	
Content	<ol style="list-style-type: none"> Introduction Designing teaching activities and lesson plans for different age groups of learners. Designing teaching activities and lesson plans for learners at different levels of proficiency. Classroom teaching (schools, various educational settings) Classroom teaching (schools, various educational settings) Classroom teaching (schools, various educational settings) Classroom teaching (schools, various educational settings) Classroom teaching (schools, various educational settings) Classroom teaching (schools, various educational settings) Classroom teaching (schools, various educational settings) Reflecting on teaching experience Classroom teaching (schools, various educational settings) Classroom teaching (schools, various educational settings) Evaluation of student diaries. Challenges in EFL teacher training 	

The Anthropocene in British and Australian Fiction and Film

Name	The Anthropocene in British and Australian Fiction and Film	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	184918	
Semesters	Summer	
Teachers	Iva Polak, PhD, Associate Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	To enrol course it is necessary to pass course Introduction to the Study of English Literature I To enrol course it is necessary to pass course Introduction to the Study of English Literature II	
Goal	Students will get to know the implication of the new geological era and how it has influenced cultural production from the UK and Australia.	
Teaching methods	lecture (in-class or on-line depending on the circumstances), discussions, group work, individual work, shorter written assignments	
Assessment methods	Continuous assessment	

Learning outcomes

1. Isolate and analyze relevant patterns of literary-historical periods and individual works of Anglophone literature
2. Critically evaluate individual literary phenomena in the Anglosphere in relation to their socio-historical context
3. Recognize, explain, and use the basic critical apparatus of literary scholarship - basic literary-critical concepts necessary for the analysis of a literary work
4. Apply studied literary-critical apparatus and insights into literary-stylistic formations in the analysis and interpretation of literary works
5. Compare and comment on cultural, social, and historical processes in Anglophone countries

Content

1. Mortal Engines (2018) dir. Christian Rivers
Introduction into the Anthropocene (anthropos vs homo, Anthropocene, Capitalocene, Chthulucene, anthropocentrism, post/trans/humanism, hyperobject, ecological thought...)
– Chakrabarty, Dipesh. “The Climate of History: Four Theses”
– Usher, Phillip John, “Untranslating the Anthropocene
2. Anthropocene fiction (ecology, climate, dystopia, genre hybridity)
– Ghosh, Amitav. The Great Derangement
– Goodbody, Axel and Adeline Johns-Putra. “Introduction”
– Trexler, Adam. Anthropocene Fictions
3. J. G. Ballard. High Rise (1975)
4. High Rise (2015), dir. Ben Wheatley
5. Discussion about the following documentaries: The Age of Stupid (2009), dir. Franny Armstrong, documentary; An Inconvenient Truth (2006), dir. Davis Guggenheim, documentary
6. Saci Lloyd. It's the End of the World As We Know It (2015)
7. Jeanette Winterson. The Stone Gods (2007)
8. Jeanette Winterson. The Stone Gods (2007)
9. Australian fiction and film of the Anthropocene (ecology, climate, dystopia, genre hybridity)
10. Discussion about the Four Corners TV shows: Climate Wars (May 2020), Proud Country (Oct 2018) and Weather Alert (March 2018)

11. Mireille Juchau. The World Without Us (2018)
12. Alexis Wright: The Swan Book (2013)
 - Discussion about the Four Corners TV show Digging into Adani (Oct 2017)
 - Polak, Iva. “Alexis Wright’s The Swan Book (2013) – Indigenous Cli-Fi”
13. Alexis Wright: The Swan Book (2013)
14. Final discussion
15. Final discussion

The Contemporary American Novel

Name	The Contemporary American Novel		
Organizational unit	Department of English language and literature		
ECTS credits	6		
ID	52236		
Semesters	Summer		
Teachers	Sven Cvek, PhD, Associate Professor (primary) Hrvoje Tutek, Assistant		
Hours	Lectures	15	
	Seminar	30	
Prerequisites	To enrol course it is necessary to pass course Introduction to the Study of English Literature I To enrol course it is necessary to pass course Introduction to the Study of English Literature II		
Goal	The course explores a number of novels which have been published since 9/11. The argument for targeting this body of texts derives from the notion that the contemporary or the “now” of the United States dates from this event. The course attempts to describe the form of the novel in contemporary US writing, the manner in which it reflects the present moment in US history and the way it engages the challenges of present reality.		
Teaching methods	Lecture, seminar, individual work.		
Assessment methods	Continual assessment		

Learning outcomes

1. isolate and analyze relevant patterns of literary-historical periods and individual works of Anglophone literature
2. critically evaluate individual literary phenomena in the Anglosphere in relation to their socio-historical context
3. apply studied literary-critical apparatus and insights into literary-stylistic formations in the analysis and interpretation of literary works
4. compare and comment on cultural, social, and historical processes in Anglophone countries

Content

1. Introduction
2. Introduction to Pynchon
3. The 1960s
4. Inherent Vice, anticipation of the present
5. 9/11
6. Erickson, Shadowbahn
7. Epistemological anxiety and US culture today
8. McCarthy, No Country for Old Men
9. Financialization
10. DeLillo, Cosmopolis
11. DeLillo, "Hammer and Sickle"
12. New Regionalism and Annie Proulx
13. Race/ethnicity, P. Beatty The Sellout
14. Dystopia in Cormac McCarthy's The Road
15. Conclusion

The EU and International Organizations

Name	The EU and International Organizations	
Organizational unit	Department of English language and literature	
ECTS credits	5	
ID	124214	
Semesters	Summer	
Teachers	Nataša Pavlović, PhD, Associate Professor (primary)	
Hours	Lectures	15
	Practical language	30
Prerequisites	To enrol course it is necessary to pass course Translation of Scientific and Academic Texts	
Goal	By the end of the course the students should be familiar with the EU and its institutions and their functioning, as well as the other important international organizations. They should be able to translate representative samples of texts such as directives, decisions, reports, brochures, web pages and so on. They should be familiar with the relevant printed and electronic resources, and should be able to create their own glossaries of terminology.	
Teaching methods	Lectures, student presentations, individual and group translation assignments, discussions, e-learning.	
Assessment methods	The grade is based on a written exam consisting of several translations in both directions.	

Learning outcomes

1. to identify translation problems and solve them by using translation strategies and procedures appropriate to text type and translation situation
2. to use print and electronic resources (dictionaries, terminology databases, parallel texts) to find information necessary for the translation of specialized texts
3. to assess correctly the time needed to accomplish a translation assignment given its length and complexity and to manage one's translation process
4. to assess one's own competences and choose appropriate areas and methods for the continuation of formal or informal life-long education

Content

1. Introduction. Course contents, goals, requirements, assessment. Introductory translation assignment.
2. EU at a glance: Flag, symbols, anthem, Europe Day, the Schuman Declaration. Size and population of the EU. Translation of an EU-related news report.
3. EU structure and organization. Main institutions and their functioning, part 1. (Parliament, Council, Commission). Translation assignment related to EU institutions.
4. Main institutions and their functioning, part 2 (Court of Justice, Court of Auditors, European Economic and Social Committee, Committee of the Regions, European Central Bank, European Investment Bank, European External Action Service). Translation assignment related to EU institutions.
5. EU history – key dates, treaties, enlargement. Translation assignment related to EU history.
6. EU policies. Translation assignment related to EU policies.
7. EU official languages. Multilingualism. Translation assignment related to multilingualism.
8. Translation and interpreting in EU institutions. Translation assignment related to translation/interpreting in the EU.
9. Types of community legislation. Translation of the *acquis*.
10. The single market. Translation assignment related to the single market.
11. Economic and monetary union (EMU). Translation assignment related to the EMU.
12. Rights and freedoms in the EU. Translation assignment related to rights and freedoms.
13. Croatia and the EU. Translation assignment related to the topic.

14. The World Bank & IMF. Translation assignment related to these organizations.
15. The UN and OSCE. Translation assignment related to these organization.

The Nineteenth-Century English Novel

Name	The Nineteenth-Century English Novel	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	184919	
Semesters	Summer	
Teachers	Borislav Knežević, PhD, Full Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	<p>To enrol course it is necessary to pass course Introduction to the Study of English Literature I</p> <p>To enrol course it is necessary to pass course Introduction to the Study of English Literature II</p>	
Goal	<p>The course presents a survey of the English novel in the 19th century, the period of a great expansion of the genre of the novel in the context of a fast-growing literary market for the middle class. During that period the genre of the novel was strongly marked by the attempt of the novelists to take part in the shaping of social debates on important issues of British society in the context of fast changes. The selection of novels in this course is designed to illustrate some of the central social issues in the 19th century English novel, such as themes related to marriage, class ideologies, industrialization, the British Empire, and writing as a profession.</p> <p>In terms of content, the goal of the course is to familiarize the students with several novels from one of the most productive periods in the history of the English novel. The course places an emphasis on active student engagement with the literary text, in order for the students to increase their skills of interpreting literary texts.</p>	
Teaching methods	Seminar Lectures	discussions
Assessment methods	The grade is based on continuous evaluation: a written essay in the second half of the term (5 pages), a mid-term quiz and a quiz at the end of term.	

Learning outcomes

1. isolate and analyze relevant patterns of literary-historical periods and individual works of Anglophone literature
2. recognize, explain and apply basic critical apparatus - basic terms of literary criticism required for analysis of a literary work
3. apply studied literary-critical apparatus and insights into literary-stylistic formations in the analysis and interpretation of literary works

Content

1. Introduction
2. Persuasion
3. Persuasion
4. Hard Times
5. Hard Times
6. First Quiz. Aurora Leigh
7. Aurora Leigh
8. Aurora Leigh
9. Aurora Leigh, The Moonstone
10. The Moonstone

11. Essay due.
12. The Moonstone, The War of the Worlds
13. The War of the Worlds
14. The War of the Worlds
15. Second quiz.

Translation of Scientific and Academic Texts

Name	Translation of Scientific and Academic Texts	
Organizational unit	Department of English language and literature	
ECTS credits	5	
ID	132544	
Semesters	Winter	
Teachers	Ivana Bašić, PhD, Senior Lector (primary) Anda Bukvić Pažin, PhD, Lector (primary)	
Hours	Seminar	30
	Practical language	30
Prerequisites	None	
Goal	By the end of the course the students should be able to translate, individually and in groups, various types of specialized texts. They should be able to identify translation problems in the text and to adopt strategies appropriate to the situation, the target readers and the client's requirements. The students should also be able to use parallel texts to build their own glossaries of specialized terminology. They should be able to use search engines and online resources for terminology mining and subject-matter background reading. For some fields and text types, they should be able to work with translation memory systems. The students should also be able to do on-the-spot translations of short, relatively simple texts from the specialized areas dealt with in the course, without the help of aids other than their own glossaries of terminology.	
Teaching methods	individual and group assignments, project work, e-learning	
Assessment methods	The final grade is based on continuous assessment of the student's work (class work, individual and group assignments, translation projects, on-the-spot translation)	

Learning outcomes

1. to identify translation problems and solve them by using translation strategies and procedures appropriate to text type and translation situation
2. to use print and electronic resources (dictionaries, terminology databases, parallel texts) to find information necessary for the translation of specialized texts
3. to create glossaries of terminology for the purpose of translation
4. to collaborate with other translators on large translation projects, respecting deadlines

Content

1. Translating texts from the fields of social sciences, humanities and natural sciences from English to Croatian.
2. Discussing issues concerning the translation of scientific/academic and specialized texts in various fields into Croatian: register, terminology, audience, clients.
3. Mastering documentation skills, using print and electronic resources.
4. Cooperating with field experts, authors and clients.
5. Creating term glossaries for the purpose of translation. Dealing with issues of term selection and term creation in the Croatian language.
6. Working on an authentic or simulated translation project.
7. Discussing concrete problems and possible solutions in particular texts.
8. Mastering the skills of revising and proofreading a Croatian translation.
9. Translating texts from the fields of social sciences, humanities and natural sciences from Croatian to English.
10. Discussing issues concerning the translation of scientific/academic and specialized texts in various fields from Croatian into English: register, terminology, audience, clients.

