**institute of journalism**

**Coordinator: dr Błażej Filanowski** blazej.filanowski@uni.lodz.pl

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| **Course title****Interactive radio drama. Theory and practice** | **USOS code** |
| **Level** *(MA/BA/optional)* | optional |
| **Semester** (winter/summer) summer |
| **ECTS** | 6 |
| **Language of instruction** | english |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Tutorials |
| **No. of hours** | 30 |
| **Course content (max. 1000 characters)**1. Radio drama – genres definitions and understanding.
2. Interactive form of audio art – indications and determinants.
3. Event space of an audio story – how interactive audio story can be build?
4. Classic radio drama and interactive audio story – similarities and differences.
5. Dramaturgy and audio material of an interactive audio drama.
6. *Alexa, open my audio drama* – working with virtual assistant.
7. Listening and analyzing various examples of interactive audio dramas.
8. Creating short interactive audio work – step by step
	1. Theme and analyzing scripts
	2. Form
	3. Writing a script for interactive audio work
	4. Sounds collecting
	5. Editing and montage
	6. Framing of audio story pieces
	7. Listening sessions
 |
| **ISCED code** | 0231 |
| **Assessment scheme** | **Criteria of Assessment:*** regular and active class participation (50%)
* audio project (50%)

The Polish grade system 2-5.  |
| **Lecturer** |  Eliza Matusiak, PhD |
| **Contact** | eliza.matusiak@filologia.uni.lodz.pl |
| **Literature** | Aarseth E., *Cybertext:* *Perspectives on Ergodic Literature*, The Johns Hopkins University Press, Baltimore and London, 1997. Arvidsson A., Bonini T., *Valuing audience passions: From Smythe to Tarde*, „European Journal of Cultural Studies”, 2015.Bachura-Wojtasik J., *New communication practices on the radio and in the audiosphere*, „Acta Universitatis Lodziensis. Folia Litteraria Polonica” 5(43) 2017.Bolter J. D., *Writing space. Computers, hypertext and the Remediation of Print*, Routledge, London and New York 2001.Crisell A., *Understanding Radio* (2nd edition), Routledge, London and New York, 1994.Edmond M., *All platforms considered: Contemporary radio and transmedia engagement*, „New Media & Society” 17 (9) 2015.Kluszczyński R. W., *Towards the third culture: The Co-existence of Art, Science and Technology*, National Science Centrum, Warsaw 2016.Lutostanski B., *A Narratology of Radio Drama: Voice, Perspectives, Space*, in: *Audionarratology: Interfaces of Sound and Narrative*, ed. J. Mildorf, T. Kinzel, de Gruyter, Berlin 2016.Purington A., Taft J. G., Sannon S., Bazarova N., S. Taylor, *„Alexa is my new BFF”: Social Roles, User Satisfaction, and Personification of the Amazon Echo*, https://dl.acm.org/doi/pdf/10.1145/3027063.3053246.*Radio: the Resilient Medium: Papers from the Third Conference of the ECREA Radio Research Station*, ed. M. Oliveira, G. Stachyra and G. Starkey, Centre for Research in Media and Cultural Studies, Sunderland 2014. |
| **Field of study/ programme** | culture studies, journalism, radio studies, art studies, media studies, interactive art studies |
| **Timetable:**  | ***Thursday*** 15:15-16:45, room 2.01 (Studio) |

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| **Course title**New Media Storytelling | **USOS code** |
| **Level** *(MA/BA/optional)* | optional |
| **Semester** (winter/summer) summer |
| **ECTS** | 5 |
| **Language of instruction** | english |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Tutorial |
| **No. of hours** | 30 |
| **Course content (max. 1000 characters)**The course will focus on new media narration and storytelling, with a concentration on audio and audiovisual forms. Students will learn how to create narratives and stories around content posted in new media – in the form of text, image, video and audio. During the course, the student will practice the skills of producing podcasts, recording videos and writing texts ultimately to be included in interactive media. The work will exercise both the student's individual skills and group work. The aim of the class will be to understand the role of narrative in new media, the features of storytelling on the web, the role of audio, video and text in publishing content, as well as the practical application of the knowledge gained in project work. |
| **ISCED code** | 0321 |
| **Assessment scheme** | **Criteria of Assessment:*** regular and active class participation (50%)
* audio project (50%)

The Polish grade system 2-5.  |
| **Lecturer** | Eliza Matusiak, PhD |
| **Contact** | eliza.matusiak@filologia.uni.lodz.pl |
| **Literature** | Alexander B., *The New Digital Storytelling: Creating Narratives with New Media*, Preager, 2017.Bonini T., *The Second Age of Podcasting: Reframing Podcasting as a New Digital Mass Medium*, „Quaderns del CAC”, p. 21-32.Couldry N., *Mediatization or mediation? Alternative understandings of the emergent space of digital storytelling*, „New Media & Society”, vol. 10/3, 2008, p. 373–391.Knight J., Weedon A., *Media literacy and transmedia storytelling*, „Convergence: The International Journal of Research into New Media Technologies”, 2015, Vol. 21(4), p. 405–407.Meadows D., *Digital Storytelling: Research-Based Practice in New Media*, „Visual Communication”, *2*(2), 2003, p. 189–193.Porter C.E., *A Typology of Virtual Communities: a Multi-Disciplinary Foundation for Future Research*, *„*Journal of Computer-Mediated Communication”*,* Vol. 10/1, 2004.Preger S., *Storytelling in Radio and Podcasts. A Practical Guide*, Palgrave Macmillan, 2021.Rafaeli, S., & Sudweeks, F., *Networked interactivity*, „Journal of Computer Mediated Communication”, 2/4 (1997), https://onlinelibrary.wiley.com/journal/10836101. |
| **Field of study/ programme** | new media, journalism, social communication |
| **Timetable:**  | Thursday 13:30-15:00, room 2.01 (Studio) |

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| **Course title****Podcasting** | **USOS code** |
| **Level** *(MA/BA/optional)* | optional |
| **Semester** (winter/summer) summer |
| **ECTS** | 5 |
| **Language of instruction** | english |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Tutorials |
| **No. of hours** | 30 |
| **Course content (max. 1000 characters)**This course has a double task: to acquaint students with theoretical knowledge about the podcasting and give them the possibilities to record their own podcast. The aim of this course is to analyze a podcast’s features which derive from podcasting technology and to describe its relations to radio broadcasting. Podcasting can be treated as an alternative to broadcasting or can be situated in the field of radio broadcasting. 1. Podcasting – genres definitions and understanding.2. Divisions of podcasts (thematic and formal)3. Sources of podcasts popularity4. Podcasting – interest and audience5. Recording students podcasts6. Publishing original podcasts in the broadcast of the University of Lodz |
| **ISCED code** | 0231 |
| **Assessment scheme** | **Criteria of Assessment:*** activity during classes & timely performance of practical exercises (50%)
* podcast – project (50%)

The Polish grade system 2-5.  |

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| **Lecturer** |  Eliza Matusiak, PhD |
| **Contact** | eliza.matusiak@filologia.uni.lodz.pl |
| **Literature** | Armstrong, A., & Hagel J. *Real profits from virtual communities*. „The Mckinsey Quarterly”, 3 (1995), p. 126– 141.Bonini T., The Second Age of Podcasting: Reframing Podcasting as a New Digital Mass Medium, „Quaderns del CAC”, p. 21-32.Bickart, B., & Schindler, R. M., *Internet forums as influentialsources of consumer information*, „Journal of Interactive Marketing”, 15 (3) (2001), p. 31– 40.Lisowska-Magdziarz M., „Fandom dla początkujących. Społeczność i wiedza” I, Instytut Dziennikarstwa, Mediów i Komunikacji Społecznej Uniwersytetu Jagiellońskiego, Kraków 2017.*Podcasting. New Aural Cultures and Digital Media*, eds. Berry R., Lunares D., Fox N., Palgrave Macmillan 2018.Porter C. E., *A Typology of Virtual Communities: a Multi-Disciplinary Foundation for Future Research*, *„*Journal of Computer-Mediated Communication”*,* Volume 10, Issue 1 (2004). Preece J., Maloney-Krichmar D., *Online Communities: Design, Theory, and Practice* , „Journal of Computer-Mediated Communication”, Volume 10, Issue 4, https://academic.oup.com/jcmc/article/10/4/JCMC10410/4614449?login=true.Preger S., *Storytelling in Radio and Podcasts. A Practical Guide*, Palgrave Macmillan, 2021.Rafaeli, S., & Sudweeks, F., *Networked interactivity*, „Journal of Computer Mediated Communication”, 2/4 (1997), https://onlinelibrary.wiley.com/journal/10836101.Szpunar M., *Społeczności wirtualne jako nowy typ społeczności : eksplikacja socjologiczna,* „Studia socjologiczne” 2 (173) 2004, p. 95-135. |
| **Field of study/ programme** | culture studies, journalism, radio studies, art studies, media studies |
| **Timetable:**  | Thursday 11:45-13:15, room 2.01 (Studio) |

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| **Course title Audio documentary**  | **USOS code** |
| **Level** *(MA/BA/optional)* | optional |
| **Semester** (winter/summer) winter and summer |
| **ECTS** | 4 |
| **Language of instruction** | English  |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Tutorial / workshop  |
| **No. of hours** | 30 |
| **Course content** During the classes, the student will be supported by a tutor in the process of making his radio documentary.The classes will be divided into two parts:  I - listening to radio documentaries awarded in the world; discussing the features of the genre, discussing the meaning of words, music and silence in documentary, rules of composition;II - work on the project: from searching for a topic, through recording, editing, building dramaturgy.During the first part, students meet together to listen and analyze. The second part is carried out in individual cooperation with the tutor. |
| **ISCED code** | 0321 |
| **Assessment scheme** | Audio documentary, activity during the workshops |
| **Lecturer** | Kinga Sygizman PhD |
| **Contact** | Kinga.sygizman@uni.lodz.pl |
| **Literature** | *Reality Radio: Telling True Stories in Sound* (2010) eds. J. Biewen, A. Dilworth, Chapel Hill, North Carolina: The *University of North Carolina Press.**Bok B. (2014),*Encounter with the Other. Some reflection on interviewing*, Stockholms dramatiska högskola, Stockholm.**Storr A. (1993), Music And The Mind, A Ballantine Book, Nowy Jork.**Street S. (2017), Sound Poetics. Interaction and Personal Indentity, Palgrave Macmillan, London.* *Street S. (2014), The Poetry of Radio. The Colour of Sound, Routledge, London and New York.* |
| **Field of study/ programme** | Journalism/Media/Communication  |
| **Timetable:**  | Tuesday 11:45-13:15, room 2.01 (Studio) |

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| **Course title RADIO IN PRACTICE** |  **USOS code** |
| **Level** *(MA/BA/optional)* | optional |
| **Semester** (winter/summer) winter and summer |
| **ECTS** | 4 |
| **Language of instruction** | English  |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Workshop  |
| **No. of hours** | 30  |
| **Course content** The aim of this course is to familiarize students with the genres of information and commentary radio. After short theory students will do radio form in practice. Students will be able to feel like a radio reporter, presenter or author of the radio program. They will be able to record sounds on sound recorder and record their voices in the field and the radio studio.Students will prepare in practice:Street survey, Radio News, Interview, Short radio programThis course will allow students to develop their creative ideas related with work in radio and enhance their qualifications to work with a microphone and professional audio recorders for reporters. |
| **ISCED code** | 0321 |
| **Assessment scheme** | audio works, class attendance, activity during the workshops |
| **Lecturer** | Kinga Sygizman PhD |
| **Contact** | kinga.sygizman@uni.lodz.pl |
| **Literature** | T. Crook (1999) *Radio Drama: Theory and Practice*, London and New York: Routledge.T. Crook (2012) *The Sound Handbook*, London and New York: Routledge.A. Crisell (1994) *Understanding Radio (2nd edition)*, London and New York: Routledge. *Radio: community, challenges, aesthetics* (2013) ed. G. Stachyra, Lublin: Maria Curie-Skłodowska University Press.*Reality Radio: Telling True Stories in Sound* (2010) eds. J. Biewen, A. Dilworth, Chapel Hill, North Carolina: The University of North Carolina Press.G. Starkey (2014) *Radio in Context*, London: Palgrave Macmillan.S. Street (2012), The Poetry of Radio. The Colour of Sound, London and New York: Routledge. |
| **Field of study/ programme** | Journalism/Media/Communication |
| **Timetable:**  | Monday 18:30-20:00, room 2.01 (Studio) |

**institute of CULTURE STUDIES**

**Coordinator: dr Paweł Sołodki** pawel.solodki@uni.lodz.pl

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| **Course title****“I wish to publish a story” -** **Bibliotherapy approach and Creative Writing (CW)** | **USOS code** |
| **Level** *(MA/BA/optional)* | MA/BA |
| **Semester** (winter/summer) summer |
| **ECTS**  | 6 |
| **Language of instruction** | English |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Discussion class |
| **No. of hours** | 30 |
| **Course content (max. 1000 characters)**The course is about creative writing (CW) and literature studies. The student will learn about bibliotherapy (BT) approach and the creative writing method. During the course the student writes short CW intervals and creates own stories. We will study children’s picture books and the characters. We will study illustrations and their relevance to storytelling. At the end of the course the student is experienced in expressing in written and in oral terms. The student has created her/his own manuscript. In short: The course includes academic reading on CW and BT, interaction, expressing and writing. |
| **ISCED code** | 0314 |
| **Assessment scheme** | Evaluation criterion:0 - The student&apos;s performance is incomplete or incomplete and does not demonstrate competence in accordance with the learning outcomes.1 - The student demonstrates a low level of competence in line with the learning outcomes, but in the case of one or more objectives, the competence remains missing or superficial.2- The student&apos;s performance is in line with the goals but shows superficial competence. The completion partly demonstrates an understanding of the course contents, and the practical application is mechanical and external in nature.3 - The student&apos;s performance is in line with the goals. The student&apos;s performance demonstrates an understanding of the contents of creative writing and bibliotherapy approach.4 - The student&apos;s performance is in accordance with the learning outcomes. The student demonstrates that they know the key content areas of the course and applies them in practice.5 - The student demonstrates competence in accordance with the learning outcomes in a broad and diverse manner. They demonstrate their ability to develop the key principles of the creative writing and bibliotherapy approach, as well as to use and apply them in practice. |
| **Lecturer** | Prof. Pirjo Suvilehto, PhD |
| **Contact** | Pirjo.H.Suvilehto@oulu.fi |
| **Literature** |  |
| **Field of study/ programme** |  |
| **Timetable** | Wednesday, 13:30-16:45, room 1.04Classes are taking place the following days: 17.04, 24.04, 08.05, 15.05, 22.05, 29.05, 05.06,  |

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| **Course title: Feminist Literature and Philosophy** | **USOS code: 0100-MGEM09** |
| **Level** *(MA/BA/optional)* | **optional** |
| **Semester** (winter/summer) **summer** |
| **ECTS** | **5** |
| **Language of instruction** | **English** |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | **Discussion class** |
| **No. of hours** | **30** |
| **Course content (max. 1000 characters)**This course introduces students to the diversity and richness of feminist literature analyzed through feminist philosophy and epistemology. It concentrates on the selected literary productions by widely recognized feminist writers thus bringing the traditional western philosophy and literary studies under a discussion. The course highlights the affirmative power of feminist literature simultaneously emphasizing its significant epistemological and ethical implications. During the course we will read feminist literature written mostly but not exclusively by women of color in different periods of women’s history. The texts will be examined both in terms of their aesthetic value and their contribution to the feminist epistemology and philosophy. The main objective of this course is to get students acquainted with the specificity of feminist literature, philosophy and criticism. Students learn to comprehend the feminist negotiations with the traditional literary criticism and philosophical canon, at the same time they are introduced to the uniqueness of the feminist philosophical concepts and approaches. The focus put on the feminist literary production and history aims at presenting the distinctiveness of feminist writing, but also the ways feminist philosophy gets internalized and generated through the feminist writing practices. |
| **ISCED code** |  |
| **Assessment scheme** | **Requirements:** 1 essay (2500 words) - 50% of your final grade short presentations introducing writers (30%)  participation in class discussions based on obligatory readings (20 %)attendance is obligatory, you are allowed to have one absence. |
| **Lecturer** | **Professor Grażyna Zygadło** |
| **Contact** | **e-mail: grazyna.zygadlo@wsmip.uni.lodz.pl**  |
| **Literature** | **Obligatory readings: selected feminist poetry, short stories, novels and essays.****Reference sources:** * Madison Soyini D. (ed.) *The Woman That I Am. The Literature and Culture of Contemporary Women of Color.* New York: St. Martin’s Press, 1994.
* Walker Alice. *In Search of Our Mothers Gardens. Womanist Prose.* New York: Harcourt Inc., 1983.
* hooks bell. *Feminism is for Everybody. Passionate Politics*. Cambridge: South End Press, 2000.
* Walker Alice. *Anything We Love Can Be Saved. A Writer’s Activism*. New York: Ballantine Books, 1997.
* Anzaldua Gloria and Chrrie Moraga (eds.) *This Bridge Called My Back. Writings by Radical Women of Color*. New York: Kitchen Table Women of Color Press, 1983.
 |
| **Field of study/ programme** | **Gender studies/ GEMMA** |
| **Timetable** | **Tuesday, 13:30-15:00, room 1.07** |

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| **Course title GENDER AND WELFARE STATE: INTERNATIONAL PERSPECTIVE** | **USOS code** **0100-MGEM08** |
| **Level** *(MA/BA/optional)* | MA |
| **Semester** (winter/summer) SUMMER |
| **ECTS 5** |  |
| **Language of instruction** | ENGLISH |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | DISCUSSION CLASS |
| **No. of hours** | 30 |
| **Course content (max. 1000 characters)**The aim of this course is to provide understanding of the rise and restructuring of the welfare state in post-industrial democracies and the ways in which these have shaped the gender order, as well as the impact of globalization and demographic changes on social policies. The course investigates transformations from a strong breadwinner state to a more equal gender regime. The course acquaints students with international welfare state typologies and reviews feminist critiques of mainstream definitions of the welfare state. Students identify and investigate variations between different welfare states ideologies and contexts. The course critically assesses the role of the welfare state vis-à-vis social inequalities in a global economy and attempts to reconsider its relation to such issues as wellbeing, (de-)(re-)familization, employment policies, life-course and others. |
| **ISCED code** | 0314 |
| **Assessment scheme** | Active participation in class discussions 50%Students individual presentation 50% |
| **Lecturer** | Dr. Kaja Zapędowska-Kling |
| **Contact** | kaja.zapedowska@uni.lodz.pl |
| **Literature** | Arts, W. & J. Gelissen (2002), "Three Worlds of Welfare Capitalism or More? A State-of-the-Art Report", Journal of European Social Policy, pp. 137-158.Szelewa, D. (2013), “Going Mainstream – Feminist Influence on Comparative Welfare State Research”, [in:] Facing the Challenges. Social Policy in Poland After 1990, Piotr Michoń et al. (Ed.), Poznan University of Economics Press, pp. 50-62.Orloff, Ann Shola (1996), “Gender in the Welfare State”, Annual Review of Sociology, vol. 22, pp. 51-78.National Institute of Aging (2007), Why Population Aging Matters: A Global Perspective, National Institute of Aging, National Institutes of Health, Department of Health and Human Services.Martin Kohli (2007), "The Institutionalization of the Life-Course: Looking Back to Look Ahead", Research in Human Development, 4(3), pp. 253-271.Fraser, N. (2009), “Feminism, Capitalism and the Cunning of History.” New Left Review 56, pp. 97-117.Lister, R. (2009), "A Nordic Nirvana? Gender, Citizenship and Social Justice in the Nordic Welfare States", Social Politics, vol. 16(2), pp. 242-278.Nellemann, C., Verma, R. & Hislop, L. (Eds), (2011) Women at the Frontline of Climate Change. Gender Risks and Hopes, United Nations Environment Programme.Mandel. H. & Shalev, M. (2009), "How Welfare States Shape the Gender Pay Gap: A Theoretical and Comparative Analysis", Social Forces, vol. 87(4), pp. 1873-1911. |
| **Field of study/ programme** | Social sciences / Gender Studies |
| **Timetable** | Thursday, 9:30-11:30, room: 1.14 |

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| **Course title****Human Rights and Gender** | **USOS code****0100-MGEM07** |
| **Level** *(MA/BA/optional)* | MA |
| **Semester**  | Summer |
| **ECTS** | 5 |
| **Language of instruction** | English |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Discussion class |
| **No. of hours** | 30 |
| **Course content (max. 1000 characters)**This course aims at introducing students to the complex issues of human rights in contemporary world, however, the emphasis is put first of all on the perception of human rights in different religious and cultural contexts as well as on gender aspects of human rights protection. Thus, its critical focus is on western and non-western approaches to human rights as well as on the productiveness of maintaining such dichotomies in current socio-geopolitical context. The course also overviews the international legal framework for women’s human rights with an emphasis on basic principles, such as equality, non-discrimination, freedom, integrity, and dignity embedded in various international agreements and conventions, such as the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). The intersections of different, sometimes self-excluding, principles of human rights will be examined: gender equality, freedom of religion, and the protection of particular cultural traditions and customs. The course is recommended to students interested in cultural studies, political studies, human rights and gender studies.  |
| **ISCED code** |  |
| **Assessment scheme** | Students are required to prepare a presentation on a chosen article or articles (which should be a point of departure for critical reflection and further discussion) that will be assigned during the first meeting. All readings included in the course schedule must be read weekly by all students as they will be discussed collectively. There will be a final test at the end of the course designed as open, essay-like questions. Class participation will have a significant influence on the  final grade. The final grade includes:* Class presentation on a selected article (25%)
* Active participation in class discussions (25%)
* Final test (50%)
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| **Lecturer** | Dr. Aleksandra Różalska |
| **Contact** | aleksandra.rozalska@uni.lodz.pl |
| **Literature** | Andrea Cornwall, Maxine Molyneux, *The Politics of Rights. Dilemmas for Feminist Praxis*, Routledge, London and New York 2008. Jack Connelly, [*Universal Human Rights in Theory and Practice*](http://www.amazon.com/Universal-Human-Rights-Theory-Practice/dp/0801487765/ref%3Dpd_bbs_2?ie=UTF8&s=books&qid=1194874730&sr=8-2), Cornell University Press, Ithaca and London 2002: 7-21.Marjorie Agosin, *Women, Gender, and Human Rights: A Global Perspective*, Rutgers University Press, New Brunswick 2002. |
| **Field of study/ programme** | Cultural studies/ Gender studies (GEMMA) |
| **Timetable** | Wednesday, 09:15-11:30, room 1.14 |

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| **Course title****Intersectionality and Audience Analysis in the Feminist Classroom** | **USOS code**0100-MGEM10 |
| **Level** *(MA/BA/optional)* | MA |
| **Semester** (winter/summer) Winter and Summer |
| **ECTS** | 5 |
| **Language of instruction** | English |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Discussion class |
| **No. of hours** | 30 |
| **Course content (max. 1000 characters)**This course offers a comprehensive introduction to the concept of intersectionality, taking disability studies as a starting point for a discussion on how disability intersects with gender, race, ethnicity, nationality, sexuality, etc. and informs various forms of prejudice and discrimination in which the discredited Other is perceived as lacking certain desired features and essential abilities. Apart from examining theoretical considerations at the intersection of various field study (such as disability studies, gender studies, race studies, environmental studies, etc.), participants in the course will have an opportunity to intersectionally analyze a variety of cultural texts featuring representations of disabled, non-normative body-minds. The course will also address accessibility and the problem(s) of catering for the needs of an audience in academic and cultural contexts.Issues to be addressed:* Intersectional feminist disability studies
* Literary and film analysis
* Accessibility
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| **ISCED code** | 0314 |
| **Assessment scheme** | Towards the end of the course, students are required to give a presentation of a chosen, preferably non-Western cultural text or social practice that they will examine using the framework of intersectional feminist disability studies. Students must read all obligatory readings included in the course schedule weekly as they will be discussed collectively in class. Class participation will have a significant influence on a final grade. Apart from reading assignments, students will be asked to watch films and videos prior to the class and prepare oral reviews. One unexcused absence is allowed; however, students cannot miss their presentation date without notifying the instructor in advance and presenting a sick note. |
| **Lecturer** | Katarzyna Ojrzyńska |
| **Contact** | katarzyna.ojrzynska@uni.lodz.pl |
| **Literature** | Clare, Eli. *Brilliant Imperfection: Grappling with Cure*. New York: Duke University Press. 2017. (excerpts)Couser, Thomas. “Signifying Selves: Disability and Life Writing**.**”*The Cambridge Companion to Literature and Disability*. Ed. Clare Barker and Stuart Murray. Cambridge: CUP, 2017.Garland-Thomson, Rosemarie. “Becoming Disabled” *The New York Times* 19 Aug. 2016. <https://www.nytimes.com/2016/08/21/opinion/sunday/becoming-disabled.html>---, *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature*. New York: Columbia, 1996. (excerpts)---. ed. *Freakery: Cultural Spectacles of Extraordinary Body*. Ed. Rosemarie Garland-Thomson. New York: New York UP, 1996. (excerpts) ---. “Integrating Disability, Transforming Feminist Theory.” NWSA 14.3 (2002).---. “Picturing People with Disabilities: Classical Portraiture as Reconstructive Narrative.” Re-Presenting Disability: Agency and Activism in the Museum. Ed. Rosemarie Garland-Thomson, Richard Sandell and Jocelyn Dodd. London and New York: Routledge, 2010.Erevelles, Nirmala, and Andrea Minear, “Unspeakable Offenses Untangling Race and Disability in Discourses of Intersectionality,” *Journal of Literary & Cultural Disability Studies*, 4.2 (2010): 127-145. Fiala, Suzanne J. “Normal is a place I visit.” *JAMA* 291.24 (2004).Goodley, Dan, and Marek Mackiewicz. “Critical Disability Studies: Sketches from Poland and the UK.” [*Disability and Dissensus: Strategies of Disability Representation and Inclusion in Contemporary Culture*](https://brill.com/view/title/55449)*.* Ed. K. Ojrzyńska and M. Wieczorek. Leiden: Brill, 2020.Hall, Kim Q. *Feminist Disability Studies*, Bloomington and Indianapolis: Indiana UP, 2011. (excerpts)Houston, Ella. “Featuring Disabled Women in Advertisements: The Commodification of Diversity*?” The Routledge Companion to Disability and Media*, ed.Katie Ellis, Gerard Goggin, Beth Haller, and Rosemary Curtis. New York: Routledge, 2020.Johnston, Kirsty. “Critical Embodiment and Casting.” *Disability Theatre and Modern Drama: Recasting Modernism*. London: Bloomsbury, 2016.Kafer, Alison. *Feminist, Queer, Crip*, Bloomington and Indianapolis: Indiana UP, 2013. (excerpts)Mairs, Nancy. *Waist-High in the World: A Life Among the Nondisabled*. Boston: Beacon Press, 1996. (excerpts)O’Reilly, Kaite. “peeling.” *Atypical Plays for Atypical Actors*. London: Oberon, 2016. Ray, Sara J. and Jay Sibara *Disability Studies and the Environmental Humanities. Toward an Eco-Crip Theory.* Lincoln: University of Nebraska Press, 2017. (excerpts)Sedgwick, Marrok. A review of *Crip Camp*. *Disability Studies Quarterly* 41.1 (2021) <https://dsq-sds.org/index.php/dsq/article/view/7843/5878>.Siebers, Tobin. *Disability* Aesthetics, Ann Arbor: U of Michigan Press, 2010. (excerpts)Taylor, Sunaura. *Beasts of Burden: Animal and Disability Liberation*. New York, The New Press, 2017. (excerpts)Thom, Jess. “We Need to Talk about Eddie,” *Tourette’s Hero* 28 Feb. 2015, <https://www.touretteshero.com/2015/02/28/we-need-to-talk-about-eddie/> |
| **Field of study/ programme** | Disability studies/feminist studies/cultural studies |
| **Timetable** | Monday, 13:30-15:00, room 1.33 |

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| **Course title****Introduction to Gender in Postmodern Visual Culture** | **USOS code****0100-MGEM11**0100-ERAL828 |
| **Level** *(MA/BA/optional)* | MA |
| **Semester** (winter/summer) summer |
| **ECTS** | 5 |
| **Language of instruction** | English |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | discussion class |
| **No. of hours** | 30 |
| **Course content (max. 1000 characters)**The aim of the course is to examine intersections of feminist and gender studies with visual culture and to provide theoretical and methodological background for the feminist analyses of different visual phenomena. The course presents an overview of basic concepts of feminist visual culture studies and feminist research on film and media, as well as familiarizes students with both existing modes of feminist reading of visual culture and new, critical renditions of the field. The course consists of several modules:* introduction to visual culture
* early feminist film criticism and feminist film movement
* introduction to feminist film theory
* Laura Mulvey’s ‘Visual Pleasure and Narrative Cinema’
* critique of Laura Mulvey's concepts
* black feminist approaches to visual culture
* queer interventions
* selfie, performance and body: new media and digital feminism.
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| **ISCED code** | 0314 |
| **Assessment scheme** | - written assignment (analysis of the chosen visual material) and its presentation;- active participation in the course (discussion, assignments, journal);- final grade based on the evaluation of the essay and presentation (60%) and the evaluation of the participation (40%). |
| **Lecturer** | Dagmara Rode |
| **Contact** | dagmara.rode@uni.lodz.pl |
| **Literature** | Choudhuri*,* Shohini. 2006. *Feminist Film Theorists. Laura Mulvey, Kaja Silverman, Teresa de Lauretis, Barbara Creed*. Routledge.Fotopoulou, Andrea. 2016. *Feminist Activism and Digital Networks. Between Empowernment and Vulnerability*. Palgrave Macmillan.Harp, Dustin, Jaime Loke, Ingrid Bachmann, ed.2018. *Feminist Approaches to Media Theory and Research*, ed., Palgrave Macmillan 2018.Jones, Amelia,ed. 2005.*The Feminism and Visual Culture Reader*. Routledge.Kaplan, E. Ann, ed. 2000. *Feminism and Film*. Oxford University Press.MacCabe, Janet, 2004. *Feminist Film Studies. Writing The Woman into Cinema*. Wallflower Press.Mirzoeff, Nicholas, ed. 2002. *The Visual Culture Reader*. Routledge.Rose, Gillian. 2001. *Visual Methodologies. An Introduction to the Interpretation of Visual Materials*. Sage Publications.Smelik, Anneke. 2007. “Feminist Film Theory”. In: *The Cinema Book*, ed. Pam Cook. British Film Institute. |
| **Field of study/ programme** | women’s and gender studies / GEMMA |
| **Timetable** | Tuesday, 15:15-18:30, room 1.07 |