11. Mastering documentation skills, using print and electronic resources.
12. Cooperating with field experts, authors and clients.
13. Creating term glossaries for the purpose of translation. English as the language of international scientific, academic and professional communication.
14. Working on an authentic or simulated translation project.
15. Discussing concrete problems and possible solutions in particular texts. Mastering the skills of revising and proofreading English translations.

Translation Theory

Name	Translation Theory	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	117872	
Semesters	Winter	
Teachers	Nataša Pavlović, PhD, Associate Professor (primary) Snježana Veselica Majhut, PhD, Associate Professor	
Hours	Lectures	45
	Seminar	15
Prerequisites	None	
Goal	By the end of the course the students should be familiar with contemporary translation theories and current trends in Translation Studies. They should master the metalanguage and acquire the conceptual repertoire needed to discuss a wide range of issues associated with the phenomenon of translation. They should be able to apply the theoretical insights gained from the course to examples from everyday translation practice.	
Teaching methods	Lectures, discussions, individual and group assignments, e-learning.	
Assessment methods	The final grade is based on a written exam, which includes the following: essay-type questions (the student has to write a short discussion on a given topic, with relevant arguments, using the metalanguage of contemporary translation theories) and application questions (the student must apply the insights from contemporary translation theories on a concrete translation task, explaining their decisions).	

Learning outcomes

1. to identify source culture specific elements and select appropriate procedures for their rendering into the target language and culture
2. to explain in a well-argued way one's translation decisions using the metalanguage and conceptual apparatus of contemporary translation theories
3. to think critically about own and others' translations using the insights of contemporary translation theories
4. to integrate insights from various areas of English studies, evaluating the role of language and literature in the broader social context

Content

1. Introduction. Translation theories and Translation Studies. Aims and areas of study.
2. Types of translation and interpreting.
3. Translator tools and resources.
4. Non-correspondences between language systems. Contrastive analysis.
5. Translation equivalence. Types of equivalence. Equivalence paradigm - criticisms.
6. Shifts, procedures and strategies.
7. Procedures for the translation of cultural references and idioms.
8. Language variation. Text type, genre, discourse.
9. Functionalist model of translation (skopos theory)
10. Concept of norms in translation. Descriptive translation studies (DTS).
11. Cultural turn in TS: feminist approaches, post-colonial critique
12. Cultural turn in TS: Lefevere; Venuti.
13. Impact of language and translation technology on translation theory and practice.
14. Translation ethics - various models.
15. Basics of terminology. Creation and standardization of terms. Terminology management.

Translation Workshop (English)

Name	Translation Workshop (English)
Organizational unit	Department of English language and literature
ECTS credits	5
ID	132029
Semesters	Summer
Teachers	Vinko Zgaga, M.Sc., Senior Lector (primary) Kristijan Nikolić, PhD, Senior Lector (primary)
Hours	Seminar 30 Practical language 30
Prerequisites	To enrol course it is necessary to pass course Analyzing Texts in English To enrol course it is necessary to pass course Contemporary English Language 3
Goal	The aim of this module is for students to acquire basic translation skills through practical experience. More specifically, students should learn to analyse the source text, identify translation stumbling blocks, and apply appropriate translation strategies and procedures with respect to the requirements of the communication situation and the needs of the end user of the translation. They should also learn to use the most important tools and resources needed for translation and acquire the skills needed for the editing of their own and someone else's translation.
Teaching methods	Classes are held in small groups (up to 20 students). Students translate - individually and in groups - general language texts from English into Croatian and from Croatian into English, both during contact hours and at home. Students will also edit their own translations and the translations of their colleagues. They will receive advice and guidance from teachers and feedback on the (acceptability of certain solutions with explanations of the reasons for such an assessment. Students receive texts for translation from the lecturer in printed form or in electronic form on the course website. They receive feedback on their translations orally, in the classroom, in writing or electronically on the module Moodle website.
Assessment methods	Students are assessed through continuous evaluation. During the semester, students submit translations to the lecturer, which are evaluated for information, for the purpose of feedback. Students are going to take two continuous assessment tests (one translation of the text from English to Croatian and one translation of the text from Croatian to English, about 150 words long each). Students who do not take or pass one of the tests will have the opportunity to take an exam once during the exam period, which consists of one 150-word translation from English into Croatian and one 150-word translation from Croatian into English.
Learning outcomes	<ol style="list-style-type: none"> 1. evaluate personal interests and competences and choose appropriate areas for continued education 2. categorize functional elements of the English sentence and illustrate the communication effects of differently constructed sentences 3. autonomously research, categorize, and comment on elements of specific Anglophone cultures and mutually compare them 4. autonomously translate texts requiring no specific specialized knowledge from English into Croatian and from Croatian into English
Content	<ol style="list-style-type: none"> 1. Introduction to translation

2. First text for translation from English - general news
3. Second text - politics
4. Third text - business and economy
5. Fourth text - popular science
6. Fifth text - popular science
7. Continuous assessment 1
8. Continuous assessment 1 review
9. Sixth text - tourism
10. Seventh text - geography
11. Eighth text - history
12. Ninth text - the arts
13. Tenth text - tourist add
14. Second continuous assessment
15. Second continuous assessment - review

Turning space into place: early Australian literature

Name	Turning space into place: early Australian literature	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	77863	
Semesters	Winter	
Teachers	Tihana Klepač, PhD, Assistant Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	To enrol course it is necessary to pass course Introduction to the Study of English Literature I To enrol course it is necessary to pass course Introduction to the Study of English Literature II	
Goal	The aim of the course is to acquaint the students with the ways in which narrations formulate a nation.	
Teaching methods	Lectures and seminars	
Assessment methods	Continuous assessment	

Learning outcomes

1. research relevant literary and social phenomena pertinent to the course
2. give oral presentation of the results of their research
3. compare and critically judge literary and social phenomena of Anglophone literatures
4. single out social and historical patterns of Anglophone cultures which are a constant as opposed to those which subject to the dynamics of change

Content

1. Selected texts exemplify the creation of place out of space on the Australian continent. The course traces the formulation of the Australian national Self from the first descriptions of landscape worlding (Spivak) Australia, introducing the country into cultural circulation, to the acceptance of geographical and historical particularities, coming to terms with inherited ways of representing the continent and the nation, to the emergence of national consciousness in late 19th century and the formulation of the nation through novels which are postulated as the culmination of the national impulse. The course thus outlines the process whereby an unknown and distant land becomes a home.
2. Introduction to the history and culture of Australia
3. Representing a New World: 1789 – 1850; Australia as a Land of Oddities
4. Worlding of the continent (Spivak); James Cook's diaries, travel writing by Australian inland explorers: Edward Eyre, Charles Sturt (excerpts)
5. The Colonial Period 1850 – 1890; British penal system; Governor Phillips's diary; films: Discovery: Short History of the World – Convict Australia, Timewatch: The Floating Brothel
6. Narratives of crime and punishment, influence of environment on the character; the formulation of national characteristics; Marcus Clarke: For the Term of His Natural Life, Rolf Boldrewood: Robbery Under Arms (excerpts)
7. «Damned Whore» vs. «God's Police» – representation of women in Australian; film Timewatch: The Floating Brothel
8. Literature by women: interventions in the romance, as the genre available to women writers, to discuss the position of women, marriage and often the very conventions of the genre; Ada Cambridge: A Marked Man (excerpts)
9. Imitating Victorian models: sonnets, love poems; abandoning the Victorian model, description of bushrangers in blank verse; early formulation of national symbols: the spell of the bush, the bush grave; poetry: Harpur, Kendall, Gordon, Ada Cambridge (selected poems)
10. The Nationalist Period 1890 – 1922; development of cities: Sydney, Melbourne; the role of The

- Bulletin, Angus & Robertson and the Heidelberg school of painting
11. Abandoning the conventions of romance and melodrama, readers are no longer British consumers of exotic stories about the colonies. Representation of Australia “from within”; ideas about Australian landscape and the national character; ballad: Paterson: “The Man from Snowy River”; excerpt from the film *The Man from Snowy River*, 1982, director: George Miller
 12. Short story: Henry Lawson, Barbara Baynton (selected stories)
 13. Novel as a form of nation building – Novels of the Federation; Miles Franklin: *My Brilliant Career*; film: *My Brilliant Career*, 1979, director: Gillian Anderson; Joseph Furphy: *Such is Life* (excerpts)
 - 14.
 - 15.

Victorian Literature and the Transformation of the World in the Nineteenth Century

Name	Victorian Literature and the Transformation of the World in the Nineteenth	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	184926	
Semesters	Summer	
Teachers	Tatjana Jukić Gregurić, PhD, Full Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	To enrol course it is necessary to pass course Introduction to the Study of English Literature I To enrol course it is necessary to pass course Introduction to the Study of English Literature II	
Goal	Taking Jürgen Osterhammel's history of the 19th century as its point of departure, the course will explore how Victorian literature engages and defines critical developments that we normally associate with modernity in the 20th and the 21st centuries, especially with the imaginary of catastrophe (ranging from world wars to climate change). We will focus on a selection of texts by Alfred Tennyson, Elizabeth Gaskell, Robert Browning, Charles Dickens, Matthew Arnold, John Ruskin and Arthur Conan Doyle.	
Teaching methods	A comparative analysis in a dialogue with students.	
Assessment methods	The grade is based on a written essay at the end of term (30% of the final grade), and two tests (30% of the final grade each), as well as on active participation in the class (10% of the final grade).	

Learning outcomes

1. evaluate personal interests and competences and choose appropriate areas for continued education
2. isolate and analyze relevant patterns of literary-historical periods and individual works of Anglophone literature
3. critically evaluate individual literary phenomena in the Anglosphere in relation to their socio-historical context

Content

1. WEEK 1 Osterhammel's history of the world in the nineteenth century. The Victorians and the transformation of the world.
2. WEEK 2 Victorian literature: narrative transformations.
3. WEEK 3 Tennyson's early poetry: psychopolitics in the 1830s and the 1840s. „The Lady of Shalott“
4. WEEK 4 The Industrial Revolution and the industrial novel (1): Elizabeth Gaskell, North and South.
5. WEEK 5 The Industrial Revolution and the industrial novel (2): Elizabeth Gaskell, North and South.
6. WEEK 6 Browning in the 1850s: Victorian modernities. „Love Among the Ruins“
7. WEEK 7 Midterm.
8. WEEK 8 Dickens on revolution (1): A Tale of Two Cities.
9. WEEK 9 Dickens on revolution (2): A Tale of Two Cities.
10. WEEK 10 Arnold on revolution: psychopolitics in the 1860s. „The Function of Criticism at the Present Time“
11. WEEK 11 The Victorian Anthropocene: John Ruskin, „The Storm-Cloud of the Nineteenth Century“
12. WEEK 12 The Victorian biopolitics (1): Arthur Conan Doyle, A Study in Scarlet.
13. WEEK 13 The Victorian biopolitics (2): Arthur Conan Doyle, A Study in Scarlet.
14. WEEK 14 Final discussion.