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| **Course title****Men & Masculinities** | **USOS code****0100-MGEM12** |
| **Level** *(MA/BA/optional)* | MA |
| **Semester** SUMMER |
| **ECTS** | 5.00 |
| **Language of instruction** | ENGLISH |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Conversation class, tutorial, lecture |
| **No. of hours** | 30 |
| **Course content** The course offers an introduction into a field of critical studies of men and masculinities. It will seek to familiarize the group with a variety of research and hermeneutic methods and concepts from gender studies and other human sciences, and encourage the students to make their own use of theory. Investigating the complexity and intersectionality of our construal of men in everyday life, the course offers a critical overview of the theories and practices men engage with the ways in which masculinities are socially produced, culturally enforced, personally embodied and lived in various cultural contexts. Recognizing the social historical construction of men and masculinities which constitutes part of the matrix of civilization, scripts gender relations, men’s uses of power as well as their anxieties and emotions, the course provides a heightened sensitivity to gender issues and a better understanding of ourselves and men in our life. |
| **ISCED code** |  |
| **Assessment scheme** | Individual project, in-class presentation |
| **Lecturer** | Dr Jarosław Milewski |
| **Contact** | jaroslaw.milewski@filologia.uni.lodz.pl |
| **Literature** | A package of course readings will be made available via MS Teams platform |
| **Field of study/ programme** | Gender studies, men and masculinity studies, women’s studies, cultural studiesGEMMA |
| **TIMETABLE** | Monday, 10:00-11:30, room 1.06 |

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| **Course title** Holocaust in diaries and memories | **USOS code 0100-ERAL784** |
| **Level** *(MA/BA/optional)* | All degrees (BA, MA) |
| **Semester** (winter/summer) summer |
| **ECTS** | 6 |
| **Language of instruction** | English |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | discussion class |
| **No. of hours** | 30 |
| **Course content** "Many horrors were forgotten. Many horrors went unwitnessed. Many horrors were of a kind that those who described them were not believed. But they must remain alive in human memory” – wrote Oscar Rosenfeld, publicist from Vienna, who was deported to the Lodz (Litzmannstadt) Ghetto in 1941 by way of Prague. In his diary (1942-1944) he described terrible hunger and the dehumanization of people but also the beauty and courage of victims, their dreams, believes and optimism. During the course students will study the historical and ethical problems of Holocaust during WW II, discuss wartime documents (diaries and testimonies witnessing everyday life during the war), post-war memories of survivors (specially of the Lodz Ghetto survivors) and witnesses, traces of Holocaust and memory places in Lodz but also the impact of history on the contemporary society and discussions about past. |
| **ISCED code** | 0314 |
| **Assessment scheme** | Active participation, class presentation and final essay |
| **Lecturer** | Dr Joanna Podolska |
| **Contact** | joanna.podolska@uni.lodz.pl |
| **Literature** | 1/ Barbara Engelking, Gunnar S. Paulsson, Holocaust and memory: the experience of the Holocaust and its consequences: an investigation based on personal narratives, Leicester University Press, London, 2001; 2/ Encyclopedia of the Ghetto. The Unfinished Project of the Lodz Ghetto Archivists, ED. Adam Sitarek, k. Radziszewska, Łódź 2017, 3/“Wire Bound State": Structure and Functions of the Jewish Administration of the Łódź Ghetto, Łódź 2017. 4/ Oscar Rosenfeld, In the beginning was the ghetto: notebooks from Łódź, ed. Hanno Loewy, Northwestern University Press, 2002; 5/ The Diary of Dawid Sierakowiak: Five Notebooks from the Lodz Ghetto, ed. Alan Adelson, 1996; 5/ Polin. 1000-Year History of Polish Jews. A Guide, ed. Barbara Kirshenblatt-Gimblett, Museum of the History of Polish Jews, Warsaw 2017;  |
| **Field of study/ programme** | Cultural studies, literature, philology, history, anthropology, sociology |
| **Timetable** | Wednesday, 15:15-18:30, room: 1.14 |

**institute of INFORMATOLOGY**

**Coordinator: dr hab. Agata Walczak-Niewiadomska**

agata.walczak-niewiadomska@uni.lodz.pl

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| **Course title** **Conferences and Events Organisation** | **USOS code** |
| **Level** *(MA/BA/optional)* | MA |
| **Semester** (winter/summer) summer |
| **ECTS** | 4 |
| **Language of instruction** | English |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Discussion class |
| **No. of hours** | 30 |
| **Course content (max. 1000 characters)**The aim of the course is to prepare students for the planning, organization, implementation and effective finalization of various popular science and scientific events. |
| **ISCED code** | 0322 |
| **Assessment scheme** | Written exam. Practical tasks. |
| **Lecturer** | Katarzyna Zielińska, PhD. |
| **Contact** | katarzyna.zielinska@filologia.uni.lodz.pl |
| **Literature** | CZAPNIK, Grzegorz, ANTCZAK, Mariola (red.). 2022. Organizacja konferencji naukowych. Łódź: Wydawnictwo Uniwersytetu Łódzkiego. ISBN 978-83-8220-901-3Domański Piotr, Maciej Domański 2016. *Practical Meetings and Conferences. A Guide for Professionals*. Warszawa. ISBN 978-83-7561-590-6Domański Piotr, Maciej Domański 2014. *Active English at Work*. Warszawa. ISBN 978-83-7561-392-6RIVLIN, Gideon. 1995. Guide to Organizing an International Scientific Conference. Basel: Karger. ISBN 3-8055-6151-2WISEMAN, Mary Jo. 2016. The Meeting Planning Process. A Guide to Planning Successful Meetings. Marlboro: CreateSpace Independent Publishing Platform. ISBN 978-1535511841 |
| **Field of study/ programme** | Information science |
| **Timetable** | Tuesday, 18:15 - 19:45, room: -31 |
| **Course title****Audyt informacyjny [Information audit]** | **USOS code** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer) summer |
| **ECTS** | 1 |
| **Language of instruction** | Polish |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Discussion class  |
| **No. of hours** | 15 |
| **Course content (max. 1000 characters)****Celem przedmiotu jest przygotowanie studentów w obszarach teoretycznych i praktycznych do wykonywania zadań audytu informacyjnego i wiedzy. W ramach zajęć studenci realizują projekt polegający na ocenie potrzeb informacyjnych wybranej organizacji, określeniu stanu jej wiedzy, wydzieleniu przepływów i luk informacyjnych.** |
| **ISCED code** | 0322 |
| **Assessment scheme** | Written exam. Individual project. |
| **Lecturer** | Grzegorz Czapnik, PhD. |
| **Contact** | grzegorz.czapnik@uni.lodz.pl |
| **Literature** | BUCHANAN, S. & GIBB, F. 2007. The information audit: Role and scope. International Journal of Information Management, [online]. 27(3), p. 159-172. Available from: <https://www.sciencedirect.com/science/article/abs/pii/S0268401207000059?via%3Dihub>KOWALCZYK A., NOGALSKI B. 2007. Zarządzanie wiedzą. Koncepcje i narzędzia. Warszawa: DifinKOWALSKA, M. 2007. Audyt informacyjnego systemu sieciowego. Prace Naukowe Akademii Ekonomicznej we Wrocławiu. Informatyka Ekonomiczna (10) nr 1150, s.306-316KWIECIŃSKI M. 2004. Mapy wiedzy w koncepcji wywiadu gospodarczego. W: Informacja i wiedza w zintegrowanym systemie zarządzania. Red. nauk R.Borowiecki, M.Kwiecioski. Kraków, Zakamycze, s. 383-395MATERSKA K. 2011. Audyt informacji – problemy metodologiczne. E-mentor 5, 56-63MATERSKA, K. 2010. Prolegomena do audytu informacji i wiedzy. [online] W: Zarządzanie wiedzą w organizacjach publicznych. Teoria i praktyka. Warszawa, 6 maj 2009. \*przeglądany 1 czerwca 2016+. Dostępny w e-Lis: <http://eprints.rclis.org/23917/>TRYNDA, K 2008. Audyt informacyjny w sektorze MSP z wykorzystaniem technologii informatycznych. Zeszyty Naukowe Wyższej Szkoły Humanitas. Zarządzanie 2, s. 147-156. (także wersja elektroniczna: <http://www.sbc.org.pl/Content/19371/trynda.pdf>) |
| **Field of study/ programme** | Information science |
| **Timetable** | Thursday, 10.00 - 11.30, room: 1.51 |

**institute of CLASSICAL PHILOLOGY**

**Coordinator: dr Adriana Grzelak-Krzymianowska**

adriana.grzelak-krzymianowska@uni.lodz.pl

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| **Course title**Elementary Latin Course | **USOS code** |
| **Level** *(MA/BA/optional)* | Optional |
| **Semester** (winter/summer) SUMMER |
| **ECTS** | 3 |
| **Language of instruction** | English |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Workshop |
| **No. of hours** | 28 |
| **Course content (max. 1000 characters)**The course is designed to provide an introduction to the basic elements of the Latin language. It emphasises the basics of grammar, vocabulary and reading comprehension, as well as learning about and appreciating the culture of ancient Rome. During the course, students will increase their verbal and grammatical skills concerning Latin, as well as learn to recognise similarities between European languages in terms of lexis and grammar. Students develop the ability to read and understand simple Latin texts. |
| **ISCED code** | 0231 |
| **Assessment scheme** | * systematically preparation to the classes and activity during them
* student’s reading on their own - a fragment of Latin text chosen by a teacher (oral exam during teacher’s office hours)
* presence within classes is obligatory
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| **Lecturer** | dr Adriana Grzelak-Krzymianowskadr Sylwia Krukowska  |
| **Contact** | adriana.grzelak-krzymianowska@uni.lodz.plsylwia.krukowska@filologia.uni.lodz.pl  |
| **Literature** | Orberg H, Lingua latina per se illustrata : familia romana, Cultura Clásica, 2011.Roby H. J., An Elementary Latin Grammar, 2010.Morwood J., Oxford Latin Desk Dictionary, 2005.Oxford Latin Dictionary, Oxford University Press, 2012. |
| **Field of study/ programme** | Classical Philology |
| **Timetable** | Tuesday, Wednesday (27.02, 05.03,12.03, 19.03, 26.03, 03.04, 10.04, 17.04, 24.04, 08.05) 17:00-19:15, room: 2.36 |

**institute of russian studies**

**Coordinator: Paulina Sikora-Krizhevska** paulina.sikora@filologia.uni.lodz.pl

Филологический факультет

**Институт русистики**

BA

Departmental Erasmus Coordinator: Paulina Sikora-Krizhevska (paulina.sikora@uni.lodz.pl)

Departamental Mobility Direct Coordinator: Ivan Smirnov (ivan.smirnov@uni.lodz.pl)

Контактные данные преподавателей: <https://www.rusycystyka.uni.lodz.pl/kontakt>

Окончательное решение о выборе занятий в рамках предмета „Практика русской речи” принимается после **выполнения языкового теста** и консультации с координатором. Тест проводится в начале семестра. Чтобы получить информацию о дате и месте проведения теста, обратитесь к координатору.

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| **Course title** **Фонетика 2** | **USOS code** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer) summer |
| **ECTS** | 2 |
| **Language of instruction** | Russian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Tutorial |
| **No. of hours** | 28 |
| **Course content** Ознакомление студентов с основными правилами фонетики, произношения, интонации и ударения, а также развитие у студентов практических навыков в соответствии с содержанием настоящего курса. |
| **ISCED code** | 0231 |
| **Assessment scheme** | зачёт с оценкой |
| **Lecturer** | Dr Agata Piasecka  |
| **Timetable** | Среда 13:30 – 15:00 аудитория 1.09agata.piasecka@uni.lodz.pl  |
| **Literature** |  |
| **Field of study/ programme** | Russian Philology |

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| **Course title** **Практика русской речи 2** | **USOS code** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer) summer |
| **ECTS** | 10 |
| **Language of instruction** | Russian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Tutorial |
| **No. of hours** | 140 |
| **Course content** Мой день, домашние обязанности Свободное время, хобби, увлечения, ВУЗ, Изучение иностранных языков.Имя прилагательное (склонение), степени сравнения, краткие формы.Имя числительное, порядковые (склонение).Глаголы – спряжение, возвратные, невозвратные. Утвердительные, вопросительные, отрицательные предложения. Обозначение начала, продолжения и конца действия. Обозначение наличия, существования и принадлежности.Правописание гласных, правописание приставок, *и, ы* после приставок, правописание согласных в слове (звонкие и глухие, непроизносимые, двойные согласные), чередование гласных в корне слова. |
| **Assessment scheme** | экзамен |
| **Lecturer** |  Mgr Agata Rzodkiewicz, dr. hab. Anna Ginter, mgr Ewa Bojanowskacoordinator mgr Anna Rodak agata.soltysiak@uni.lodz.pl, anna.ginter@uni.lodz.pl, ewa.bojanowska@uni.lodz.pl, anna.rodak@uni.lodz.pl  |
| **Timetable** | Четверг: 10:00 – 11:30, 11:45 – 13:15, 13:30 – 15:00 аудитория 1.18, Среда 10:00 – 11:30, 11:45 – 13:15 аудитория 1.18Понедельник 13:30 – 15:00 аудитория 1.09 |
| **Literature** |  |
| **Field of study/ programme** | Russian Philology |

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| **Course title** **Практика русской речи 4** | **USOS code** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer) summer |
| **ECTS** | 9 |
| **Language of instruction** | Russian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Tutorial |
| **No. of hours** | 126 |
| **Course content** **На занятиях развиваются все навыки, составляющие владение русским языком на уровне B1.**Лексика: Квартира (типы домов\квартир, меблировка, ремонт, как снять квартиру) Русская кухня (традиционные блюда русской кухни, покупки в продовольственном магазине, рецепты и приготовление блюд, ресторан)ЗОЖ (названия болезней, симптомы, визит у врача, здоровое питание, значение спорта в жизни человека, известные российские спортсмены/спортсменки, олимпийские игры).Функциональная грамматика, морфология и орфография: Глагол (спряжения – трудные случаи, исключения, прошедшее время, повелительное наклонение, виды глагола, правописание возвратных глаголов). Местоимение (формы склонения местоимений, указательных, вопросительных, притяжательных, правописание неопределенных местоимений). Правописание ь i ъ (продолжение). Пунктуация простого предложения. Модальные конструкции. Конструкции, выражающие причинно-следственные отношения.**Предварительные требования**: Владение русским языком на уровне А2+. |
| **ISCED code** | 0231 |
| **Lecturer** | mgr Agata Rzodkiewicz, mgr Ewa Bojanowska coordinator dr Elona Curkan-Dróżkaagata.soltysiak@uni.lodz.pl, ewa.bojanowska@uni.lodz.pl, elona.curkan@uni.lodz.pl  |
| **Timetable** | Пятница 9:15 – 10:00, 10:00 – 11:30, 11:45 – 13:15 аудитория 1.09Понедельник 8:15 – 9:45, 10:00 – 11:30 аудитория 1.09 |
| **Literature** | Dobrowolski J., 350 ćwiczeń z języka rosyjskiego, Warszawa 2003Gołubiewa A., Kuratczyk M. Gramatyka języka rosyjskiego z ćwiczeniami. W., 2012Gołubiewa A., Kowalska N., Ćwiczenia z gramatyki praktycznej języka rosyjskiego cz. I, Warszawa 1999.Kowalska N., Samek D., Praktyczna nauka języka rosyjskiego, wyd. REA, 2004.Kowalska N., Krawczyk L., Zaron Z., Ćwiczenia z gramatyki opisowej języka rosyjskiego, PWN, Warszawa1978.Kuca Z., Дискуссия, wyd. Profamilia, 2016.Sylabus studenta rusycysty II rok. Pod red. U. Siemianowskiej, Łódź 2007. |
| **Field of study/ programme** | Russian Philology |

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| **Course title** **Практика русской речи 6** | **USOS code** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer) summer |
| **ECTS** | 6 |
| **Language of instruction** | Russian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Tutorial |
| **No. of hours** | 84 |
| **Course content** На занятиях развиваются все навыки, составляющие владение русским языком на уровне B2+.Лексика: Человек. Кино. Театр. СМИ – типы спектаклей/ фильмов, популярные актеры/ постановки/ фильмы/ телепрограммы, кинофестивали/ театральные фестивали, роль СМИ, манипуляция информацией. Трудоустройство – поиск работы, собеседование, профориентация, объявления о работе, резюме.Функциональная грамматика, морфология и орфография: Деепричастие (образование и правописание; деепричастный оборот); Правописание частиц не/ни с разными частями речи; Страдательный залог; Именное и глагольное управление.**Предварительные требования**: Владение русским языком на уровне B1+. |
| **ISCED code** | 0231 |
| **Assessment scheme** | зачёт с оценкой |
| **Lecturer** | Mgr Anna Rodak, mgr Ija BlumentalCoordinator dr Elona Curkan-Dróżka  |
| **Timetable** | Среда 8:15 – 9:45 аудитория 2.23Четверг 13:30 – 15:00 аудитория -32Пятница 13:30 – 15:00 аудитория 1.18anna.rodak@uni.lodz.pl, ija.blumental@uni.lodz.pl, elona.curkan@uni.lodz.pl |
| **Literature** |  |
| **Field of study/ programme** | Russian Philology |

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| **Course title** **Русский язык специальности - Бизнес 2** | **USOS code** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer) summer |
| **ECTS** | 3 |
| **Language of instruction** | Russian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Tutorial |
| **No. of hours** | 42 |
| **Course content** Продукт / услуга / товар. Характеристика.Участие фирмы в торговых мероприятиях.Устроители торговых мероприятий. Условия участия. Цели.Подготовительный процесс к участию фирмы в выставке / ярмарке.Организация стенда.Сопутствующие мероприятия.Страхование экспонатов (и физических лиц).Транспортировка экспонатов.Таможенные формальности.Итоги участия фирмы в мероприятии.**Предварительные требования**: Владение русским языком на уровне А2. |
| **ISCED code** | 0231 |
| **Assessment scheme** | зачёт c оценкой |
| **Lecturer** | Mgr Tadeusz Dąbrowski  |
| **Timetable** | Среда 13:30 – 15:00 аудитория 1.08Четверг 15:15 – 16:45 аудитория 1.18tadeusz.dabrowski@uni.lodz.pl  |
| **Literature** | Барихин А. Б. Делопроизводство на предприятии. – М., 2000.Жуковская Е. Е., Леонова Э. Н., Мотина Е. И., Русский язык. Курс для бизнесменов. – М., 1994.Культура устной и письменной речи делового человека: Справочник. Практикум. – М., 1997.Косарева Е. В. Стратегия успеха: Русский язык для делового общения. В2-С1. – М.: Русский язык. Курсы, 2017. |
| **Field of study/ programme** | Russian Philology |

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| **Course title** **История русской литературы 3** | **USOS code** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer) summer |
| **ECTS** | 5 |
| **Language of instruction** | Russian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Tutorial + Lecture |
| **No. of hours** | 28+28 |
| **Course content** Литературный процесс второй половины XIX века, основные направления, течения, художественные методы, творчество и художественные достижения самых знаменитых представителей этого периода.Список произведений: Л. Н. Толстой – *Анна Каренина, Смерть Ивана Ильича*: Ф. Достоевский – *Преступление и наказание, Идиот, Братья Карамазовы*; В. Гаршин - *Четыре дня, Красный цветок*; В. Короленко - *Слепой музыкант*; А. Чехов – *Степь, Палата № 6, Человек в футляре, Ионыч, Дама с собачкой, Три сестры, Вишнёвый сад*; А. Блок – *Балаганчик*; Л. Андреев – *Жизнь человека; Стихотворения*: В. Соловьев – *Милый друг*; Д. Мережковский – *Одиночество*; З. Гиппиус – *Песня*; К. Бальмонт – *Песня без слов*; В. Брюсов – *Творчество*; А. Белый – *Золотое руно*; А. Блок – *Незнакомка*; С. Городецкий – *Адам*; А. Ахматова – *Протёртый коврик под иконой*; О. Мандельштам – *Notre Dame*; И. Северянин – *Мороженое, из сирени*; В. Хлебников – *Бобеоби пелись губы*.**Предварительные требования**: Владение русским языком на уровне B1. |
| **ISCED code** | 0232 |
| **Assessment scheme** | экзамен |
| **Lecturer** |  Dr Aleksandra Szymańska |
| **Timetable** | Понедельник 11:45 – 13:15, 13:30 – 15:00 аудитория 1.08 aleksandra.szymanska@uni.lodz.pl  |
| **Literature** | Literatura rosyjska, red. M. Jakóbiec, t. I - II, Warszawa 1976.Literatura rosyjska w zarysie, red. Z. Barański, A. Semczuk, Warszawa 1975.Historia literatury rosyjskiej XX wieku, red. A. Drawicz, Warszawa 1997.Istorija russkoj literatury w 4 tomach, red. N. I. Pruckow, Leningrad 1980, t. 3, 4.Istorija russkoj literatury XI–XIX вв., red. W. Korowin, N. Jakuszyn, Moskwa 2001.Russkaja literatura XIX–XX wiekow, red. B. Burow, M. Gołubkow, Moskwa 2004 |
| **Field of study/ programme** | Russian Philology |

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| **Course title** **История русской литературы 5** | **USOS code** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer) summer |
| **ECTS** | 3 |
| **Language of instruction** | Russian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Tutorial |
| **No. of hours** | 20 |
| **Course content** Тенденции развития русской современной литературы (новый реализм, формализм, постмодернизм, неосентиментализм, новая драма XXI века). Творчество выдающихся русских писателей второй половины XX в. – первого двадцатилетия XXI в.Список произведений: Г. Сапгир — *Сонет-статья, Сонет-венок, Фриз разрушенный, Фриз восстановлнный*, Л. Петрушевская — *Время ночь*, Е. Шварц – *Элегия на рентгеновский снимок моего черепа*, В. Пелевин — *Жизнь насекомых*, Н. Коляда — *Полонез Огинского*, И. Выыпаев — *Кислород*, Л. Улицкая — *Орловы-Соколовы*, М. Степанова – эссе *Предполагая жить*, поэма *Девочки без одежды.***Предварительные требования**: Владение русским языком на уровне B1. |
| **ISCED code** | 0232 |
| **Assessment scheme** | Зачёт с оценкой |
| **Lecturer** | Mgr Paulina Sikora-Krizhevska  |
| **Timetable** | Среда 10:00 – 11:30 аудитория 1.12paulina.sikora@uni.lodz.pl  |
| **Literature** | C. Я. Гончарова-Грабовская, Поэтика современной русской драмы (конец XX – начало XXI века), Минск 2003.Н. Л. Лейдерман, М. Н. Липовецкий, Современная русская литература: 1950 – 1990-е годы, Москва 2003.М. Липовецкий, Б. Боймерс, Перформансы насилия: литературные и театральные эксперименты «новой драмы», Москва 2012.Л. Н. Любимцева, Русская драматургия начала XXI века, Горловка 2011.И. К. Сушилина, Современный литературный процесс в России: Учебное пособие, Москва 2001.М. А. Шраер, Д. Шраер-Петров, Генрих Сапгир. Классик авангарда, 2016.Черняк М.А. Современная русская литература. Спб-М., 2004.А. Wołodźko-Butkiewicz, Od pieriestrojki do laboratoriów netliteratury. Przemiany we współczesnej prozie rosyjskiej, Warszawa 2004. |
| **Field of study/ programme** | Russian Philology |

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| **Course title** **Практика русской речи 2 (MA)** | **USOS code** |
| **Level** *(MA/BA/optional)* | MA |
| **Semester** (winter/summer) summer |
| **ECTS** | 6 |
| **Language of instruction** | Russian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Tutorial  |
| **No. of hours** | 42 |
| **Course content** 1. Духовность в жизни человека:отношение человека к религии, секты, разговоры о архитектуре, живописи, музыке, новые направления развития и выражения «Я».2. Слово о психологии: исследования в области расстройств личности, самоидентификация, самоопределение, спиритические сеансы, гипнозы, гадание и астрологические прогнозы, манипуляция, информация в СМИ. |
| **ISCED code** | 0231 |
| **Assessment scheme** | экзамен |
| **Lecturer** | mgr Ija Blumental (coordinator), dr Elona Curkan-Dróżka |
| **Timetable** | Понедельник 13:30 – 15:00 аудитория 1.18Вторник 8:15 – 9:45 аудитория -32ija.blumental@uni.lodz.pl, elona.curkan@uni.lodz.pl  |
| **Literature** | Баско Н.В. Обсуждаем глобальные проблемы, повторяем русскую грамматику. – М.: Русский язык. Курсы, 2013.Кумбашева Ю.А. Человек в современном мире: учеб. пособие по разговорной практике. – М.: Флинта: Наука, 2006.Летова Н. А., Яркина Л.П. Русский язык как иностранный. На пути к взаимопониманию. М.: - Флинта: Наука, 2006Сергеева А.В. Русские. Стереотипы поведения. Традиции. Ментальность. – М.: Флинта: Наука, 2008.Старовойтова И.А. Ваше мнение: учеб. пособие по разговорной практике. – М.: Флинта: Наука, 2006.Kuca Z. Дискуссия. Zaawansowany kurs języka rosyjskiego. Profamilia.Аутентичные материалы газет и журналов. Видео- и аудиоматериалы.Авторские материалы. |
| **Field of study/ programme** | Russian Philology |

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| **Course title** **Русский речевой этикет (MA)** | **USOS code** |
| **Level** *(MA/BA/optional)* | MA |
| **Semester** (winter/summer) summer |
| **ECTS** | 1 |
| **Language of instruction** | Russian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Tutorial  |
| **No. of hours** | 14 |
| **Course content** Понятие речевого этикета, причины непонимания разговорной речи россиян иностранцами, фонд общих культурных знаний россиянина (Background Knowledge), российские культурные феномены, эмоционально-экспрессивная лексика, жесты и мимика россиян, русская идиоматика. |
| **ISCED code** | 0231 |
| **Assessment scheme** | зачёт с оценкой |
| **Lecturer** | mgr Tadeusz Dąbrowski |
| **Timetable** | Вторник 15:15 – 16:45 аудитория 1.09tadeusz.dabrowski@uni.lodz.pl |
| **Literature** | Баско Н. В. Русский язык как иностранный. Русские фразеологизмы – легко и интересно: Учебное пособие / Н. В. Баско. – М.: Флинта: Наука, 2003. – 152 с.Григорьева С. А., Григорьев Н. В., Крейдлин Г. Е. Словарь языка русских жестов. – Москва-Вена: Языки русской культуры; Венский славистический альманах, 2001. – 256 с.Меликян В. Ю. Словарь: Эмоционально-экспрессивные обороты живой речи. – М.: Флинта: Наука, 2001. – 240 с.Минакова Е. Е. Современная русская идиоматика. Учебное пособие для иностранцев, изучающих русский язык. – 2-е изд., стереотип. – М.: Русский язык. Курсы, 2008. – 136 с.Ниссен В. Ю. Русский речевой этикет : учеб. Пособие / В. Ю. Ниссен, Т. И. Карасева. – М.: ФЛИНТА : Наука, 2011. – 80 с. |
| **Field of study/ programme** | Russian Philology |

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| **Course title** **Избранные аспекты современного русского языка (MA)** | **USOS code** |
| **Level** *(MA/BA/optional)* | MA |
| **Semester** (winter/summer) summer |
| **ECTS** | 2 |
| **Language of instruction** | Russian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Tutorial  |
| **No. of hours** | 28 |
| **Course content** Ознакомление студентов с теорией современной русской идиоматики и практическим использованием идиом в устной и письменной коммуникации  |
| **ISCED code** | 0231 |
| **Assessment scheme** | экзамен |
| **Lecturer** | dr Agata Piasecka |
| **Timetable** | Четверг 11:45 – 13:15 аудитория 1.09agata.piasecka@uni.lodz.pl |
| **Literature** |  |
| **Field of study/ programme** | Russian Philology |

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| **Course title** **Деловые переговоры (MA)** | **USOS code** |
| **Level** *(MA/BA/optional)* | MA |
| **Semester** (winter/summer) summer |
| **ECTS** | 2 |
| **Language of instruction** | Russian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Tutorial  |
| **No. of hours** | 28 |
| **Course content** Сущность переговоров, виды, этапы. Цели переговоров, выбор стратегии и методов ведения переговоров в свете ментальных, нравственных, культурных и др. различий. Эффективность и неэффективность коммуникации в процессе переговоров и т.д. |
| **ISCED code** | 0231 |
| **Assessment scheme** | зачёт с оценкой |
| **Lecturer** | dr Zoja Kuca |
| **Timetable** | Понедельник 11:45 – 13:15 аудитория 2.37zoja.kuca@uni.lodz.pl  |
| **Literature** | Г.В. Бороздина, Психология делового общения. Уч. Пособие, Москва 2001.М. Дональдсон, Умение вести переговоры, Москва 2001.М.М. Лебедева, Уметь вести переговоры, Москва 1991.И.И. Лукашук, Искусство деловых переговоров: Учебно-практическое пособие, Москва 2002.А. M. Łabuz, 5 kroków do porozumienia. Jak skutecznie negocjować w biznesie, Gliwice 2013.S. Molcho, Język ciała w biznesie, Katowice 2010.А. Murdoch, Kontakty z cudzoziemcami. Poradnik biznesmena, Warszawa 1996.M. Niemczyk, O negocjacjach i negocjatorach. Poradnik praktyka, Gliwice 2014.Авторские материалы. Интернет-ресурсы. |
| **Field of study/ programme** | Russian Philology |