15. WEEK 15 Final test. Evaluation.

Victorian Literature: Genres and Topics

Name	Victorian Literature: Genres and Topics	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	52238	
Semesters	Winter	
Teachers	Borislav Knežević, PhD, Full Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	<p>To enrol course it is necessary to pass course Introduction to the Study of English Literature I</p> <p>To enrol course it is necessary to pass course Introduction to the Study of English Literature II</p>	
Goal	<p>This course is designed as an introduction to Victorian literature. The reading is made up by texts by representative works of some of the most important Victorian writers, and it covers the important genres of the period (fiction, poetry, nonfiction prose). The course will attempt to define the central themes of Victorian literature, which have to do with Victorian social makeup, industrialization, urbanization, imperialism, construction of gender roles, and professionalization of writing. Much of our work will be conducted through a close reading of formal and historical properties of the selected texts. The course places an emphasis on active student engagement with the literary text, in order for the students to work on developing further their skills of interpreting literary texts, and especially in the form of written analysis.</p>	
Teaching methods	<p>The course combines lectures and seminar work. Already in that part of the course designed as a lecture, the students will actively take part in the teaching process by preparing for classroom work based on reading assignments. Class discussions on course topics are also part of the course. The students will also learn through working on a research paper on an assigned topic.</p>	
Assessment methods	<p>The grade is based on continuous evaluation: an essay in the second half of the term (5 pages), a mid-term quiz and a quiz at the end of term.</p>	
Learning outcomes	<ol style="list-style-type: none"> 1. isolate and analyze relevant patterns of literary-historical periods and individual works of Anglophone literature 2. critically evaluate individual literary phenomena in English-speaking cultures in relation to their socio-historical context 3. apply the acquired literary-critical apparatus and insights into literary-stylistic formations in the analysis and interpretation of literary works 	
Content	<ol style="list-style-type: none"> 1. Introduction to the Victorian age. Periodization, historical context; main genres of Victorian literature 2. Victorian poetry: Tennyson. 3. Victorian poetry: Browning. 4. Victorian poetry: Elizabeth Barrett Browning 5. Victorian novel: professionalization of novel writing. The structure of the literary field and the literary market. Charlotte Brontë, Jane Eyre. 6. Charlotte Brontë, Jane Eyre. Elizabeth Gaskell, "Our Society at Cranford". 7. Gaskell, North and South. Industrial novel as a Victorian genre. 8. First quiz. Gaskell, North and South. Social geography in the novel. 9. Gaskell. Victorian class system: Cannadine. 	

10. Social ethnography: Frances Trollope, Thackeray, Mayhew. Social criticism: Carlyle, J.S. Mill.
11. Social criticism: Ruskin, art and political economy.
12. Criticism: Arnold. Essay due.
13. Victorian poetry: Dante Gabriel Rossetti. Arnold
14. Victorian poetry: Arnold
15. Second quiz.

Victorian Novel: Poetics and Cultural Politics

Name	Victorian Novel: Poetics and Cultural Politics	
Organizational unit	Department of English language and literature	
ECTS credits	6	
ID	198894	
Semesters	Winter	
Teachers	Tatjana Jukić Gregurić, PhD, Full Professor (primary)	
Hours	Lectures	15
	Seminar	30
Prerequisites	None	
Goal	The course attempts to describe and analyze the poetics and the politics of the Victorian novel. It explores how the novel engages and reciprocates the complexity of the Victorian natural sciences, the Victorian visual arts and the Victorian social and political theory. We will focus on the selected novels by Charlotte Brontë, Charles Dickens and George Eliot. Students are encouraged to read at least one extra novel, by Anthony Trollope and/or Thomas Hardy.	
Teaching methods	A comparative analysis in a dialogue with students.	
Assessment methods	The grade is based on a written essay at the end of term (30% of the final grade), and two tests (30% of the final grade each), as well as on active participation in the class (10% of the final grade).	
Learning outcomes		
<div><div>1.</div><div>evaluate personal interests and competences and choose appropriate areas for continued education</div></div> <div><div>2.</div><div>isolate and analyze relevant patterns of literary-historical periods and individual works of Anglophone literature</div></div> <div><div>3.</div><div>critically evaluate individual literary phenomena in the Anglosphere in relation to their socio-historical context</div></div>		
Content		
<div><div>1.</div><div>WEEK 1 Victorian culture and the Victorian novel.</div></div> <div><div>2.</div><div>WEEK 2 The Victorian novel and the natural sciences. Lyell and Darwin.</div></div> <div><div>3.</div><div>WEEK 3 The social and political prerogatives of the Victorian novel (1). Victorian women writers.</div></div> <div><div>4.</div><div>WEEK 4 The social and political prerogatives of the Victorian novel (2). Bentham and utilitarianism.</div></div> <div><div>5.</div><div>WEEK 5 The Victorian novel and the visual arts (1). Panopticism. Narration and focalization.</div></div> <div><div>6.</div><div>WEEK 6 The Victorian novel and the visual arts (2). The Pre-Raphaelites.</div></div> <div><div>7.</div><div>WEEK 7 Midterm.</div></div> <div><div>8.</div><div>WEEK 8 Charlotte Brontë, Jane Eyre (1).</div></div> <div><div>9.</div><div>WEEK 9 Charlotte Brontë, Jane Eyre (2).</div></div> <div><div>10.</div><div>WEEK 10 Charles Dickens, Great Expectations (1).</div></div> <div><div>11.</div><div>WEEK 11 Charles Dickens, Great Expectations (2).</div></div> <div><div>12.</div><div>WEEK 12 George Eliot, Felix Holt, the Radical (1).</div></div> <div><div>13.</div><div>WEEK 13 George Eliot, Felix Holt, the Radical (2).</div></div> <div><div>14.</div><div>WEEK 14 Final discussion.</div></div> <div><div>15.</div><div>WEEK 15 Final test. Evaluation.</div></div>		

War, Reconstruction, Transformation: American Literature 1860-1914

Name	War, Reconstruction, Transformation: American Literature 1860-1914		
Organizational unit	Department of English language and literature		
ECTS credits	6		
ID	87872		
Semesters	Summer		
Teachers	Jelena Šesnić, PhD, Full Professor (primary)		
Hours	Lectures	15	
	Seminar	30	
Prerequisites	<p>To enrol course it is necessary to pass course Introduction to the Study of English Literature I</p> <p>To enrol course it is necessary to pass course Introduction to the Study of English Literature II</p>		
Goal	<p>In the seminar we shall cover a period in American Literature variously designated as the Age of Realism and Naturalism or the Gilded Age. Many scholars argue that it is during this period that the United States turned into a modern nation due, primarily, to their unprecedented industrial and economic growth. We shall look at the implications of these huge transformations and their reverberations in some of the exemplary literary and non-literary texts of the period. The four sections we shall be examining in greater detail are the echoes of the Civil War; the perils and pitfalls of post-war Reconstruction effort, and the question of race; economic relations and the way these affect social relations; and, finally, the emergence of new identities, both in the public and the private sphere.</p>		
Teaching methods	lecture, seminar		
Assessment methods	continuous evaluation, mid-term and final, seminar paper		
Learning outcomes	<ol style="list-style-type: none"> 1. Students will be able to recognize and describe key features of the literary periods following the U.S. Civil War (realism, naturalism, modernism). 2. Students will be able to analyze and examine literary works and cultural processes in the period after the Civil War. 3. Students will be able to situate and contextualize the aforesaid period in the context of American culture and literature. 4. Students will be able to communicate their findings orally and in written form and to independently develop an argument based on the assigned material. 		
Content	<ol style="list-style-type: none"> 1. Section 1: the Civil War and its aftermath Introduction 2. Herman Melville: from Battle Pieces (1866; selection of poetry) 3. Walt Whitman: from Drum-Taps and Memories of President Lincoln (1891-92; selection of poetry) 4. Rebecca Harding Davis: Waiting for the Verdict (1868; novel; selected chapters) 5. Section 2: The question of race and Reconstruction Introduction 6. Mark Twain: Pudd'nhead Wilson (1894; novel) 7. Charles Chesnutt: „The Wife of His Youth“ (1899; short story); „What Is a White Man?“ (1889; essay) 8. Mid-term. 9. Section 3: Matters of the economy 		

- Introduction
10. Elizabeth Stuart Phelps: The Silent Partner (1871; novel)
 11. Upton Sinclair: The Jungle (1906; novel)
 12. Section 4: Emergence of new subjects
- Introduction
13. Abraham Cahan: „Yekl“ (1896; novella)
 14. Ezra Pound: „Hugh Selwyn Mauberly“ (1920; poetry, selection)
 15. Course evaluation. Final test.

Teachers

Bašić, Ivana

Academic degree	doctor of philosophy
Title	senior lector
Organizational unit	Department of English language and literature

CV

Ivana Bašić was born on 11 June 1975 in Koprivnica, Croatia. She attended primary and secondary school in Križevci. In 1999 she graduated in the English and Croatian language and culture Master's programs at the Faculty of Humanities and Social Sciences at Zagreb university. From 2000 to 2004 she was employed as English teacher at the School of Applied Art and Design in Zagreb, and from 2002 to 2004 she also worked at Zagreb School of Economics and Management, where she taught Business English.

From 2001 to 2004 she was employed as a temporary lecturer at the English Department of the Faculty of Humanities and Social Sciences, Zagreb University, where she was finally employed as full time lecturer ("lector") in 2004. In 2008 she was promoted to senior lecturer ("senior lector"), a tenured teaching post she has held since.

On 7 July 2017 she was awarded a PhD in linguistics, having completed the doctoral program and defended the thesis named Reporting verbs as evidentials in research papers in English and Croatian, supervised by Professor Milena Žić Fuchs.

Beside her teaching and research work, Ivana Bašić pursues a variety of activities in the fields of English studies and education. From 2007 to 2013 she worked for British Council Croatia as Cambridge ESOL examiner (FCE, CAE, CPE tests, i.e. levels B1, B2 and C1 according to the Common European Framework for Languages). From 2012 to 2016 she was an appointed member of a 5-member expert group in charge of designing State Matura Exams in English (national secondary school leaving examinations). She also cooperated with Croatian Ministry of Foreign and European Affairs as translator and assessor of translations. Ivana Bašić is dedicated to promoting language studies and raising awareness to the significance of high-quality instruction in language and culture at university level. She initiated the establishment of Croatian Association of University Lectors, which she presided over in the period between 2018 and 2020, taking part in the organisation of two conferences, a round table and a number of public lectures on topics related to the teaching of (foreign) languages in university language and culture programs. Ivana Bašić is currently coordinator of activities at the Zagreb division of Croatian Society for Applied Linguistics, taking an active part in the organisation of conferences and public lectures, as well as reviewing research papers and editing conference proceedings.