**institute of SPANISH STUDIES**

**Coordinator: dr Ewa Urbaniak** ewa.urbaniak@uni.lodz.pl

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| **Course title** | **Curso de especialización**Lingüística | **USOS code:**  |
| **Level** *(MA/BA/optional)* | MA |
| **Semester** (winter/summer) | Winter |
| **ECTS** | 6 |
| **Language of instruction** | Spanish |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Tutorial / Discussion class |
| **No. of hours** | 30 |
| **Course content** 1. Lengua, dialecto, habla. Norma y estándar. Variación lingüística. Variación social. Estratificación sociolingüística. El cambio lingüístico.
2. Situaciones sociolingüísticas. Valoraciones subjetivas. Conciencia, actitudes y creencias. Mitos, prejuicios y tópicos sobre las lenguas.
3. Metodología sociolingüística. Selección de los informantes. Recogida de material. Tratamiento de datos. Análisis estadístico.
4. Recursos de la investigación. Monografías, revistas científicas, proyectos de investigación, corpus lingüísticos, herramientas de análisis. La lingüística del corpus.
5. El estudio de la variación léxica. El léxico regional y el léxico rural. La norma léxica y el léxico estándar. El proyecto VARILEX. La disponibilidad léxica.
6. La geolingüística. El español *neutro* y el español internacional de los medios de comunicación. El Proyecto DIES-M. Unidad y diversidad del español. El español y la globalización.
7. Contacto lingüístico. Pidgins y criollos. Interferencias. Alternancia de códigos. Bilingüismo y diglosia. Mortandad lingüística. El español en EE.UU. El *Spanglish.*
8. Política lingüística. Política y planificación lingüísticas. Normalización lingüística. Algunos modelos de planificación: Paraguay. El bilingüismo catalán y vasco.
9. El paisaje lingüístico. La ecología lingüística. Multilingüismo y plurilingüismo. La interlengua. Lenguas mixtas.
10. Sociolingüística y educación. La teoría del déficit lingüístico y sus repercusiones. Enseñanza de la lengua en comunidades dialectales. Enseñanza de la lengua en comunidades bilingües. Sociolingüística y enseñanza de lenguas extranjeras.
11. Análisis del discurso. Lenguaje político y lenguaje políticamente correcto. Ideología y lenguaje. Lenguaje periodístico. Manipulación informativa. Tabú y eufemismo.
12. El lenguaje de los textos técnicos y científicos. Características del lenguaje científico. El vocabulario científico. Creación de terminología científica. Exigencias gramaticales y semánticas de la exposición científica. Ordenación del contenido en el discurso científico.
13. Textos jurídicos y administrativos. Características del lenguaje legal. Textos jurídicos: rasgos lingüísticos y fórmulas fraseológicas. Análisis y redacción de textos administrativos.
14. Textos periodísticos y publicitarios. La comunicación periodística. Los géneros periodísticos. El lenguaje del periodismo. Manipulación de la información periodística. El lenguaje publicitario.
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| **ISCED code** | 0232 |
| **Assessment scheme** | 1. Participación habitual en las clases.
2. Preparación y presentación de una ponencia sobre una cuestión del programa de la asignatura.
3. Entrega de los trabajos escritos (análisis, resúmenes, comentarios, etc.) sobre la bibliografía de la asignatura en las fechas marcadas.
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| **Lecturer** | dr hab. Antonio María López González, prof. UŁ |
| **Contact** | antonio.lopez@uni.lodz.pl |
| **Literature** | Ávila, R. 2006. *De la imprenta a la internet: La lengua española y los medios de comunicación masiva.* Jornadas, 148. México D.F.: El Colegio de México. Casamiglia Blancafort, H.; Tusón Valls, A. 2002. *Las cosas del decir. Manual de análisis del discurso.* Barcelona: Ariel.Escoriza Morera, L. 2008. *Comentarios de política y planificación lingüísticas*. Colección Comentario de textos. Madrid: Arco Libros.Fasold, R. 1996. *La sociolingüística de la sociedad.* Trad. de M. España y J. Mejía. Madrid: Visor. García Marcos, F. 1993. *Nociones de sociolingüística*. Barcelona: Octaedro.López González, A. M. 2014. *Disponibilidad léxica. Teoría, método y análisis.* Łódź: Wydawnictwo Uniwersytetu Łódzkiego.López Morales, H. 1993. *Sociolingüística*. 2ª ed. Madrid: Gredos.López Morales, H. 1994. *Métodos de investigación lingüística*. Salamanca: Ediciones del Colegio de España.Moreno Cabrera, J. C. 2000. *La dignidad e igualdad de las lenguas*. Madrid: Alianza Editorial.Moreno Fernández, F. 1998. *Principios de sociolingüística y sociología del lenguaje.* Barcelona: Ariel.Moreno Fernández, F. 2000. *Qué español enseñar.* Cuadernos de Didáctica del español /LE. Madrid: Arco Libros.Rassinger, S. M. 2019. *La investigación cuantitativa en lingüística. Una introducción*. Madrid: Akal. (Trad. de A. Useros Martín y G. Sanz Pastor, 2013, *Quantitative Research in Linguistics. An Introduction*)*.*Romaine, S. 1996. *El lenguaje en la sociedad*. Trad. de J. Borrego Nieto. Barcelona: Ariel.Santiago de Guervós, J. 2005. *Principios de comunicación persuasiva*. Cuadernos de lengua española. Madrid: Arco Libros.Santiago de Guervós, J. 2008. *Comentario de textos persuasivos*. Colección Comentario de textos. Madrid: Arco Libros.Silva-Corvalán, C. 1989. *Sociolingüística. Teoría y análisis*. Madrid: Alambra.Vida Castro, M. A.; Ávila Muñoz, A. M.; Carriscondo Esquivel, F. M. 2016. *Manual práctico de sociolingüística*. Madrid: Síntesis. |
| **Field of study/ programme** | Spanish Philology / Linguistics |
| **Timetable** | Friday, 8:15-9:45, 2.55  |
| **Course title** | **Estilística** | **USOS code:**  |
| **Level** *(MA/BA/optional)* | MA |
| **Semester** (winter/summer) | Summer |
| **ECTS** | 6 |
| **Language of instruction** | Spanish |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Lecture / Tutorial |
| **No. of hours** | 30 |
| **Course content** I.- La variación lingüística.* Variación de acuerdo al usuario: dialectos, sociolectos, idiolecto.
* Variación de acuerdo al uso: registros.
* Campo del discurso. Modo. Tenor.
* Textos escritos y textos orales: diferencias formales. Relación entre oralidad y escritura.
* El lenguaje como semiótica social. Las interacciones orales: relación entre prácticas discursivas y prácticas sociales.

II.- Géneros, expectativas y contextos.* Los géneros textuales.
* Textos y comunidad discursiva.
* El papel de las expectativas en la comunicación verbal.
* Género y contexto. Intertextualidad. Estructura discursiva y función. La contextualización.

III.- Registros, estilos y tipos de textos.* El registro. Variaciones de registro.
* Variantes dialectales y de formalidad.
* Las dimensiones textuales. La dimensión informativa.

IV.- La corrección gramatical.* Gramática prescriptiva, gramática descriptiva, y norma.
* La gramática mental.
* Errores frecuentes y cómo evitarlos.

V.- Contextualización y coherencia.* Las propiedades del texto.
* La progresión de la información: tema y rema
* Texto y contexto. Lo explícito y lo implícito.
* La coherencia del texto.
* Uso de los conectores. El orden de palabras.

VI.- El vocabulario.* La selección de palabras.
* Los diccionarios y su uso.
* Las palabras y su significado.

VII.- La precomposición.* La planificación del escrito.
* El sujeto del discurso.
* El diálogo con el lector.
* Estrategias retóricas.

VIII.- La conversación.* El uso coloquial del lenguaje.
* Análisis de la conversación.
* El principio de cooperación.
* El principio de cortesía.

IX.- La exposición.* La exposición divulgativa y la organizada.
* Caracteres lingüísticos del texto expositivo.
* La descripción, como elemento de la exposición.
* Estructura del texto expositivo: deductiva, inductiva, paralelística.
* El tema y el título.

X.- La argumentación.* Elementos de la argumentación.
* La disposición: el párrafo y los nexos.
* Tipos de argumentos.
* Las falacias.
* La argumentación en los medios de comunicación.
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| **ISCED code** | 0232 |
| **Assessment scheme** | * Participación habitual en las clases teóricas y prácticas y realización de los ejercicios prácticos (25%).
* Examen escrito final, práctico y teórico (75%).
 |
| **Lecturer** | dr hab. Antonio María López González, prof. UŁ |
| **Contact** | antonio.lopez@uni.lodz.pl |
| **Literature** | Álvarez, M. 2005. *Tipos de escrito II: Exposición y argumentación.* 6ª ed. Madrid: Arco Libros.Briz, A. 1996. *El español coloquial: Situación y uso*. Madrid: Arco Libros.Casamiglia Blancafort, H. y A. Tusón Valls. 1999. *Las cosas del decir. Manual de análisis del discurso*. Barcelona: Ariel.Hernández, G., J. M. Cabrales y C. Rellán. 2007. *Lengua y comentario de textos*. 2ª ed. Madrid: SGEL.Hernández, G. y C. Rellán. 2001. *Aprendo a escribir 3. Exponer y argumentar.* 2ª ed. Madrid: SGEL.Gutiérrez Ordóñez, S. 1983. *Comentario pragmático de textos polifónicos*. Madrid: Arco Libros.Reyes, G. 1996. *El abecé de la pragmática*. 2ª ed. Madrid: Arco Libros.Reyes, G. 2006. Cómo escribir bien en español. Manual de redacción. 5ª ed. Madrid: Arco Libros. |
| **Field of study/ programme** | Spanish Philology / Linguistics |
| **Timetable** | Thursday, 15:15-16:45, 0.04  |

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| **Course title** | 1. **Historia del cine español**
 | **USOS code:** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer) | Summer |
| **ECTS** | 6 |
| **Language of instruction** | Spanish |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Lecture / Tutorial |
| **No. of hours** | 28 |
| **Course content** 1. **Cinematografía de los años 30**: *Un perro andaluz* (L. Buñuel, 1929), *La aldea maldita* (F. Rey, 1930), *Las Hurdes. Tierra sin pan* (L. Buñuel, 1932), *Carmen de la Triana* (F. Rey, 1938).
2. **Período de posguerra. Cine de la dictadura. Propaganda y censura. doblaje español**: *Raza* (J. L. Sáenz de Heredia, 1941), *La aldea maldita* (F. Rey, 1942).
3. **Cinematografía de los años 50**: *Surcos* (1951, J. A. Nieves Conde), *Bienvenido, míster Marshall* (1952, L. García Berlanga), *La muerte de un ciclista* (1955, J. A. Bardem), *Calle Mayor* (1956, J.A. Bardem), *El último cuplé* (J. de Orduña, 1957).
4. **Cinematografía de los años 60**: *El ángel exterminador* (1962, L. Buñuel), *El verdugo* (1964, L. García Berlanga), *El extraño viaje* (1964, F. Fernán Gómez).
5. **Cinematografía de los años 70**: *La cabina* (A Mercero, 1972), *El espíritu de la colmena* (1973, V. Erice), *Cría cuervos* (1975, C. Saura).
6. **Cinematografía de la transición**: *La escopeta nacional* (L. García Berlanga, 1977)*, Volver a empezar* (J. L. Garci, 1981)*, El sur* (V. Erice, 1983)*, Los santos inocentes* (A. Camus, 1984)*.*
7. **Grandes directores del cine español de los últimos 30 años**. P. Almodóvar: *Mujeres al borde de un ataque de nervios* (1988), *Todo sobre mi madre* (1999), *Hable con ella* (2002); Alex de la Iglesia: *El día de la bestia* (1995), *La comunidad* (2000), *Las brujas de Zugarramurdi*; Alejandro Amenábar: *Tesis* (1996), *Abre los ojos* (1997), *Los otros* (2001).
8. **El tema de la guerra civil en el cine español*:*** *Las bicicletas son para el verano* (F. Fernán Gómez, 1983), *¡Ay, Carmela!* (C. Saura, 1990), *Tierra y libertad* (K. Loach, 1995), *La lengua de las mariposas* (J. L. Cuerda, 1999), *El laberinto del fauno* (G. del Toro, 2006).
9. **Grandes éxitos comerciales del cine español:** *Ocho apellidos vascos* (E. Martínez-Lázaro, 2014), *El orfanato* (J. A. Bayona, 2007), REC. (J. Balagueró, 2007), *Torrente, el brazo tonto de la ley* (S. Segura, 1998), *La muerte tenía un precio* (S. Leone, 1975)
10. **Los premios Goya del cine español. Ejemplos de mejores películas españolas:***Belle epoque* (F. Trueba, 1992), *La niña de tus ojos* (F. Trueba, 1998), *El bola* (Achero Mañas, 2000), *Los lunes al sol* (F. León, 2002), *Te doy mis ojos* (I. Bollain, 2003), *Blancanieves* (P. Berger, 2012)
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| **ISCED code** | 0231 |
| **Assessment scheme** | - Asistencia a clase (se permiten un máximo de 2 ausencias).- Preparación para las clases: realización de los deberes dados por el profesor.1. Para aprobar:
	1. Participación habitual en clases teóricas y prácticas y realización de ejercicios prácticos (33,3%).
	2. Trabajo final: Redacción de una crítica cinematográfica (66,6%).
2. Nota final: Trabajo final escrito (66,6%) + Actividad en clase (33,3%).
 |
| **Lecturer** | dr hab. Antonio María López González, prof. UŁ |
| **Contact** | antonio.lopez@uni.lodz.pl |
| **Literature** | Benet, V. J. (2012). *El cine español. Una historia cultural*. Barcelona: Paidós.Caparrós Lera, J. M. (1983). *El cine español bajo el régimen de Franco (1936-1975)*. Barcelona: Universitat de Barcelona. Caparrós Lera, J. M. (1992). *El cine español de la democracia. De la muerte de Franco al “cambio” socialista (1975-1989)*. Barcelona: Anthropos.Caparros Lera, J. M. (2007). *Historia del cine español*. Madrid: T & B Editores.Gubern R. (2009). *Historia del cine español*. Madrid: Cátedra.Navarette Cardero, L. (2009). *La historia contemporánea de España a través del cine español*. Madrid: Síntesis.Puigdomènech, J. (2007). *Treinta años de cine español en democracia (1977/2007)*. Madrid: Ediciones JC.Valero Martínez, T. (2010). *Historia de España contemporánea vista por el cine*. Barcelona: Universitat de Barcelona.Zavala, J.; Castro-Villacañas, E.; Martínez, A. (2007). *El cine español contado con sencillez*. Madrid: Maeva. |
| **Field of study/ programme** | Spanish Philology / Linguistics |
| **Timetable** | Thursday, 11:45-13:15, 0.43  |