Cvek, Sven

Academic degree doctor of philosophy
Title associate professor
Organizational unit Department of English language and literature

CV

2019 Assoc. Prof., English Dept., University of Zagreb
 2012 Asst. Prof., English Dept., University of Zagreb
 2009 PhD, University of Zagreb (9/11: Event, Trauma, Nation, Globalization)
 2005 MA, University of Zagreb (Image Inc: Popular Visuality and the Postmodern American Novel)
 2000 BA, University of Zagreb (English/Croatian)

Research interests:
 Contemporary American literature and culture, visual culture, problems of globalization.

Undergraduate courses:
 Introduction to the Study of English Literature 1 & 2
 American postmodernism and Popular Culture
 American Short Story

Graduate courses:
 Cultural Aspects of American Neoliberalism

Other achievements:
 Fulbright visiting scholar, Department of Social and Cultural Analysis, New York University (2005/06).
 Member and co-founder of the Croatian Association for American Studies (HUAmS), member of the
 Croatian Association for the Study of English (HDAS), used to co-edit literary journal Libra/Libera and [SIC]
 journal.

Selected bibliography:
 Towering Figures: Reading the 9/11 Archive. Amsterdam & New York: Rodopi, 2011. (publisher ; Google
 Books)

Full bibliography:
<http://bib.irb.hr/lista-radova?autor=277386&lang=EN>
<https://ffzg.academia.edu/svencvek>

ČengiĆ, Jasenka

Academic degree

Title assistant

Organizational unit Department of English language and literature

CV

2017 research and teaching assistant at the Department of English, SLA and TEFL Section
2015 – 2017 external associate at the Department of English, SLA and TEFL Section
2014 – enrolled the Doctoral Program in Foreign Language Education at the University of Zagreb
2013 – 2015 teacher of English for Specific Purposes at the Faculty of Kinesiology, University of Zagreb
2013 – 2017 English teacher (Ljudevit Gaj Elementary School, Zaprešić; Pregrada High School, Pregrada; Matija Gubec International School, Zagreb)
2013 MA in Teaching English as a Foreign Language and Hungarian Language and Literature

Čulig Suknaić, Janja

Academic degree doctor of philosophy
Title postdoctoral researcher
Organizational unit Department of English language and literature

CV

Janja Čulig Suknaić was born in Zagreb in 1986. After graduating from highschool, she enrolled in the Faculty of Humanities and Social Sciences at the University of Zagreb, where she majored in English and Art History. In 2012 she enrolled in the doctoral program in Linguistics at the same University. She was employed by the Department of English at her alma mater in 2014 as a teaching assistant. In 2020 she defended her doctoral dissertation under the title "Antonymy as a conceptual category of semantic opposition in English and Croatian", which she wrote under the supervision of prof. Milena Žic Fuchs and prof. Miloš Judaš.

In 2021 she was hired as a postdoctoral researcher at the Department of English of the Faculty of Humanities and Social Sciences (University of Zagreb), where she lectures in the courses Lexicology and lexicography, and the Linguistics seminar: semantics.

As a doctoral candidate, she participated in international summer schools, such as the Radboud Summer School of Cognitive Neuroscience, and in conferences, such as the International Conference on Figurative Language and Thought, where she was the recipient of a young scholar prize. She is a member of the Croatian Philological Society, as a part of which she organized the Zagreb linguistic circle during the academic year 2017/2018.

She is a member of the research group lead by prof. Ida Raffaelli within the scientific Centre of Excellence – “Centre for basic, clinical and translational neuroscience”, spearheaded by the Croatian Institute for Brain Research. As a member of this research group, she researches questions on language and its role in the development of the human brain. Her primary area of scientific interest is Semantics, especially semantic relations.

Domines Veliki, Martina

Academic degree	doctor of philosophy
Title	assistant professor
Organizational unit	Department of English language and literature

CV

Martina Domines Veliki graduated in English and French language and literature at the Faculty of Humanities and Social Sciences, University of Zagreb. She has been working in the English Department since 2004. She defended her doctoral thesis 'Constructions of the Romantic Subject: William Wordsworth and Jean-Jacques Rousseau' in 2011. She became Assistant Professor in 2016 and Associate Professor in 2021. She teaches undergraduate and graduate courses in British Romanticism, British Modernism and introduction to literary studies. Her research focuses on the ideology of aesthetics, trauma theory, literary representations of class and feminist approaches to literature. She was a visiting professor at a number of European universities (Bergen, Newcastle, Agder, Malta, Lund).

Geld, Renata

Academic degree doctor of philosophy
Title associate professor
Organizational unit Department of English language and literature

CV

EDUCATION

2012-2013 Postdoctoral research – Cognitive Science Department, Case Western Reserve University, Cleveland, USA
 2009 Ph.D. in linguistics, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia
 2000 Postgraduate Certificate in TEFL – Centre for Applied Language Studies, University of Reading, United Kingdom
 1996 M.Ed. in English Language and Literature, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia

PROFESSIONAL

APPOINTMENTS

2019 Associate Professor, Department of English, Faculty of Humanities and Social Sciences, UNIZG
 2019 - 2021 Head of Department of English
 2014 - 2021 Chair – TEFL and SLA Section, Department of English, Faculty of Humanities and Social Sciences, UNIZG
 2014 - present Deputy Director – Doctoral Program in Foreign Language Education, Faculty of Humanities and Social Sciences, UNIZG
 2013 - 2019 Tenured Assistant Professor, Department of English, Faculty of Humanities and Social Sciences, UNIZG
 2015 - 2016 Visiting professor – University of Rijeka, Croatia
 2012 - 2013 Fulbright Postdoctoral Fellow, Cognitive Science Department, Case Western Reserve University, USA
 2011. Scientific associate - cognitive science
 2011 - 2012 Visiting professor – University of Zadar, Croatia
 2009 - 2013 Postdoctoral researcher in TEFL and SLA Section, Department of English, Faculty of Humanities and Social Sciences, UNIZG
 2002 - 2009 Teaching and research assistant, Department of English, Faculty of Humanities and Social Sciences, University of Zagreb
 2002 - 2009 Head of Studies, Aliter, The English Language School for Adults
 1997 - 2002 English teacher, Aliter, The English Language School for Adults

TEACHING

Present
 Language and Cognition: From Theory to Application (2018-present)
 Applied Cognitive Linguistics: Learning and Teaching English as L2 (2010-present)
 EFL Practicum I&II (2009-present)
 Teaching English as a Foreign Language (2009-present)
Past
 Learners with Special Needs: Visual Impairment and L2 Learning (2010-2016)
 English Language Teaching Methodology (2012-2015)
 Second Language Acquisition (2012-2015)
 Process of Language Acquisition (2012-2015)
 Doctoral-program courses (Doctoral Program in Foreign Language Education) Research Methodology (2014-present)

Blindness and Second/Foreign Language Learning (2014-present)
 Cognitive Grammar in Learning and Teaching Second/Foreign Languages (2014-present)

DEPARTMENTAL/UNIVERSITY

SERVICE

M.ED. supervision (over 90 M.Ed. theses supervised, participated in over 60 M.Ed. committees)
 Ph.D. supervision

- 1) "Schematicity and learnability in the acquisition of Present Perfect in the EFL Learning Setting" (Tea Glavaš, PhD, Doctoral Program in FL Education)
- 2) "Cross-language priming: Evidence from Croatian-English bilinguals with different second language proficiency levels" (Irena Bogunović, Postgraduate Program in Language and Cognitive Neuroscience)

Ph.D. supervision

(in progress)

- 1) "Measuring foreign language aptitude in young learners" (Jasenka Čengić, Doctoral Program in FL Education)
- 2) "Activation of strategies in learning English nouns in young Croatian learners" (Mihajla Čavar Portolan, Doctoral Program in FL Education)

AWARDS

AND

HONORS

- 2013 Top 20 Young Scientists – awarded by the Croatian Ministry of Education, Science and Sports
 2007 Best Young Scholar Paper, the 10th International Cognitive Linguistics Conference, Krakow, Poland (coauthored with Mateusz Milan Stanojević)
 2006 University of Zagreb Award for Promoting International Cooperation (a joint award with Jelena Mihaljević Djigunović and Marta Medved Krajnović)

GRANTS

Principle investigator (UNIZG-funded research)

- 2021 Situated creativity and conceptual integration integration in learning and teaching foreign languages and math - three case studies
 2020 Creativity and conceptual integration in learning and teaching foreign languages and math – instrument design and piloting
 2018 Criteria for selecting visual elements for verbal elicitation tests
 2017 Strategies in vocabulary acquisition in relation to development of phonological representations in first and second language (Croatian and Arabic – L1, English – L2) –
 2016 Interactions between development of lexical and phonological representations in first and second language (Croatian L1, Arabic L1, English L2)
 2015 Interactions between development of lexical and phonological representations in first and second language (Croatian L1 – English L2)
 2015 Strategic Meaning Construal in the Blind (carried out with the support of Centre for the Education of Children Who are Blind or Visually Impaired, Zagreb, Croatia)
 2014 Specific Aspects of Meaning Construal in Visually impaired and Blind Learners of English

RESEARCH

PRIOR

TO

INDEPENDENT

GRANTS

Member

- 1) English in Croatia (No 0130514), national/international
- 2) Acquisition of English from the early age: analysis of learner language (No 130-1301001-0988), national/international level
- 3) Early language learning in Europe (ELLiE) (Lifelong Learning Programme)

Grgas, Stipe

Academic degree	doctor of philosophy
Title	prof.
Organizational unit	Department of English language and literature

CV

2021	The Senate of the University of Zagreb granted Stipe Grgas the honorary title of Professor Emeritus										
2005	joined the Faculty of Humanities and Social Sciences in Zagreb as Chair of the American Studies										
Program	as				Full			Professor			
1997-2000	deputy dean	for scholarly		affairs at	the Faculty of Philosophy		in Zadar				
1988	PhD	“Reading of W.B. Yeats in the Context of Nietzsche’s Philosophy”									
1982	joined	the English		department at	the Faculty of Philosophy		in Zadar				
1980-1982	high		school		teacher of		English, Drniš				
1977	MA	“Vacillations in the Art and Vision of William Butler Yeats”									
1974	BA in English and Sociology, Faculty of Humanities and the Social Sciences in Zagreb										

Research interests: American studies; the contemporary USA; Irish Studies; human spatiality

Other achievements: President of the Croatian Society of English Studies. I was a member of the Croatian National Board of Higher Education. I am the acting president of the Croatian Association of American Studies; I twice received the Fulbright scholarship (1994/95 at Yale University, New Haven and spring semester 2011 at Cornell, Ithaca, NY)

Undergraduate course
The Contemporary American Novel

Graduate
The History and Paradigms of American Studies
The Contemporary USA

Postgraduate
Space
Geography
Croatian
Studies:
Contexts
and
Paradigms

Selected bibliography

1. Nietzsche i Yeats, /Nietzsche and Yeats/ Hrvatsko filozofsko društvo, Zagreb, 1989, pp. 213.
2. eds. Grgas/Larsen, Svend Erik, The Construction of Nature, Odense University Press, 1994. pp. 250.
3. Ispisivanje Prostora: Čitanje suvremenog američkog romana, /Writing Space: A Reading of the contemporary American Novel/ Naklada MD, Zagreb, 2000, pp. 250.
4. Kažnjavanje forme: irsko pjesništvo poslije Yeatsa, /Punishing Form: Irish Poetry after Yeats/Naklada MD, Zagreb

For full bibliography see: <http://bib.irb.hr/lista-radova?autor=113696&lang=EN>

Grubišić, Marina

Academic degree doctor of philosophy
Title assistant professor
Organizational unit Department of English language and literature

CV

<https://anglist.ffzg.unizg.hr/?p=26978&lang=en>

Hoyt, Alexander Douglas

Academic degree doctor of philosophy
Title senior lector
Organizational unit Department of English language and literature

CV

Biography

Education

2012 PhD in linguistics - University of Zagreb, Faculty of Humanities and Social Sciences
 1996 M.A. in linguistics - University of Zagreb, Faculty of Humanities and Social Sciences
 1986 B.A. in linguistics - University of Pennsylvania

Employment	/	Academic	Rank
2013 -	titular research associate,	area: Humanities,	field: Philology
2002 -	senior lector, Department of English Language and Literature, Faculty of Humanities and Social Sciences,		Zagreb
1992 - 2002	foreign lector, Department of English Language and Literature, Faculty of Humanities and Social Sciences,		Zagreb
1990/1991	ESL instructor at the Center for Foreign Languages and Speech Problems, Faculty of Humanities and Social Sciences,		Zagreb
1989/1990	ESL instructor at the School for Foreign Languages ("Varšavska")		

Josipović-Smojver, Višnja

Academic degree	doctor of philosophy
Title	full professor
Organizational unit	Department of English language and literature

CV

Višnja Josipović Smojver is a Full Professor in the Department of English and currently also holds the Chair of English Language. She teaches Phonetics and Phonology to undergraduate students of English; English Across the World to graduate students of English, as well as Contemporary Phonological Theory for doctoral students of linguistics. In her research she mostly focuses on the phenomenon of foreign accent in pronunciation. This was also the topic of her Master's Degree, in which she focused on the segmental level of analysis, as well as her doctoral thesis, which deals with the prosodic differences between Croatian and English. She has published works in the field of phonetics and phonology, including a course book of phonetics and phonology entitled *Phonetics and Phonology for Students of English* and a monograph on contemporary phonological theories, *Suvremene fonološke teorije* (Contemporary Phonological Theories). She has presented her works at domestic and foreign conferences. The most recent focus of her scholarly interest is English as a lingua franca.

Jukić Gregurić, Tatjana

Academic degree doctor of philosophy
Title full professor
Organizational unit Department of English language and literature

CV

2017	Distinguished	Professor,	Department	of	English,	University	of	Zagreb
2011	Professor,	Department	of	English,	University	of	Zagreb	
2006	Associate	Professor,	Department	of	English,	University	of	Zagreb
2002	Assistant	Professor,	Department	of	English,	University	of	Zagreb
2000	PhD,	Philology		(University	of	Zagreb)		
1996	MA,	Philology		(University	of	Zagreb)		
1994	Assistant	Lectureship,	Department	of	English,	University	of	Zagreb
1992	BA, English and Comparative Literature (University of Zagreb)							

Kalogjera, Damir

Academic degree doctor of philosophy
Title prof.
Organizational unit Department of English language and literature

CV

CV

2002 Prof. emeritus, Univ. of Zagreb
 1982 Prof. of English, Univ. of Zagreb
 1974 Associate Prof. of English, Univ. of Zagreb
 1969 Docent, Univ. of Zagreb
 1965 Dr.Phil. in English Linguistics, Univ. of Zagreb
 1963 Postgraduate Diploma in English Linguistic Studies, Univ. College, London
 1961/62 Postgraduate Studies, University College, London
 1958/59 Postgraduate Studies, University of Durham
 1957-1964 Assistant Prof. Dept. of English, University of Sarajevo
 1956-57 English teacher, The 5th Gimnasium, Zagreb
 1955 Dipl. Phil. in English and Croatian, University of Zagreb

Visiting

1995-2011 University of Rijeka
 2000-2010 University of Split
 1993-94 University of Nottingham
 1983-84 University of Nottingham
 1980 Pennsylvania State University
 1973-1975 School of Slavonic Studies, University of London
 1966-67 Pennsylvania State University

Other professional activities over different periods
 Editor, Strani jezici (language teaching periodical), Školska knjiga
 Secretary, Croatian Philological Society, Croatia
 President, Society for Applied Linguistics of Croatia, English,
 President, HDAS, Croatian Society for the Study of English.
 Representative for Croatia in the European Society for the Study of English.
 Head, Dept of English, Univ. of Zagreb,
 Head, Linguistics Section, Dept. of English, Univ. of Zagreb

Scholarly

Sociolinguistics, General linguistics, English Syntax, Phonology, Dialectology.

interests

Klepač, Tihana

Academic degree doctor of philosophy
Title assistant professor
Organizational unit Department of English language and literature

CV

Biografija

2016. Assistant Professor, English Dept, University of Zagreb
 2011. Endeavour Research Fellowship, School of Culture and Communications, Sveučilište u Melbourne, Victoria, Australia
 2010-2016 Assistant Lecturer
 2008. PhD (Australian Myth in the Works of Henry Lawson and Barbara Baynton), University of Zagreb
 2006. 3-week course "Text and Context: Literature in 20th Century Britain", Scottish Universities' International Summer School, University of Edinburgh, UK
 2005.-2010. Assistant, English Dept, Faculty of Humanities and Social Sciences, University of Zagreb
 2000.-2005- Translator/interpreter for English, Hrvatska elektroprivreda d.d.
 1999. BA in English language and literature, University of Zagreb
 Research interests
 19th century Australian literature, women's writing, life writing, postcolonial literary theory

Undergraduate courses
 Introduction to the study of English literature
 Turning place into space: early Australian literature
 Cool Britannia? British drama from 1956 – 2008

Graduate courses
 London in modern anglophone women's literature

Professional membership
 European Association for Studies of Australia (EASA); Croatian-Canadian Academic Society (Hrvatsko-kanadsko akademsko društvo, HKAD); Central European Association for Canadian Studies (CEACS); Croatian Association for American Studies (Hrvatsko udruženje za američke studije, HUAmS); Croatian Association for the Studies of English (Hrvatsko udruženje za anglističke studije, HDAS)

Selected bibliography

Book

Dancing in Red Shoes Barbara Baynton and the Australian Myth, Zagreb: FFPress, 2020.

Editor

Grgas, Stipe, Tihana Klepač and Martina Domines Veliki (eds.): English Studies from Archives to Prospects: Volume 1 - Literature and Cultural Studies, Newcastle upon Tyne, UK: Cambridge Scholars Publishing, 2016.

Gjurgjan, Ljiljana Ina and Tihana Klepač (ur.): Irsko ogledalo za hrvatsku književnost: teorijske pretpostavke, književne usporedbe, recepcija, Zagreb: FFPress, 2007.

Selected articles and chapters

"Mary Helena Fortune: An Independent Fly in the Webs of Victorian Society", Brno Studies in English, 45 (2019), 1; 129-142

"The Croatian Version of Eric Idle's Spamalot, an Homage" and Katja Radoš Perković, in: Contributions to Literature-on-Screen Studies and other Adaptation Studies, Aachen: Shaker Verlag, 2018, 133-146

"Cinderella Writes Back: S. J. Duncan's Mary Trent as Canada personified", The Central European Journal of Canadian Studies, 12-13 (2018), 1; 103-118

"Henry Lawson's Womanish Wail", Umjetnost riječi: časopis za znanost o književnosti, LXII (2018), 1; 71-99

“The Australian Girl as an Innocuous Companion of the New Woman,” in: Grgas, Stipe, Tihana Klepač and Martina Domines Veliki (eds.): *English Studies from Archives to Prospects: Volume 1 - Literature and Cultural Studies*, Newcastle upon Tyne, UK: Cambridge Scholars Publishing, 2016.

“Discourse of difference: Rosa Campbell Praed’s *My Australian Girlhood*,” *Brno Studies in English*, 37 (2011); 2; 111-125

“Dijete izgubljeno u šikari: australski nacionalni identitet u romanu *Takav je život Josepha Furphyja*”; *Umjetnost riječi*, LIV (2010), 3-4; 175-200

“Zbilja je odraz jezika ili orječivanje australskog kontinenta”, *Književna smotra*, XLI (2009), 153(3); 11-22

Full

bibliography

<http://bib.irb.hr/lista-radova?autor=269073>

Knežević, Borislav

Academic degree	doctor of philosophy
Title	full professor
Organizational unit	Department of English language and literature

CV

Professor Borislav Knežević was born in Zagreb in 1961. He received a BA degree in English and philosophy at the Faculty of Humanities and Social Sciences, University of Zagreb, in 1984. In 1988 he received an MA in philology at the same university. In 1988 he started working as an assistant at the Department of English, Faculty of Humanities and Social Sciences, in Zagreb. In early 1991 he spent three months on a British Council grant at Oxford University. In 1991/92 he received a Fulbright scholarship (graduate fellow category), which he spent at Duke University in North Carolina, USA. In 1992 he enrolled in the graduate program in English at the same university, where he received a PhD in 1998. In the academic years 1998/99 and 1999/2000 he was a visiting Assistant Professor at Wake Forest University, North Carolina. Since the academic year 2000/01 he has worked at the Department of English, Faculty of Humanities and Social Sciences, Zagreb; he was elected to the rank of Assistant Professor in 2000. In the academic year 2003/04 he worked as a visiting Assistant Professor at Wake Forest University. In 2006 he became Associate Professor at the Faculty of Humanities and Social Sciences in Zagreb, and in 2012 Full Professor. In 2018 he became tenured Full Professor.

Letica Krevelj, Stela

Academic degree doctor of philosophy
Title assistant professor
Organizational unit Department of English language and literature

CV

Dr Stela Letica Krevelj is Assistant professor at the Second Language Acquisition and TEFL section at the Department of English, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia. Her areas of interest are second and third language acquisition, crosslinguistic influence and linguistic awareness, multilingual language development, and ethical issues in research. She has published articles related to second- and third-language acquisition and has worked on two major research projects: the Croatian national research project entitled 'Acquiring English from the early age: Analysis of learner language', and the transnational longitudinal project 'ELLiE' (Early Language Learning in Europe), financed by a European Commission grant. She is also a collaborator on the 'Dominant language constellations' project (principal investigator Dr. Larissa Aronin) and principal investigator on a project on ethics in applied linguistics research. She is a co-editor of three books of proceedings (UZRT:2014 and 2016, 2018: Empirical Studies in Applied Linguistics) and a co-editor of an edited volume on early FL learning in Croatia.

She teaches courses on Multilingualism/Bilingualism, Second language acquisition and Research methodology in SLA and TEFL and she has been a peer reviewer for leading Croatian journals and international journals such as International Journal of Multilingualism. Dr Letica Krevelj is a member of the executive committee of the International Association of Multilingualism (member since 2009), the vice-president of the Croatian Association for English Studies and a member of the Croatian Association for Applied Linguistics (since 2006).

She was a principal organizer of three international conferences in applied linguistics and a member of scientific committees of several national and international conferences. She has given three plenary talks and seven invited talks on the topic of multilingualism and ethics in applied linguistics research. She is the Editor-in-chief of the scientific journal Strani jezici: časopis za primijenjenu lingvistiku.

Majerović, Marko

Academic degree

Title senior lector

Organizational unit Department of English language and literature

CV

Born in Zagreb, Croatia.