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| **Course title****Historia de la literatura española 2** | **USOS code** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer)summer |
| **ECTS** | 8 |
| **Language of instruction** | español |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Lecture |
| **No. of hours** | 56 |
| **Course content (max. 1000 characters)****Siglo XVIII (Ilustración y su ideología, Jovellanos y Feijoo, clasicismo y la Poética de Ignacio de Luzán, poesía anacreóntica, Meléndez Valdés - poesía, El sí de las niñas de Leandro Fernández de Moratín) ;****Siglo XIX (romanticismo y su alcance, El estudiante de Salamanca de José de Espronceda, realismo, naturalismo y su especificidad, Doña Perfecta de Benito Pérez Galdós y La Regenta de Leopoldo Alas «Clarín», literatura espiritual y su entronque con el modernismo) ;** **Siglo XX, XXI (modernismo–Generación del 98, poesía de Antonio Machado y Juan Ramón Jiménez, Azorín y su Castilla, Niebla de Miguel Unamuno; Generación del 27, poemas de Federico García Lorca y Luis Cernuda; la guerra civil y su influjo en la literatura de la época franquista, novela de posguerra, Camilo José Cela y La familia de Pascual Duarte, La colmena, Miguel Delibes y Cinco horas con Mario; narrativa femenina y últimas tendencias en la novela: Rosa Montero, Carmen Martín Gaite, Monserrat Roig, Carmen Riera, Javier Cercas, Javier Marías).** |
| **ISCED code** | 0231 |
| **Assessment scheme** | Participación en clase, Examen final |
| **Lecturer** | Agnieszka Kłosińska-Nachin |
| **Contact** | agnieszka.klosinska-nachin@uni.lodz.pl |
| **Literature** | M. D. Albiac Blanco, *Historia de la literatura española. Razón y sentimiento: El siglo de las Luces 1692-1800,* 4, ed. Crítica, Barcelona, 2010.C. Alonso, *Historia de la literatura española. Hacia una literatura nacional 1800-1900*, 5, ed. Crítica, Barcelona, 2010.C. Alvar, J. C. Mainer, R. Navarro Durán*, Breve historia de la literatura española*, Alianza, Madrid, 2014.J. García, *Historia de la literatura española. 7. Derrota y restitución de la Modernidad. 1939-2010,* ed. Crítica, Barcelona, 2011.J. C. Mainer, *La edad de plata (1902-1939). Ensayo de interpretación de un proceso cultural*, Cátedra, Madrid, 1999. |
| **Field of study/ programme** | Filología española |
| **Timetable** | Tuesday, 11:45-13:15, -27  |

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| **Course title****Historia de la lengua española con elementos de gramática histórica 2** | **USOS code** |
| **Level** *(MA/BA/optional)* | Diplomatura / BA |
| **Semester** (winter/summer): 2022/ 2023 - semestre de verano |
| **ECTS** | 6 |
| **Language of instruction** | Español |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Discussion class |
| **No. of hours** | 28 |
| **Course content (max. 1000 characters)**Entre diacronía y sincronía. Gramática histórica vs. Historia de la lengua. Orígenes del idioma: antecedentes históricos del castellano primitivo. Herencia de las lenguas prerromanas. Romanización. Latín vulgar y peculiaridades del latín hispánico. Invasiones germánicas y sus huellas lingüísticas. Constitución de las lenguas medievales. Invasión árabe (influencia lingüística del árabe). Romance en la época cristiana. Formación de los primitivos dialectos peninsulares. Expansión castellana. Época alfonsí y el siglo XIV. Transición del español medieval al clásico. Español clásico: unificación política y lingüística; el español en Europa y en el Nuevo Mundo. Cambios lingüísticos: cambios en las vocales y en el sistema de consonantes; cambios gramaticales; (nombre, pronombre y artículo, verbo, construcciones sintácticas, adverbio y elementos de relación). Hacia el español moderno: reformas ortográficas, cuestiones fonéticas, problemas gramaticales, desarrollo del léxico. Judeo-español: historia, caracteres y estado actual. Dialectos históricos: aragonés, leonés: geografía, caracteres, situación actual. Variedades internas del español. Variedades meridionales (extremeño, murciano, andaluz, canario): principales rasgos lingüísticos.  |
| **ISCED code** | 0231 |
| **Assessment scheme** | trabajos individuales / presentaciones temáticas: 30%; prueba final (escrita): 70% |
| **Lecturer** | dr hab. Marek Baran, prof. UŁ  |
| **Contact** | marek.baran@uni.lodz.pl |
| **Literature** | Cano, R. (2009), *Historia de la lengua española,* Barcelona: Ariel. Echenique, M. T. (2005), *Historia de la lengua española en América y España*, Tirant lo Blanch. Echenique, M. T. (2005), *Diacronía y gramática histórica de la lengua española*, Tirant lo Blanch. Lapesa, R. (1984), *Historia de la lengua española*, Madrid: Gredos.Penny, R. (2006), *Gramática histórica del español*, Barcelona: Ariel. Penny, R. (2004), *Variación y cambio en español*, Madrid: Gredos. |
| **Field of study/ programme** | Filología Española – Lingüística  |
| **Timetable** | Thursday, 10:00-11:30, 0.43 |

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| **Course title** | **Curso de especialización (MA) -Pragmalingüística** | **USOS code:**  |
| **Level** *(MA/BA/optional)* | MA (Licenciatura) |
| **Semester** (winter/summer) | 2022 / 2023 – semestre de verano |
| **ECTS** |  |
| **Language of instruction** | Spanish |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Tutorial /Discussion class |
| **No. of hours** | 28 |
| **Course content (max. 1000 characters)*** **1. *¡Ojalá por fin me mire!* (o) De la lingüística estructural a los planteamientos pragmático-interaccionales.**
* **2. *Te espero mañana donde siempre* (o) Tres problemas de pragmática (problema del significado no convencional; sintaxis y contexto; referencia y deixis).**
* **3. *¿Qué me quisiste decir el otro día cunado dijiste “tal vez lo descubramos juntos”?* (o) Conceptos básicos de pragmática (emisor, destinatario, enunciado, entorno espacio-temporal, información pragmática, intención, relación social).**
* **4. *Te pido disculpas* (o) Austin y la filosofía del lenguaje corriente (palabras y acciones; la revalorización del lenguaje corriente).**
* **5. *Me siento muy sola* (o) La teoría de los actos de habla de Searle. Fuerza ilocutiva y forma lingüística.**
* **6. *Coge, coge, ¡que está muy rico!* (o) Los actos de habla desde una perspectiva contrastiva.**
* **7. *La película empieza a media tarde* (o) Las máximas conversacionales de Grice. El principio de cooperación.**
* **8. *Hombre, anímate, que estamos de fiesta* (o) La cortesía verbal: ¿norma social o estrategia comunicativa?**
* **9. *Diviértete* (o) El modelo de Brown y Levinson. La cortesía positiva *vs* La cortesía negativa.**
* **10. *¡Menuda suerte*! (o) La categorización pragmalingüística de la cultura española**.
* **11. *¡No se calla nunca!* (o) El parámetro de *verbosidad y silencio* en la tipificación sociopragmática de las comunidades de habla.**
* **12. *Pues nada…* (o) Silencio, género e identidad.**
* **13. *¡Buena suerte!* (o) Aproximación sociopragmática a la formulación de buenos deseos y felicitaciones en español.**
* **13.  *María, ¿qué haces por acá?*(o) racismo y discriminación en la interacción interétnica cotidiana en Hispanoamérica.**
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| **ISCED code** | 0232 |
| **Assessment scheme** | 1. Presentaciones temáticas (30 %).
2. Prueba final (escrita) (70%).
 |
| **Lecturer** | dr hab. Marek Baran, prof. UŁ |
| **Contact** | marek.baran@uni.lodz.pl |
| **Literature** | Austin, J. L. (1982), *Cómo hacer cosas con palabras*, Paidós, Barcelona. Baran, M. (2010), *Emotividad y convención sociopragmática. Una contribución al estudio del ethos comunicativo de la comunidad hispanohablante peninsular*, Wydawnictwo Uniwersytetu Łódzkiego, Łódź.Baran, M. (2004), “Entre dejarlo y olvidarlo: de la interferencia pragmática a la pragmática contrastiva”, in: Ch. Wentzlaff-Eggebert (ed.), *Europa como espacio cultural: entre progreso y destrucción*, Universität zu Köln, 178-187.Bravo, D. y Briz, A. (2004), *Pragmática sociocultural: estudios sobre el discurso de cortesía en español*, Ariel Lingüística, Barcelona. Blum-Kulka, S. *et al.* (1989), *Cross-cultural Pragmatics: Requests and Apologies*, Norwood (N.J.), Ablex. Brown P., Levinson S.C (1987), *Politeness. Some Universals in Language Usage*, CUP, Cambridge. Calvo Pérez, J. (1994), *Introducción a la pragmática de español*, Cátedra, Madrid. Escandell Vidal (1996), *Introducción a la pragmática*, Ariel Lingüística, Barcelona.Haverkate, H. (1994), *La cortesía verbal. Estudio pragmalingüístico*, Gredos, Madrid. Julio, M. T. y Muñoz, R. (eds.) (1998), *Textos clásicos de pragmática*, Arco/Libros, Madrid.Kerbrat-Orecchioni K. (2005, *Le discours en interaction*, A. Colin, Paris. Levinson, S. C. (2010), *Pragmatyka*, PWN, Warszawa. Palmer G. (2000), *Lingüística cultural*, Alianza Editorial, Madrid. |
| **Field of study/ programme** | Spanish Philology / Linguistics |
| **Timetable** | Thursday, 11:45-13:15, -03 |

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| **Course title****Cultura y civilización de América Latina**  | **USOS code****0100-ERAS380** |
| **Level** *(MA/BA/optional)* | MA |
| **Semester** (winter/summer) Summer |
| **ECTS** | 6 |
| **Language of instruction** | Spanish |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Discussion class |
| **No. of hours** | 28 |
| **Course content (max. 1000 characters)**1. El proceso de la independencia.
2. Inmigración europea a Latinoamérica. La Argentina de Juan Domingo Perón.
3. Izquierda revolucionaria y dictaduras militares en el Cono Sur.
4. Conflictos internos en Perú, Colombia y Guatemala.
5. Relaciones entre EEUU y países latinoamericanos a lo largo del siglo XX.
6. Narcocultura: características, representantes.
7. Cine latinoamericano: análisis de dos obras escogidas.
8. Imaginarios ecológicos en América Latina.
 |
| **ISCED code** | 0231 |
| **Assessment scheme** | examen escrito, participación en las clases, proyecto/presentación  |
| **Lecturer** |  Ewa Kobyłecka-Piwońska |
| **Contact** | Ewa.kobylecka@uni.lodz.pl |
| **Literature** |  |
| **Field of study/ programme** | Galeano, Eduardo, *Las venas abiertas de América Latina*, Warszawa 2022.Gawrycki M.F., *Dzieje kultury latynoamerykańskiej*, Warszawa 2009.Malamud, Carlos, *Historia de América*, Madrid 2010.Caparós, M. *Ñamérica*, Madrid, 2023. |
| **Timetable** | Thursday, 13:30-15:00, 0.43 |

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| **Course title**Curso de especialización 2 (literatura) | **USOS code** |
| **Level** *(MA/BA/optional)* | semestr II, IV |
| **Semester** (winter/summer) SUMMER |
| **ECTS** |  |
| **Language of instruction** | Spanish |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Discussion, conversation based on arguments. Oral presentation by the teacher. Oral presentation by students. Silent individual reading. Shared reading aloud. Written tests. |
| **No. of hours** | 28 |
| **Course content** The aim of the course is to introduce students to the knowledge of literary works in relation to popular culture, popular culture and the Chilean dictatorial and post-dictatorial context. Likewise, students will become aware of the relationship between cultural texts and their socio-historical context, both in the aforementioned cultural framework and in general. The role of the music industry as well as the role of cinema will be dealt with in relation to literary writing. |
| **ISCED code** |  |
| **Assessment scheme** | * Class attendance (two unexcused absences are allowed) and completion of assigned homework (during class and at a time other than class time).
* One or more oral presentations per student.
* Be prepared with the lectures discussed in class, as active participation in class is a fundamental requirement.
* Fulfilment of these requirements entitles the holder to take the final test.

Final grade:* Evaluation of the student's process (compliance with the above specified points): 10%.
* Final test. 90%.
 |
| **Lecturer** |  Dr Marcos Arcaya P. |
| **Contact** | marcos.pizarro@filologia.uni.lodz.pl |
| **Literature** | The programme is subject to change as determined by the teacher (e.g. according to the number of students, their level of Spanish or their skills in literary and cultural analysis).Among the readings are, for example, the following:Aldunate, Elena (1977). *Del cosmos las quieren vírgenes*. Barrera, Gustavo (2007). *Mori Mari monogatari*.Becerra, Felipe (2007). *Bagual*. Berenguer, Carmen (1983). *Bobby Sands* *desfallece en el muro*.Bolaño, Roberto (1996). *Estrella distante*.Figueroa, Alexis (2015). *Lota, 1960. La huelga larga del carbón*.Hernández, Elvira (1986). ¡*Arre! Halley ¡Arre!*Meruane, Lina (2013). *Volverse Palestina*.Ríos, Mónica (2010). *Segundos*. |
| **Field of study/ programme** | Katedra Filologii Hiszpańskiej |
| **Timetable** | Wednesday, 10:00-11:30, 2.39  |

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| **Course title**Contemporary trends in Spanish-language literatureAktualne tendencje literatury hiszpańskojęzycznejTendencias actuales en las literaturas en lengua española 2 | **USOS code** |
| **Level** *(MA/BA/optional)* | II semestr, II stopień |
| **Semester** (winter/summer) SUMMER |
| **ECTS** |  |
| **Language of instruction** | Spanish |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Discussion, conversation based on arguments. Oral presentation by the teacher. Oral presentation by students. Silent individual reading. Shared reading aloud. Written tests. |
| **No. of hours** | 28 |
| **Course content** The aim is to provide students with knowledge and comprehension skills in relation to contemporary aesthetic (literary and theoretical) trends, with an emphasis on literary and artistic production in Spanish. The crossings between the literary and different cultural, artistic and theoretical artefacts will be relevant, for example, psychoanalysis, semiotics, socio-criticism, as well as cinema, comics, music. |
| **ISCED code** |  |
| **Assessment scheme** | * Class attendance (two unexcused absences are allowed) and completion of assigned homework (during class and at a time other than class time).
* Be prepared with the lectures discussed in class, as active participation in class is a fundamental requirement.
* Fulfilment of these requirements entitles the holder to take the final test.

Final grade:* Evaluation of the student's process (compliance with the above specified points): 10%.
* Final test. 90%.
 |
| **Lecturer** |  Dr Marcos Arcaya P. |
| **Contact** | marcos.pizarro@filologia.uni.lodz.pl |
| **Literature** | The programme is subject to change as determined by the teacher (e.g. according to the number of students, their level of Spanish or their skills in literary and cultural analysis).Among the readings are, for example, the following:César Vallejo: *Heraldos Negros* (Selección); *Trilce* (Selección); *Poemas Humanos* (Selección). Tema: poesía, identidades, subjetividades y resistencias.Selva Almada, Dolores Reyes, Samanta Schweblin. Tema: feminismo y literatura argentina. Selección de escritos.Roberto Bolaño, Jorge Luis Borges. *Estrella distante* y selección de cuentos. Tema: el detective, el lector, el crítico y la escritura. Mario Bellatín, Pedro Lemebel, Manuel Puig. *Salón de Belleza* selección de cuentos y crónicas. Tema: el sida y sus metáforas (el género como herramienta de creación y análisis y políticas LGBT+).Carmen Berenguer, Elvira Hernández, Soledad Fariña. Tema: poesía escrita por mujeres en el Chile del contexto dictatorial. Selección de poemas.La mujer sin cabeza (película) de Lucrecia Martel y Post mortem (película) de Pablo Larraín. Tema: terror, cine y literatura. Horacio Quiroga, José Donoso, María Fernanda Amparo, Dolores Reyes, Mariana Enríquez. Tema: terror y literatura. Selección de escritos. Complementary LiteratureCabral, Rocío. (2022). «Susurros subterráneos: necropolítica y espectrología en *Cometierra*, de Dolores Reyes», en *Saga. Revista De Letras*, 4, nº16, pp. 76–100.Christofoletti Barrenha, Natalia. (2022). «*La mujer sin cabeza* (Lucrecia Martel, 2008) y el mecanismo del olvido en el pasado y el presente», en *Revista Internacional de Comunicación Audiovisual, Publicidad y Estudios Culturales*, vol. 1, nº 10, pp. 643–652.Cros, Edmond (2003). *El sujeto cultural: sociocrítica y psicoanálisis*. Medellín: Universidad Eafit. Cros, Edmond (2009). *La sociocrítica*. Madrid: Arco/Libros.Gallego Cuiñas, Ana María (2020). Feminismo y literatura (argentina) mundial: Selva Almada, Mariana Enríquez y Samanta Schweblin, en *Literatura latinoamericana mundial: Dispositivos y disidencias*, (eds.) Gustavo Guerrero, Jorge J. Locane, Benjamin Loy and Gesine Müller. Berlin/Boston: De Gruyter, vol.5, pp. 71-96.Gómez-Moriana, Antonio (2006). «Cultura y resistencia. Del estado-nación al pluralismo cultural», Sociocriticism, 21/2, pp. 89-118.Gutiérrez Carbajo, Francisco (2003). *Literatura y cine*. Madrid: UNED.Olea, Raquel (2019). *Variaciones: ensayos sobre literatura y otras escrituras*. Santiago de Chile: Editorial Cuarto Propio.Olea, Raquel (2007). «“La mujer ha salido al escenario. Es suya la palabra". Poesía chilena de los ochenta», en Revista de Crítica Literaria Latinoamericana, año 33, nº 65, pp. 75-85.Pietrak, Mariola (2018). *Hacia la pos/familia Representaciones de la familia en siete autoras argentinas (1981-2013)*. Sevilla: Padilla Libros.Sontag, Susan (2008). *La enfermedad y sus metáforas. El sida y sus metáforas*. Barcelona: Debolsillo Editorial. Wahnón, Sultana (2009). *El problema de la interpretación literaria: fuentes y bases teóricas para una hermenéutica constructiva*. Vigo: Academia del Hispanismo.Wahnón, Sultana (2003). *Kafka y la tragedia judía*. Barcelona: Riopiedras. |
| **Field of study/ programme** | Katedra Filologii Hiszpańskiej |
| **Timetable** | Wednesday, 15:15-16:45, -03 |

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| **Course title****Historia de la literatura hispanoamericana 2** | **USOS code** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer)Semestre de verano |
| **ECTS** | 6 |
| **Language of instruction** | español |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Discussion, conversation based on arguments. Oral presentation by the teacher. Oral presentation by students. Silent individual reading. Shared reading aloud. Written tests. |
| **No. of hours** | 28 |
| **Course content** 1. The expansion of Romanticism on the Latin American continent 2. Realism and naturalism 3. Spanish American modernism 4. Creolism, regionalism, indigenism and neo-indigenism 5. Avant-garde movements 6. Spanish American storytelling of the 20th century. 7. "Boom" and the new Spanish American novel 8. "Post-boom" and contemporary Spanish American prose |
| **ISCED code** |  |
| **Assessment scheme** | * Class attendance (two unexcused absences are allowed) and completion of assigned homework (during class and at a time other than class time).
* One or more oral presentations per student.
* Be prepared with the lectures discussed in class, as active participation in class is a fundamental requirement.
* Fulfilment of these requirements entitles the holder to take the final test.

Final grade:* Evaluation of the student's process (compliance with the above specified points): 10%.
* Final test. 90%.

Grades scale: 0% - 59.9% - unsatisfactory grade (2) 60.0% - 69.9% - satisfactory (3) 70.0% - 74.9% - quite good rating (3.5) 75.0% - 84.9% - good rating (4) 85.0% - 89.9% - rating above good (4.5) 90.0% - 100% - very good (5) |
| **Lecturer** | Dr Marcos Arcaya P. Programme drawn up by Irmina Szubert. |
| **Contact** | marcos.pizarro@filologia.uni.lodz.pl |
| **Literature** | The programme is subject to change as determined by the teacher (e.g. according to the number of students, their level of Spanish or their skills in literary and cultural analysis).Among the readings are, for example, the following:Giuseppe Bellini, "Nueva historia de la literatura hispanoamericana", Editorial Castalia, Madrid 1997.Ewa Łukaszyk, Nina Pluta, "Historia literatur iberoamerykańskich", Zakład Narodowy im. Ossolińskich, Wrocław 2010.José Miguel Oviedo, "Historia de la literatura hispanoamericana (2. Del romanticismo al modernismo)", Alianza Editorial, Madrid 2021.José Miguel Oviedo, "Historia de la literatura hispanoamericana" (3. Postmodernismo, vanguardia, regionalismo)", Alianza Editorial, Madrid 2021.José Miguel Oviedo, "Historia de la literatura hispanoamericana (4. De Borges al presente)", Alianza Editorial, Madrid 2019. |
| **Field of study/ programme** | Katedra Filologii Hiszpańskiej |
| **Timetable** | Wednesday, 13:30-15:00, 0.33 |

**institute of ITALIAN STUDIES**

**Coordinator: dr Katarzyna Kowalik** katarzyna.kowalik@uni.lodz.pl

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| **Espressione scritta 1**  | **USOS code****0100-ERAL393** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer) summer |
| **ECTS** | 4 |
| **Language of instruction** | Italian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | LAB |
| **No. of hours** | 30 |
| Lo scopo della materia sarebbe quello di far approfondire le capacità dello studente per quanto riguarda la comunicazione scritta. Durante il corso vengono utilizzate le conoscenze dello studente acquistate durante le lezioni di grammatica pratica e in modo particolare, il lessico. |
| **ISCED code** | 0231 |
| **Assessment scheme** | Il voto finale di fine semestre sarà il risultato di tutte le valutazioni ottenute nelle prove effettuate durante l’intero semestre.0-64% insufficiente65%-72% sufficiente73%-79% sufficiente più80%-85% bene 86%-92% bene più93%-100% molto bene. |
| **Lecturer** | Aleksandra Sowińska |
| **Contact** | aleksandra.sowinska@uni.lodz.pl |
| **Literature** | Marin T., Magnelli S., *Nuovo Progetto Italiano 1. Libro dello studente*, Edilingua, 2009.Marin T., Magnelli S., *Nuovo Progetto Italiano 1. Libro degli esercizi*, Edilingua, 2009.L.Cini, *Strategie di scrittura. Quaderno di scrittura livello intermedio*; Bonacci editore A. Moni, *Scriviamo! Attività per lo sviluppo dell’abilità di scrittura elementare-intermedio*; Wyd. Edilingua |
| **Field of study/ programme** | Filologia / italianistica |
| **Timetable** | Monday, 10:00-11:30 room 1.48 |

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| **Espressione orale 1**  | **USOS code****0100-ERAL397** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer) summer |
| **ECTS** | 4 |
| **Language of instruction** | Italian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | LAB |
| **No. of hours** | 30 |
| Sviluppo delle capacità orali, di relazione, di espressione delle proprie opinioni. L'insegnante cura l'accuratezza e la scorrevolezza della discussione, nonché' coordina il lavoro sul vocabolario. |
| **ISCED code** | 0231 |
| **Assessment scheme** | Presentazione diretta di un tema. Interrogazione di fine semestre. La valutazione corrente si basa sul modo di presentazione dei temi scelti e sulla capacità di affrontare la discussione. Scala dei voti:0-64% insufficiente65%-72% sufficiente73%-79% sufficiente più80%-85% bene 86%-92% bene più93%-100% molto bene. |
| **Lecturer** | Dorota Kaszak |
| **Contact** | dorota.kaszak@uni.lodz.pl |
| **Literature** | **Marin T., Magnelli S., Nuovo Progetto Italiano 2, Edilingua, Roma. 2009**T. Marin, *Prova orale 1*, Edilingua 2000.T. Marin, *Prova orale 2*, Edilingua 2005. |
| **Field of study/ programme** | Filologia / italianistica |
| **Timetable** | Tuesday 11:45-13:15 room 0.43 |

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| **Campi lessicali 2** | **USOS code****0100-ERAL394** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer) summer |
| **ECTS** | 4 |
| **Language of instruction** | Italian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | LAB |
| **No. of hours** | 30 |
| Nel quadro del corso si prevedono: l'introduzione del lessico di diverse sfere della vita quotidiana e gli esercizi pratici con l'uso del lessico imparato. La presentazione e lo sviluppo del lessico che renderà possibile la comunicazione corretta e l'aumento della competenza lessicale. L’introduzione allo studio delle varietà specialistiche della lingua italiana. |
| **ISCED code** | 0231 |
| **Assessment scheme** | Controllo dei progressi nell'apprendimento. Test. Lavori scritti. Prova orale. Scala dei voti:0-64% insufficiente65%-72% sufficiente73%-79% sufficiente più80%-85% bene 86%-92% bene più93%-100% molto bene. |
| **Lecturer** | Piotr Kowalski |
| **Contact** |  |
| **Literature** | Marin, S. Magnelli, *Nuovo Progetto Italiano* 1*. Libro dello studente. Libro degli esercizi*, Edilingua, 2009.I. Pinna, *Giochi e parole*, Ellipses, Paris, 2004.V. Trenta Lucaroni, *Parole italiane*, Guerra Edizioni, 1995.S. Bertoni, S. Nocchi, *Le parole italiane, esercizi e giochi per imparare il lessico*, Alma Edizioni, Firenze, 2003.M. Mezzadri, Dizionario per immagini, Guerra Edizioni, 2014.F. Colombo, L’italiano con giochi e attivita’, ELI, 2002.F. Colombo, Attiva il lessico. A2/B1. Italiano per stranieri, Mondadori Education, 2013**T. Marin, Vocabolario visuale, Edilingua, 2003.** |
| **Field of study/ programme** | Filologia / italianistica |
| **Timetable** | Wednesday, 15:15-16:45 room 1.13 |

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| **Grammatica pratica 2** | **USOS code****0100-ERAL395** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer) summer |
| **ECTS** | 4 |
| **Language of instruction** | Italian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | LAB |
| **No. of hours** | 30 |
| A1+ (gruppo principiante): Durante il corso, lo studente imparerà le strutture grammaticali della lingua italiana e le imprimerà nella memoria facendo esercizi (scritti e orali) sulla base del materiale grammaticale introdotto. Così potrà ottenere la capacità di comunicare correttamente in italiano. Il corso creerà la base per la formazione seguente.A2+ (gruppo avanzato): L’obiettivo del corso è di introdurre, spiegare e far acquisire alcune regole grammaticali al fine di migliorare negli studenti la conoscenza della lingua italiana. |
| **ISCED code** | 0231 |
| **Assessment scheme** | Il voto finale di fine semestre sarà il risultato di tutte le valutazioni ottenute nelle prove effettuate durante l’intero semestre.Scala dei voti:0-64% insufficiente65%-72% sufficiente73%-79% sufficiente più80%-85% bene 86%-92% bene più93%-100% molto bene |
| **Lecturer** | Justyna Groblińska |
| **Contact** | justyna.groblinska@uni.lodz.pl |
| **Literature** | T Nuovo Progetto Italiano 1, T. Marin, S. Magnelli, Libro dello studente, libro degli esercizi, Edilingua, 2009Grammatica essenziale della lingua italiana con esercizi, Marco Mezzadri, Guerra Edizioni, 2000, PerugiaGrammatica essenziale della lingua italiana con esercizi, esercizi supplementari e test, Marco Mezzadri, Guerra Edizioni, 2002, PerugiaConoscere l’italiano, Simona Simula, PWN, 2002, WarszawaGrammatica pratica della lingua italiana, S. Nocchi Ama Edizioni- Firenze, 2002Via della grammatica. M.Ricci, Edilingua, 2011**Nuova grammatica pratica della lingua italiana, S. Nocchi., Alma Edizioni, 2011.** |
| **Field of study/ programme** | Filologia / italianistica |
| **Timetable** | Friday, 13:30-15:00, room 1.48 |

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| **E**spressione scritta 3 | **USOS code****0100-ERAL728** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer) summer |
| **ECTS** | 4 |
| **Language of instruction** | Italian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Laboratory |
| **No. of hours** | 30 |
| **Course content** Sviluppo delle capacità di comunicazione per iscritto.Lettera informale. Testo descrittivo. Testo narrativo di tipo diaristico. |
| **ISCED code** | 0231 |
| **Assessment scheme** | Il corso si conclude con un voto – media aritmetica delle prove di verifica tenute nel semestre.Voti e punteggio:0-64,5% insufficiente65%-72,5% sufficiente73%-79,5% sufficiente più80%-85,5% bene 86%-92,5% bene più93%-100% molto bene.  |
| **Lecturer** | Michele Feliziani |
| **Contact** | michele.feliziani@uni.lodz.pl |
| **Literature** | Materiali forniti dal docente. |
| **Field of study/ programme** | Filologia / italianistica |
| **Timetable** | Tuesday 13:30-15:00 room 1.30 |