Education:

- M.A. in History and English Language and Literature, Faculty of Humanities and Social Sciences, University of Zagreb.

Professional

Experience:

- Since October 2001 - audiovisual translator (subtitling, translations for voice-over dubbing and other kinds of written translations), primarily for Croatian Radiotelevision (HRT) (over 600 feature and documentary films, series and programmes and over 500 TV short pieces for the production of HRT TV programmes in culture, arts, sciences, interviews, etc.); both English into Croatian and Croatian into English.
- Lector (March 2009 – July 2015); senior lector (July 2015 – present) at the English Department, Faculty of Humanities and Social Sciences, University of Zagreb (I teach required courses in English grammar for students of English Language and Literature – Contemporary English Language 1 and 2).
- Translating books, scholarly papers and various other material from English into Croatian and Croatian into English.

Memberships

in

Professional

Associations:

- Croatian Association of Audiovisual Translators (DHAP, member of AVTE), member since February 2012 (serving my second term as the Association's secretary).
- Croatian Association of University Lectors (HDSL); member since its founding in January 2018 (serving my second term as the Association's secretary).

Nikolić, Kristijan

Academic degree	doctor of philosophy
Title	senior lector
Organizational unit	Department of English language and literature

CV

Kristijan Nikolić took a university degree in English Language and Literature in the English Department of the Faculty of Humanities, Zagreb University in 2000. Between 2000 and 2009 he worked as a Lecturer in the same Department and since 2009 he has been working as a Senior Lecturer. In 2013 he was also appointed Research Associate in the English Department.

In 2007 he became a doctoral student at the University of Vienna. Under the supervision of Professor Mary Snell-Hornby, in 2012 he defended his doctoral thesis entitled *The Perception of Culture Through Subtitles*.

He teaches various courses, including Cultures of the United Kingdom and the United States, Translation Workshop, and courses devoted to audiovisual translation, which is his main research and professional interest. Kristijan Nikolić has also been working as a freelance subtitler since 1998. He was a Visiting Lecturer at the Centre for Translation Studies (CenTraS), University College London, in the academic year 2015/16 and in August 2016 he was appointed Honorary Research Associate at CenTraS. At CenTraS he is involved in developing research projects and he works as a project manager in a consultancy project for a major international video-on-demand service. Kristijan is also a teaching fellow in the School for Slavonic Languages and East European Studies, University College London, and a lecturer in audiovisual translation and Localisation at the University of Middlesex in London.

In 2013 he organized Media for All 5, the first audiovisual translation studies conference in Croatia and southeastern Europe. In 2012 he founded the Croatian Association of Audiovisual Translator and served as its president until March 2017. Kristijan Nikolić served as member of the Executive Board of ESIST, European Association for Studies in Screen Translation between 2008 and 2018.

Pavlović, Nataša

Academic degree	doctor of philosophy
Title	associate professor
Organizational unit	Department of English language and literature

CV

EDUCATION

2007	Ph.D. in Translation and Intercultural Studies, Universitat Rovira i Virgil, Tarragona (Spain)
2000	M.A. in Linguistics, University of Zagreb
1990	B.A. in English Language and Literature, and Spanish Language and Literature, UniZG

WORK

2016	Associate Professor, Dept. of English, Faculty of Humanities and Social Sciences, University of Zagreb
2010	Assistant Professor, Dept. of English, Faculty of Humanities and Social Sciences, University of Zagreb
2000	Senior Lecturer, Dept. of English, Faculty of Humanities and Social Sciences, University of Zagreb
1996	Lecturer, Dept. of English, Faculty of Humanities and Social Sciences, University of Zagreb
1991	Translator, Croatian Radio-Television (HRT) and Reuters News Agency

EXPERIENCE

RESEARCH

Translation Studies: process-oriented translation research, new technologies in translation and translation research, research methodology, translator education

INTERESTS

EDITORIAL

Co-Editor, The Interpreter and Translator Trainer journal (Routledge)
Member of the editorial team, Hieronymus journal (FF press)

WORK

MEMBERSHIPS

European	Society	for	Translation	Studies	(EST)
TREC –	Thematic network	on	empirical and experimental	research in	translation
Croatian	Applied		Linguistics	Society	(HDPL)
Croatian	English		Studies	Society	(HDAS)

LANGUAGES

Croatian:	mother	tongue
English:		C2
Spanish:		B1-B2
French: A1-B1		

Polak, Iva

Academic degree doctor of philosophy
Title associate professor
Organizational unit Department of English language and literature

CV

2018 Associate Professor, English Dept, Faculty of Humanities and Social Sciences, University of Zagreb
 2014-2015 6-month Endeavour Research Fellowship, School of Humanities, University of Adelaide, Adelaide, SA, Australia
 2011 Assistant Professor, English Dept, University of Zagreb
 2008-2011 Assistant Lecturer, English Dept, University of Zagreb
 2008 PhD (Magical Realism and the Contemporary Aboriginal Novel), University of Zagreb
 2006-2007 one year doctoral research grant (Endeavour-Australia Europe Award) at the Australia Research Institute, University of Curtin, Perth, WA, Australia
 2005 MA (Literature of Australian Aborigines: From Oral to Postcolonial Discourse), University of Zagreb
 2002 5-month research grant at the Department of English, Faculty of Arts, University of Bergen, Norway
 2001 3-week course "Text and Context: Literature in 20th Century Britain", Scottish Universities' International Summer School, University of Edinburgh, UK
 2000-2008 Assistant, English Dept, Faculty of Humanities and Social Sciences, University of Zagreb
 1998 BA in English and French language and literature, University of Zagreb
 1994-2000 English and French translator/interpreter

Research interests
 Postcolonial theory; theory of the fantastic; Australian literature and film; Australian Indigenous fiction and film; Anglophone literary and cinematic fantasy; contemporary British fiction; Anthropocene fiction and film; cli-fi

Undergraduate courses
 Introduction in English Literature
 The Trans/national in Contemporary Australian Literature and Film
 Alternative Worlds in Contemporary British Fiction
 The Anthropocene in British and Australian Fiction and Film

Graduate courses
 A Historical Survey of the Fantastic in British Literature
 Narrative Dissemination of the Land of Oz

Postgraduate courses
 Marginal Cultures and Cultural Margins: Text and Image of Indigenous Australia and Canada

Guest lecturer
 – April 2017, English Dept., University of Zadar, "Of Brothels and Colonies and Dumb Deals : Australia's Migration Policy as a Precursor to Trump's Wall and Executive (Dis)Orders"
 – Oct 2014, University of Hiroshima, Japan, lecture title: "Australia's Almost Hidden History: The Maralinga Nuclear Testing Program on the Homelands of the Pitjantjatjara and Yankunytjatjara Aboriginal People, and the Fallout", with Dr. Christine Nicholls (Flinders University)
 – April 2012, Department of English, Faculty of Philosophy, University of Josip Juraj Strossmayer, Osijek; lecture titles: "Of Fences and Fencing in Doris Pilkington's Follow the Rabbit-Proof Fence" and "The Queen and the Pauper: Colonial History of Australia"
 – Sept 2010, Department of English and American Studies, Masaryk University, Brno, Czech Republic; course "Subversion from Down Under: Australian Literature and the Fantastic"
 – Feb 2009, Department of English, Faculty of Philosophy, University of Sarajevo and the Department of

English Language and Literature, University Džemal Bijedić, Mostar, Bosnia and Herzegovina; lecture titles “Grave New World: The Early History of North America and Australia” with Prof. Mark Metzler Sawin (Eastern Mennonite University) and “Les Murray’s Poetic History of Australia”

Professional membership
European Association for Studies of Australia (EASA - board member); Australasian Humour Studies Network (AHNS); Croatian Association for American Studies (HUAmS)

Editorial board member
Umjetnost i rijeci (editor-in-chief of English issues)
Journal of the European Association for Studies of Australia (JEASA)

Polić Jurković, Vanja

Academic degree doctor of philosophy
Title associate professor
Organizational unit Department of English language and literature

CV

2019 Associate Professor, Department of English, Faculty of Humanities and Social Sciences, University of Zagreb
 2018 research fellowship, 1 semester, Charles Redd Center for Western Studies, BYU, USA
 2021 Assistant Professor, Department of English, Faculty of Humanities and Social Sciences, University of Zagreb
 2011 1-month research fellowship (Faculty Enrichment Program) at the University of Calgary, Canada
 2009 Assistant Lecturer, Department of English, Faculty of Humanities and Social Sciences, University of Zagreb
 2009 PhD (Self-legitimation of the English Novel at the End of the 17th and in the First Half of the 18th Century), University of Zagreb
 2004 3-week course "Text and Context: Literature in 20th Century Britain", Scottish Universities' International Summer School, University of Edinburgh, UK
 2003 1-month research grant (British Scholarship Trust), Queen Mary, University of London, Great Britain
 2001-2009 Teaching/Research Assistant, Department of English, Faculty of Humanities and Social Sciences, University of Zagreb

Research interests: contemporary Canadian literature, British novel of the early 18th century, historical development of the novel, postcolonial theory

Undergraduate courses:
 Introduction into English literature; British novel of the Early 18th century, Contemporary Canadian Literature in English
 Graduate course: Architext in Postmodern British Literature
 Postgraduate courses:
 Marginal Cultures and Cultural Margins: Text and Image of Indigenous Australia and Canada
 Secret Lives in Alice Munro's Short Stories

Guest lecturer:
 November 2018 BYU, USA. "Alasdair Gray's Poor Things as Intertext of Frankenstein...and so Much More"
 November 2018 BYU, USA. "Representations of the Wild West Across the 49th Parallel: a Myth, a Performance, a Reality."
 February 2014 Masaryk University Brno, Czech Republic. Intensive course for under- and graduate students: "Multiculturalism in Canada".
 May 2013, CEEPUS, Karl Franzens University Graz, Austria, Institute for the Inter-American Studies. Lecture series: "Constance Beresford-Howe: The Book of Eve"; "Does Gender Matter? Coping with Aging and Dementia in Two Short Stories: Alice Munro's 'The Bear Come Over the Mountain' and Rohinton Mistry's 'Swimming Lessons'"; Cultural Spaces of Canada – Espaces culturels du Canada. "The Canadian Wild West: A Myth Revamped"

Professional membership:
 Croatian Canadian Academic Society (2013-2020 President); Central European Association for Canadian Studies; The European Society for the Study of English; European Association for American Studies

Editorial Board Member:

Raše, Tea

Academic degree doctor of philosophy
Title senior lector
Organizational unit Department of English language and literature

CV

TEA
Bosanska 55, Zagreb, Croatia
trase@ffzg.hr

RAŠE
00385918983809

EXPERIENCE

2006–Present - senior lecturer, Department of English Language and Literature, Faculty of Humanities and Social Sciences, Zagreb (teaching text analysis courses and courses on contemporary English language and culture)

2004–Present – freelance interpreting (at business meetings, conferences, EU projects, tv programs) and translating (mostly subtitling and literary translation) from and into English and Italian, proof reading publications in English and Croatian

2000–2005 - business English teacher (for corporate clients, one on one and group lessons)

EDUCATION

2018 - Ph.D. in Literature, Faculty of Humanities and Social Sciences, Zagreb (Croatia) - POSTGRADUATE, DOCTORAL STUDIES IN LITERATURE, FILM, CULTURE AND DRAMA ARTS –

PhD thesis in postcolonial readings of Irish short story

2006 - B.A. in English and Italian Language and Literature, Faculty of Humanities and Social Sciences, Zagreb (Croatia) - graduated among the top ten percent

2003 - SCOTTISH UNIVERSITIES SUMMER SCHOOL – Edinburgh, UK

2002 - Visiting student, Trinity College Dublin, Dublin, Ireland - studying English Literature, Italian Literature, Theatre Studies

SKILLS

Mother tongue: Croatian

Other languages: close to native in written and spoken English, Italian, independent user in French and basic in German

Digital skills: information processing, communication, content creation, safety, problem solving, TRADOS

Stanojević, Mateusz-Milan

Academic degree	doctor of philosophy
Title	associate professor
Organizational unit	Department of English language and literature

CV

Mateusz-Milan Stanojević is Associate Professor at the Department of English, Faculty of Humanities and Social Sciences, University of Zagreb. His courses include Cognitive Linguistics and Translation, Pragmatics, History of English and Research in Linguistics and Translation Studies: Planning and Methodology. He supervised over 50 graduate thesis and 3 PhDs. His current research focuses on conceptual and discourse metaphor, structural and semantic factors in English and Slavic languages, and his other interests include English as a Lingua Franca and online teaching. He has authored or co-authored three monographs, some fifty research articles and has edited or co-edited several monographs and books of proceedings. He regularly attends conferences, and has given guest lectures at several universities in Croatia and abroad (e.g. University of Hamburg, University of Sheffield). He was awarded the Fulbright scholarship in 2015 (research stay at the University of Kansas). He participated in several research projects (e.g., The Building Blocks of Croatian Mental Grammar: Constraints of Information Structure, Croatian Science Foundation, principal investigator Anita Peti-Stantić, 2017-2021). He coordinated two international online teaching projects: Using open resources to develop online teaching skills (European Centre for Modern Languages; 2012-2013) and Use of ICT in support of language teaching and learning (European Centre for Modern Languages and the European Commission; May 2013 – September 2015). He is a member of the International Cognitive Linguistics Association, Slavic Cognitive Linguistics Association (currently serving as Vice-President/President Elect), Croatian Philological Society and Croatian Applied Linguistics Society (where he served as Secretary, member of the Executive Board and president of the Supervisory Board).

Starčević, Anđel

Academic degree doctor of philosophy
Title assistant professor
Organizational unit Department of English language and literature

CV

2019 Assistant Professor, English Language Section, Department of English, Faculty of Humanities and Social Sciences, University of Zagreb

2014 Postdoctoral Researcher, English Language Section, Department of English, Faculty of Humanities and Social Sciences, University of Zagreb

2014 Ph.D. in Linguistics, Faculty of Humanities and Social Sciences, University of Zagreb (Croatian and English in Contact: A Croatian Immigrant Family in Canada)

2012/2013 Doctoral Research Fellow, Wirth Institute for Austrian and Central European Studies, University of Alberta, Edmonton (Alberta, Canada)

2005 Research and Teaching Assistant, English Language Section, Department of English, Faculty of Humanities and Social Sciences, University of Zagreb

2004 B.A. in English Language and Literature and Italian Language and Literature, Faculty of Humanities and Social Sciences, University of Zagreb

Šesnić, Jelena

Academic degree doctor of philosophy
Title full professor
Organizational unit Department of English language and literature

CV

Dr. Jelena Šesnić Jukićeva 32
 10000 Zagreb, Croatia
 E-mail: jsesnic@ffzg.hr
 Curriculum Vitae

EDUCATION

PhD in Philology, University of Zagreb, 2005; MA (Philology), Univ. of Zagreb, 2001; BA (English, Comparative Lit.), Univ. of Zagreb, 1997

PROFESSIONAL

Full Professor, Department of English, Univ. of Zagreb March 2019-
 Chair, American Studies Program, Dept. of English, U of Zagreb October 2018-
 Associate Professor, Dept. of English, U of Zagreb July 2012- March 2019
 Head, Dept. of English, U of Zagreb Oct. 2011-Oct. 2013
 Assistant Professor, Dept. of English, U of Zagreb Dec. 2006-July 2012

EXPERIENCE

RESEARCH

American Studies Department, Universität Wien, Austria 18-22 June 2018
 JFK library research grant, Freie Universität Berlin, Germany March 2014
 ESF Young Researchers Forum, National Univ. of Ireland, Maynooth 9-12 June 2011
 Workshop "The Futures of American Studies", Dartmouth College, USA June 2008
 JFK library research grant, Freie Universität Berlin, Germany September 2007
 EAAS Research Grant, J. G. Universität Mainz, Germany October 2005
 Fulbright Pre-Doctoral Research Fellow, University of Virginia, USA Aug. 2002-Aug. 2003
 Fulbright Summer Seminar, University of Louisville, USA June-July 2001
 JFK library research grant, Freie Universität Berlin, Germany February 2001

EXPERIENCE

FUNDED

A Cultural History of Capitalism: Britain, America, Croatia (Team Member) 2014-2018
 A Cultural Mapping of the USA in Regional American Studies (TM) 2013-
 Cultures of Croatian Transition and Anglophone Globalization (TM) 2008-2012
 Conceptualizing the Sea and Its Place in the US Cultural Imaginary (TM) 2006-2010
 National Ideologemes in Modern Croatian and Irish Literature (TM) 2002-2006
 Relations of Croatian and Anglophone Literatures in the 20th Century (TM) 1998-2001

PROJECTS

TEACHING

Undergraduate courses: Aspects of American Romanticism; American Lit. 1865-1914; The American Nineteenth-Century Novel; The American Bildungsroman of the 19th and 20th c.; American Nineteenth-Century Women Writers
 Graduate courses: Paradigms of American Studies 2; History and Memory in the Contemporary American Novel; Croatian American Ethnic Literature; U.S. Ethnic Literatures; Images of American Politics in Literature and Visual Media
 Postgraduate (PhD) courses: Ethnicity, Nation and Globalization; American Women Writers and the Capitalist Modernity; Croatian-American Writing; History and Memory in the Contemporary American Novel; Images of American Politics in Literature and Visual Media
 CEEPUS exchange program, U of Graz, Austria Oct. 2016; Oct. 2017; Oct.

		2018		
CEEPUS exchange program, U of Novi Sad, Serbia	April	2013;	April	2018
Erasmus exchange program, U of Graz, Austria	Fall			2009/10

PUBLICATIONS

(selection)

- Šesnić, Jelena. *Mračne žene. Prikazi ženstva u američkoj književnosti (1820-1860)*. Zagreb: Leykam International, 2010. (Dark Ladis: Figures of Femininity in American Lit., 1820-60)
- . *From Shadow to Presence: Representations of Ethnicity in Contemporary American Literature*. Amsterdam, New York : Rodopi, 2007. As editor:
- Šesnić, Jelena and Sven Cvek, ed. *The (Un)usable Pasts in American Studies. Working Papers in American Studies*, Vol. 3. Zagreb: HUAmS, 2018.
- Šesnić, Jelena et al., ed. *The Errant Labor of the Humanities: Festschrift Presented to Stipe Grgas*. Zagreb: FF press, 2017.
- Šesnić, Jelena and Sven Cvek, ed. *Working Papers in American Studies. Vol. II. Quarter of a Century after the Fall of the Berlin Wall: Perspectives and Directions in Croatian and Regional American Studies*. Zagreb: Hrvatsko udruženje za američke studije, 2016. On-line: http://www.huams.hr/wp-content/uploads/2017/02/wpas_v2_huams_2016.pdf ISSN 1849-6180
- Šesnić, Jelena and Sven Cvek, ed. *Working Papers in American Studies. Vol. I. Cross-cultural Readings of the United States*. Zagreb: Hrvatsko udruženje za američke studije, 2014. On-line: <http://www.huams.hr/wpas>
- Šesnić, Jelena, ed. *Siting America / Sighting Modernity: Essays in Honor of Sonja Bašić*. Zagreb: FF Press, 2010.

Book	chapters	(most	recent)
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- "The Irish and the Croats in the Great Migration: A Comparative Perspective." *Migrations: Literary and Linguistic Aspects*. Ed. Ivo Fabijanić, Lidija Štrmelj, Vesna Ukić Košta, and Monika Bregović. Berlin: Peter Lang, 2019. 41-59. DOI: 10.3726/b15418
- "Margaret Fuller: A Romantic 'New Woman' Poised Between Text and Life." *Neglected American Women Writers of the Long Nineteenth Century*. Ed. Verena Laschinger and Sirpa Salenius. New York and London: Routledge, 2019. 101-115.
- "Images of America from the Austro-Hungarian Periphery. The Example of Croatian Travel Narratives of the United States." *Postimperial Narrative im zentraleuropäischen Raum*. Hrsg. Marijan Bobinac, Johanna Chovanec, Wolfgang Müller-Funk, Jelena Spreicer. Tübingen: Francke, 2018. 123-42.
- "Louis Adamić i invencija 'novoga useljenika': primjer ranoga multikulturalizma." *Dijasporski i nacionalno manjinski identiteti: migracije, kultura, granice, države*. Ur. Marina Perić Kaselj i Filip Škiljan. Zagreb: Institut za migracije i narodnosti, 2018. 187-214.
- "F. O. Matthiessen, C. L. R. James and a Sense of the Past of American Studies." *The Errant Labor of the Humanities: Festschrift Presented to Stipe Grgas*. Ed. Sven Cvek, Borislav Knežević and Jelena Šesnić. Zagreb: FF press, 2017. 215-33.
- "The Croatian Diaspora as an Unfinished Transdisciplinary Project." *English Studies from Archives to Prospects. Vol. 1. Literature and Cultural Studies*. Eds. Stipe Grgas, Tihana Klepač and Martina Domines-Veliki. Newcastle upon Tyne: Cambridge Scholars Publishing, 2016. 118-33.
- "Asian American Transnational Literature and United States American Cold War History." *Discourses of Emancipation and the Boundaries of Freedom. Selected papers from the 22nd AISNA biennial international conference*. Ed. Leonardo Buonomo and Elisabetta Vezzosi. Trieste: Edizioni Università di Trieste, 2015. 253-60.
- "Franz Kafka, Paul Auster and the End of the American Century." *Facing the Crises: Anglophone Literature in the Postmodern World*. Ed. Ljubica Matek and Jasna Poljak Rehlicki. Newcastle upon Tyne: Cambridge Scholars Publishing, 2014. 49-69.
- "Croatian American Literature as a Transculturated Discourse." *East Central Europe in Exile. Volume 2: Transatlantic Identities*. Ed. Anna Mazurkiewicz. Newcastle upon Tyne: Cambridge Scholars Publishing, 2013. 13-29.
- "Contemporary Croatian Film and the New Social Economy." *Growing Up Transnational: Identity and Kinship in a Global Era*. Eds. May Friedman and Silvia Schultersmandl. Toronto: Toronto UP, 2011. 103-18.
- "Doing American Studies in Croatia: What Have We Done, Where Do We Go from Here?" *Siting America/Sighting Modernity: Essays in Honor of Sonja Bašić*. Ed. Jelena Šesnić. Zagreb: FF Press, 2010. 239-55.

Journal	articles	(most	recent)
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- "Geopolitical Imaginaries: Croatian Diasporic Writers in North America." *Twentieth-Century Literature*, vol. 65, no. 1, March 2019, pp. 71-96. DOI 10.1215/0041462X-7378817
 - " 'Uncanny Domesticity' in Contemporary American Fiction: The Case of Jhumpa Lahiri." *Kultura Popularna* vol. 4, no. 54, 2017, pp. 94-105. On-line: <https://kulturapopularna-online.pl/resources/html/articlesList?issueId=11165>

DOI: 10.5604/01.3001.0011.6724

- "A Diasporic American Mirror for Late Socialist and Early Democratic Croatia." Šesnić, Jelena and Sven Cvek, eds. *Working Papers in American Studies*. Vol. II. Quarter of a Century after the Fall of the Berlin Wall: Perspectives and Directions in Croatian and Regional American Studies. Zagreb: Hrvatsko udruženje za američke studije, 2016. 44-67. Online: http://www.huams.hr/wp-content/uploads/2017/02/wpas_v2_huams_2016.pdf

- "Bogdan Raditsa, the 1970s, and the Question of Croatian Emigration." Šesnić, Jelena and Sven Cvek, eds. *Working Papers in American Studies*. Vol. I. Cross-cultural Readings of the United States. Zagreb: Hrvatsko udruženje za američke studije, 2014. 115-30. Online: <http://www.huams.hr/wpas>

- "Situating H.D. Thoreau's Walden within Post-Exceptionalist American Studies. *Exceptionalism Reconsidered*." *Borderlands: Journal of Anglo-American Studies*, vol. 2, 2013, 27-43.

SPECIAL

ACHIEVEMENTS

2018 Co-organizer; CAAS Int'l American Studies Workshop: Representations of Age and Ageing in American Culture, Univ. of Zadar 15-16 June 2018

2018- President, CAAS (Croatian Assoc. for American Studies)

2016- Vice-president, AASSEE (Assoc. for American Studies in South-Eastern Europe)

2016 Co-organizer; CAAS Zagreb International American Studies Workshop: The (Un)usable Pasts in American Studies 14 May 2016

2015 Co-organizer; CAAS Zagreb Int'l American Studies Workshop: Quarter of a Century after the Fall of the Berlin Wall: Directions and Perspectives in Croatian and Regional American Studies 3 October 2015

2014 Co-organizer; CAAS Zagreb Int'l American Studies Workshop: Cross-Cultural Readings of the United States 24 May 2014

2013 Co-organizer; CAAS Zagreb Int'l American Studies Workshop: Applying Teaching Innovation in the American Studies Curriculum 6 April 2013

2010- Co-founder and secretary, CAAS

AWARDS

Oskar Halecki Polish-American Historical Association 2014 Award (see Publications: East Central Europe in Exile; author-contributor)

Link to complete bibliography at CROSBİ: <https://bib.irb.hr/lista-radova?autor=236460>

Tutek, Hrvoje

Academic degree

Title assistant

Organizational unit Department of English language and literature

CV

Hrvoje Tutek studied English, Croatian, and Comparative Literature at the Faculty of Humanities and Social Sciences, University of Zagreb and Duke University. From 2012 to 2015 he was a doctoral researcher in the German Research Foundation research project Globalization and Literature. Representations, Transformations, Interventions at the University of Munich, where he is currently finishing his dissertation. He is also a member of the research project team in the Croatian Research Foundation project Cultural History of Capitalism: Britain, America, Croatia. He is employed as Lecturer in the English Department of the Faculty of Humanities and Social Sciences at the University of Zagreb.

Research interests
 Materialist theory of culture, historiography and sociology of cultural forms, modes of literary representation of the world-system, cultural production in the United States in the 20th and 21st century and post-socialist transition in former Yugoslavia.

Selected Bibliography

Edited volumes:

– Gupta, Suman, Jernej Habjan and Hrvoje Tutek, eds. *Academic Labour, Unemployment and Global Higher Education: Neoliberal Policies of Funding and Management*. London: Palgrave Macmillan. 2016.

Articles and book chapters:

– “Formalistička estetika i nacionalni identitet: prilog materijalističkoj analizi hrvatske humanistike u tranziciji”. Inačice materijalizma: zbornik radova. Eds. Borislav Mikulić and Mislav Žitko. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu. Forthcoming in 2017.

– “The Institutional Framework of Post-Socialist Literary Production: Literature as Creative Writing”. *The Errant Labor of the Humanities: The Festschrift Presented to Stipe Grgas on the Occasion of His 65th Birthday*. Eds. Jelena Šesnić, Borislav Knežević, Sven Cvek, Hrvoje Tutek. Zagreb: FF Press. Forthcoming in 2017.

– “Dwelling in the Apocalypse: Capitalist Modernity, Antimodernism, Zombies”. *Journal for French and Francophone Philosophy*. Special Issue *Dwelling in a Global Age*. Forthcoming in 2017.

– “Academics as Workers: From Career Management to Class Analysis and Collective Action”. *Academic Labour, Unemployment and Global Higher Education: Neoliberal Policies of Funding and Management*. Eds. Suman Gupta, Jernej Habjan and Hrvoje Tutek. London: Palgrave Macmillan. 2016.

– “The Form of Resistance: Literary Narration and Contemporary Radical Political Experience”. *Globalizing Literary Genres: Literature, History, Modernity*. Eds. Jernej Habjan and Fabienne Imlinger. New York: Routledge. 2016.

– “Novel, Utopia, Nation: A History of Interdependence”. *Canadian Review of Comparative Literature*. Special Issue *Novel beyond Nation*, 42.4 (2015).

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CV

EDUCATION

2012 Ph.D. in Translation and Intercultural Studies, Universitat Rovira i Virgili, Tarragona (Spain)
2001 M.A. in British Cultural Studies, Strathclyde University, Glasgow (UK)
1989 B.A. in English Language and Literature and Philosophy, Faculty of Humanities and Social Sciences, University of Zagreb

WORK

EXPERIENCE

2021 Associate Professor, Department of English, Faculty of Humanities and Social Sciences, University of Zagreb
2015 Assistant Professor, Department of English, Faculty of Humanities and Social Sciences, University of Zagreb
2004 Senior Lecturer, Department of English, Faculty of Humanities and Social Sciences, University of Zagreb
1996 Lecturer, Department of English, Faculty of Humanities and Social Sciences, University of Zagreb
1991 Senior Advisor for Foreign Media, Ministry of Information
1989 English language teacher, "Sova" School for Foreign Languages

Zgaga, Vinko

Academic degree	master of science
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Vinko Zgaga was born on February 28th, 1983 in Zagreb, Croatia. He graduated in 2008 with a degree in Anthropology and English Language and Literature at the University of Zagreb's Faculty of Humanities and Social Sciences. He has been teaching English language and translation courses at the Faculty of Humanities and Social Sciences' English Department since 2009, currently as a Senior Lecturer. These courses include Contemporary English Language 1 and 2, Translation Workshop, Translation of Scientific and Academic Texts and Areas of the Translation Profession. He gave his inaugural lecture, entitled "The advantages of native speakers of the source language as translators of literary texts", on January 14th, 2015.

Zovko Dinković, Irena

Academic degree	doctor of philosophy
Title	full professor
Organizational unit	Department of English language and literature

CV

Irena Zovko Dinković, Ph.D., is a full professor in the Department of English at the Faculty of Humanities and Social Sciences in Zagreb. She graduated in English and French language and literature at the same Faculty, and during her studies, she was a scholarship holder of the Government of the French Republic, as well as the scholarship of the City of Zagreb for excellence in studies. She received her Ph.D. in 2007 by defending her doctoral dissertation entitled 'Negation in English and Croatian' (mentors: prof. dr. Vladimir Ivir and prof. dr. Milan Mihaljević). She teaches courses in English syntax at the undergraduate level, and courses in psycholinguistics and syntactic theories at the graduate level. The main scientific interest of dr. sc. Irena Zovko Dinković covers issues of comparative analysis of the syntax of English and other languages, especially with regard to negation, as well as semantic and pragmatic aspects of language, and the relationship between language, mind and culture. She was a researcher on several scientific projects and participated in about twenty international and domestic scientific conferences. She is the author of two books, 'Negation in Language' (Croatian University Press, 2013) and 'On Double Negation and Negative Concord' (Croatian University Press, 2021), and co-editor of 'English Studies from Archives to Prospects: Linguistics and Applied Linguistics' (Cambridge Scholars Publishing, 2016). She has also published a number of scientific papers in books and journals of domestic and foreign publishers.

Zubak Pivarski, Marina

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2009 senior lector, English Department, Faculty of Humanities and Social Sciences, Zagreb University
2003-2009 lector, English Department, Faculty of Humanities and Social Sciences, Zagreb University
2002-2005 language instructor, Zagreb School of Economics and Management
1994-2004 Teacher in Octopus – jezične usluge, Zagreb, courses in business English
2000 MA in English and German language and literature, Faculty of Humanities and Social Sciences, Zagreb University

Žic Fuchs, Milena

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CV									
2020	Member		of	ERC		Scientific		Council	
2014	Chair of the ERC Advanced Grant Panel SH4 “The Human Mind and Its Complexity“								
2013	Full		Member	of		Academia		Europaea	
2010	Full	Member	of	the Croatian Academy of Sciences and Arts					
2008	Full							Professor	
2002-11	Chair	of	Linguistics,	Department	of	English,	University	of	Zagreb
2002-10	Associate		Member	of	the Croatian Academy of Sciences and Arts				
1996	Associate							Professor	
1995/96	New York State University at Buffalo (SUNY), teaches course European Structuralism vs. Cognitive Linguistics, graduate level for PhD candidates in Linguistics and Cognitive Science								
1990	Assistant							Professor	
1989	PhD	in	Linguistics	at	the	University	of	Zagreb	
1984/85	Doctoral		Fulbright scholarship,			Linguistics Department,		UCLA	
1982	MA	in	Linguistics	at	the	University	of	Zagreb	
1978	Assistant,	Chair	of	Linguistics,	English	Department,	University	of	Zagreb
1977	BA	in	English language and literature,			and ethnology,	University	of	Zagreb

Other

2009-	Chair of the Standing Committee for the Humanities of the European Science Foundation (ESF)
2009-	Chair of the Council for the Humanities of the National Science Council in Croatia
2008-	Member of ERC Panel (European Research Council) "The Human Mind and Its Complexity" for Advanced Grants
2005-2008	Member of the Standing Committee for the Humanities of the European Science Foundation
2005-	Member of the Editorial Board of Jezikoslovlje
2003-	Member of the Committee for National Science Awards in the Humanities, Croatia
2003-2009	Member of the Council for Scholarly Publications and Journals of the Croatian Ministry of Science, Education and Sports
1999-2000	Minister of Science and Technology
1998-2002	Member of the National Scientific Council of Croatia
1994-1999	Member of the Council for Linguistics and the Croatian language, Ministry of Science and Technology
1994-1995	Chair of the Council for Scholarly Publications and Journals, Ministry of Science and Technology
1991-1998	Editor-in-Chief of journal Suvremena lingvistika
1978-1988	Member and editorial assistant of journal Studia Romanica et Anglica Zagrabienisa

Research	interests
Semantics, Cognitive Linguistics, discourse analysis, syntax, sociolinguistics	