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| **G**rammatica pratica 4 | **USOS code****0100-ERAL730** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer) summer |
| **ECTS** | 4 |
| **Language of instruction** | Italian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Laboratory |
| **No. of hours** | 30 |
| **Course content** Il corso mira a introdurre e far esercitare agli studenti la forma passiva (con gli ausiliari *essere*, *venire* e *andare*, con il *si passivante*), i costrutti contenenti forme implicite, il discorso indiretto. Durante le lezioni si analizzano e si risolvono i problemi incontrati dagli studenti nella preparazione degli esercizi.  |
| **ISCED code** | 0231 |
| **Assessment scheme** | La valutazione complessiva e finale tiene conto di: partecipazione e preparazione degli studenti alle lezioni (20%), risultati dei test scritti nel corso del semestre (80%). Scala dei voti:insufficiente (2): 0–64,5%sufficiente (3): 65–72,5%discreto (3,5): 73–79,5%buono (4): 80–85,5%distinto (4,5): 86–92,5%ottimo (5): 93–100%. |
| **Lecturer** | Tamara Roszak |
| **Contact** | tamara.roszak@uni.lodz.pl |
| **Literature** | Latino A., Muscolino M., *Una grammatica italiana per tutti*, Volume secondo, Roma: Edilingua, 2005. Nocchi S., *Nuova grammatica pratica della lingua italiana*, Firenze: Alma Edizioni, 2011.Pederzani L., Mezzadri M., *Grammatica essenziale della lingua italiana con esercizi*, Perugia: Guerra Edizioni 2012. Materiali del docente.  |
| **Field of study/ programme** | Filologia / italianistica |
| **Timetable** | Friday, 15:15-16:45 room 0.43 |

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| Grammatica descrittiva della lingua italiana 2 | **USOS code****0100-ERAL415** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer) summer |
| **ECTS** | 4 |
| **Language of instruction** | Italian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Lecture |
| **No. of hours** | 30 |
| **Course content** L'obiettivo del corso è di sistematizzare e approfondire la conoscenza e comprensione del sistema linguistico italiano, e in particolare lo spiegare le regole grammaticali ed eccezioni in merito alla sintassi della frase complessa. |
| **ISCED code** | 0231 |
| **Assessment scheme** | Il corso si conclude con un esame finale scritto che comprende la parte teorica e pratica.Voti:0-64% insufficiente65%-72% sufficiente73%-79% discreto80%-85% buono 86%-92% distinto93%-100% ottimo |
| **Lecturer** | Joanna Ozimska |
| **Contact** | joanna.ozimska@uni.lodz.pl |
| **Literature** | Luca Serianni, Valeria Della Valle, Giuseppe Patota, L’italiano, i suoni, i segni, le parole, il testo; la Norma e l’uso della lingua, Archimede Edizioni, Farigliano, 1992;Stanisław Widłak, Gramatyka języka włoskiego, Wiedza Powszechna, Warszawa, 2002;  |
| **Field of study/ programme** | Filologia / italianistica |
| **Timetable** | Wednesday, 10:00-11:45 room -33 |

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| **E**spressione orale 4 | **USOS code****0100-ERAL731** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer) summer |
| **ECTS** | 4 |
| **Language of instruction** | Italian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Laboratory |
| **No. of hours** | 30 |
| **Course content** Obiettivo del corso è portare lo studente a sviluppare le sue capacità di potersi esprimere attraverso la lingua italiana orale.  |
| **ISCED code** | 0231 |
| **Assessment scheme** | Durante il corso sono previsti dei controlli periodici. Scala dei voti:0-64% insufficiente65%-72% sufficiente73%-79% sufficiente più80%-85% bene 86%-92% bene più93%-100% molto bene. |
| **Lecturer** | Joanna Ciesielka |
| **Contact** | joanna.ciesielka@uni.lodz.pl |
| **Literature** | Manella, C., 2008, Come & Perché 1, Firenze, Progetto Lingua edizioni. Manella, C., 2008, Come & Perché 2, Firenze, Progetto Lingua edizioni. Marin T., Magnelli S., 2009, Nuovo Progetto Italiano 2, Roma, Edilingua. **sitografia:** [**www.cittanuova.it**](http://www.cittanuova.it/) **;** [**www.matdid.it**](http://www.matdid.it/) |
| **Field of study/ programme** | Filologia / italianistica |
| **Timetable** | Wednesday, 11:45-13:15 room 1.47 |

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| **Registro colloquiale e gerghi** | **USOS code****0100-ERAL426** |
| **Level** *(MA/BA/optional)* | BA |
| **Semester** (winter/summer) summer |
| **ECTS** | 2 |
| **Language of instruction** | Italian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Laboratory |
| **No. of hours** | 15 |
| **Course content** Presentazione e descrizione del genere comune della lingua italiana e i gerghi. |
| **ISCED code** | 0231 |
| **Assessment scheme** | Test/InterrogazioneDurante il test lo studente è invitato a distinguere i caratteri del registro comune su diversi brani presentati e a trasformare un testo di registro gergale a quello comune.Indicare l'appartenenza di una parola ad un determinato gergo e suo significato.Scala dei voti:0-64% insufficiente65%-72% sufficiente73%-79% sufficiente più80%-85% bene 86%-92% bene più93%-100% molto bene. |
| **Lecturer** | Ilario Cola |
| **Contact** | Ilario.cola@uni.lodz.pl |
| **Literature** | AA. VV (A cura di Beccaria G. L.), *I linguaggi settoriali in Italia*, Milano, Bompiani;Ambrogio R., Casalegno G., 2004, *Scrostati saggio**!: dizionario storico dei linguaggi giovanili*, Torino, Utet; Correnti S., 1987*, Il miglior perdono è la vendetta: storia e dizionario del linguaggio mafioso*, Milano, Mondadori; D’Achille, P. 1990: *Sintassi del parlato e tradizione scritta della lingua italiana*. Roma, Bonacci. Ferrero E., 1991, Dizionario storico dei gerghi italiani, Milano, MondadoriLotti G., 1992, Le parole della gente: dizionario dell'italiano gergale : dalle voci burlesche medioevali ai linguaggi contemporanei dei giovani, Milano, Mondadori. |
| **Field of study/ programme** | Filologia / italianistica |
| **Timetable** | Monday 13:30-15:00 room 1.30 |

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| **Competenze scritte (MA)** | **USOS code****0100-ERAS993**  |
| **Level** *(MA/BA/optional)* | MA |
| **Semester** (winter/summer) summer |
| **ECTS** | 8 |
| **Language of instruction** | Italian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | LAB |
| **No. of hours** | 30 |
| **Course content** Obiettivo del corso è preparare lo studente verso la piena indipendenza nella comunicazione scritta in italiano su argomenti vari.  |
| **ISCED code** | 0231 |
| **Assessment scheme** | Durante il corso sono previsti dei controlli periodici. Scala dei voti: insufficiente 0 – 64%sufficiente 65% – 72% sufficiente pi 73% – 79%buono 80% – 85%buono più 86% – 92%ottimo 93% - 100% |
| **Lecturer** |  |
| **Contact** |  |
| **Literature** | * Giunta, C. (2018). Come non scrivere. Consigli ed esempi da seguire, trappole e scemenze da evitare quando si scrive in italiano. UTET
* Pasolini, P. P. (1975). Scritti Corsari. Garzanti
* Note e diapositive del docente
 |
| **Field of study/ programme** | Filologia / italianistica |
| **Timetable** | Tuesday 13:30-15:00 room -33 |

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| **Competenze grammaticali (MA)** | **USOS code****0100-ERAL546**  |
| **Level** *(MA/BA/optional)* | MA |
| **Semester** (winter/summer) summer |
| **ECTS** | 4 |
| **Language of instruction** | Italian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | LAB |
| **No. of hours** | 15 |
| **Course content** Il corso mira a far fissare e far esercitare agli studenti le strutture paratattiche e ipotattiche delle frasi complesse con una particolare attenzione dedicata alle funzioni e l’uso delle congiunzioni e le locuzioni congiuntive. Durante le lezioni si analizzano e si risolvono i problemi incontrati dagli studenti nella preparazione degli esercizi.  |
| **ISCED code** | 0231 |
| **Assessment scheme** | La partecipazione al corso e la valutazione in itinere compongono il 10% e la prova scritta alla fine del semestre compone il restante 90% della valutazione della materia.Scala dei voti:insufficiente (2): 0–64,5%sufficiente (3): 65–72,5%discreto (3,5): 73–79,5%buono (4): 80–85,6%distinto (4,5): 86–92,5%ottimo (5): 93–100%. |
| **Lecturer** |  |
| **Contact** |  |
| **Literature** | Dardano M., Trifone P., *Grammatica italiana con nozioni di linguistica*, Bologna, Zanichelli Editore, 1995. Moretti G. B., *L’italiano come prima o seconda lingua nelle sue varietà scritte e parlate* *(2 voll.)*, Perugia, Guerra Edizioni, 2009.Materiali del docente. |
| **Field of study/ programme** | Filologia / italianistica |
| **Timetable** | Wednesday, 11:45-13:15 room 1.13 |

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| **Letteratura italiana contemporanea 2 (MA)** | **USOS code****0100-ERAL361**  |
| **Level** *(MA/BA/optional)* | MA |
| **Semester** (winter/summer) summer |
| **ECTS** | 4 |
| **Language of instruction** | Italian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | LEC |
| **No. of hours** | 15 |
| **Course content** Nel corso si affronteranno i rapporti tra realtà, immaginazione e invenzione nella narrativa italiana a partire da Luigi Pirandello per poi affrontare il realismo fantastico di Dino Buzzati, il grottesco di Tommaso Landolfi e il rapporto fra favola e neorealismo di Italo Calvino. Si studierà il teatro del primo Novecento, fra l’altro: il futurismo, il teatro del grottesco, Pirandello, Achille Campanile nonché la poesia pura ed ermetica.  |
| **ISCED code** | 0231 |
| **Assessment scheme** | Esame finale orale. Scala dei voti:0-64% insufficiente65%-72% sufficiente73%-79% sufficiente più80%-85% bene 86%-92% bene più93%-100% molto bene. |
| **Lecturer** | Tomasz Kaczmarek |
| **Contact** | tomasz.kaczmarek@uni.lodz.pl |
| **Literature** | R. Bruscagli-G. Tellini, Letteratura e storia. Quadri storici, autori, testi, itinerari di ricerca, Firenze, Sansoni H. Kralowa-P. Salwa-J. Ugniewska-K. Żaboklicki, Historia literatury włoskiej, Warszawa, SemperM. Pazzaglia, Letteratura italiana. Testi e critica con lineamenti di storia letteraria, Bologna, ZanichelliConsigliata:G. Ferroni, Storia della letteratura italiana, Torino, Einaudi R. Luperini-P. Cataldi-L. Marchiani, La scrittura e l'interpretazione. Storia e antologia della letteratura italiana nel quadro della civiltà europea, Palermo, Palumbo C. Segre-C. Martignoni, Testi nella storia. La letteratura italiana dalle origini al Novecento, Milano, Bruno Mondadori **Storia della letteratura italiana (seria pod red. E. Malato), Rzym, Salerno Editrice** |
| **Field of study/ programme** | Filologia / italianistica |
| **Timetable** | Tuesday 14:30-16:00 room 1.47 |

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| **Dialetti italiani (MA)** | **USOS code****0100-ERAL437**  |
| **Level** *(MA/BA/optional)* | MA |
| **Semester** (winter/summer) summer |
| **ECTS** | 2 |
| **Language of instruction** | Italian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | LAB |
| **No. of hours** | 15 |
| **Course content** Obiettivo generale del corso è fornire agli studenti le conoscenze di base sull’itinerario che ha condotto dal latino volgare alla formazione delle lingue e dei dialetti neolatini. Sottoobiettivi: comprensione del fatto che il passaggio dal latino ai “volgari” è stato graduale e differente nelle diverse aree dell’impero romano; comprendere le differenze tra lingua scritta e lingua parlata; conoscere l’importanza dell’azione di sostrato e di superstrato sulla differenziazione linguistica; apprendere i principali criteri per la classificazione dei dialetti italiani; conoscenza delle varietà regionali dell’italiano; conoscenza della variegata realtà linguistica italiana di oggi.  |
| **ISCED code** | 0231 |
| **Assessment scheme** | Frequenza e partecipazione attiva ai lavori in classe (10%), test finale (90%).Scala dei voti:insufficiente (2): 0–64,5%sufficiente (3): 65–72,5%discreto (3,5): 73–79,5%buono (4): 80–85,5%distinto (4,5): 86–92,5%ottimo (5): 93–100% |
| **Lecturer** | Tamara Roszak |
| **Contact** | tamara.roszak@uni.lodz.pl |
| **Literature** | De Blasi N., *Geografia e storia dell’italiano regionale*, il Mulino, 2014. Grassi C., Sobrero A. A., Telmon T., *Introduzione alla dialettologia italiana*, Laterza ,2010. Grassi C., Sobrero A. A., Telmon T., *Fondamenti di dialettologia italiana*, Laterza, 2012.Loporcaro M., *Profilo linguistico dei dialetti italiani*, Laterza, 2013. Marcato C., *Dialetto, dialetti e italiano*, il Mulino, 2007. Avolio F., *Lingue e dialetti d’Italia*, Carocci, 2015. |
| **Field of study/ programme** | Filologia / italianistica |
| **Timetable** | Tuesday, 15:15-16:45 room -33 |

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| **Strumenti elettronici nella traduzione (MA)** | **USOS code0100-ERAL743** |
| **Level** *(MA/BA/optional)* | MA |
| **Semester** (winter/summer) summer |
| **ECTS** | 4 |
| **Language of instruction** | Italian |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | LAB |
| **No. of hours** | 15 |
| **Course content**L’obiettivo del corso è quello di familiarizzare i partecipanti con le nuove tecnologie utilizzate per facilitare il processo traduttivo, in particolare con l’uso degli strumenti CAT. Saranno trattate le questioni teoriche (regole del funzionamento dei programmi, tecnologie di riferimento), e pratiche. I partecipanti avranno opportunità di usare in modo autonomo i programmi per traduzione automatica dei segmenti testuali nonché avvalendosi di dizionari elettronici, motori di ricerca dei testi paralleli e dei corpora. |
| **ISCED code** | 0231 |
| **Assessment scheme** | Frequenza (50%). Partecipazione attiva al corso (50%). È possibile ottenere l’idoneità (per non-frequentanti) a mezzo di organizzazione individuale del piano di studi a base dell’esercitazione pratica svolta nel laboratorio informatico per dimostrare le capacità dell’uso dei programmi di traduzione computazionale e assistita. |
| **Lecturer** | Łukasz Berezowski |
| **Contact** | łukasz.berezowski@uni.lodz.pl |
| **Literature** | 1. Bogucki Ł., *Tłumaczenie wspomagane komputerowo*, Warszawa, PWN, 20092. Czopik J., *SDL Trados Studio 2009 dla (nie)wtajemniczonych*, Biuro Marketingowe Adebik, Poznań, 20113. Gruszczyńska E., Leńko-Szymańska A., *Polskojęzyczne korpusy równoległe*, Warszawa, Sowa, 20164. Kozłowski S., *Co to jest tłumaczenie maszynowe?* w: *Kognitywistyka. O umyśle umyślnie i nieumyślnie*, Warszawa, 20045. Naldi M., *Traduzione automatica e traduzione assistita*, Bologna, Esculapio, 20146. Słapek D., *Lessicografia computazionale e traduzione automatica*, Firenze, Franco Cesati edtore, 2016 |
| **Field of study/ programme** | Filologia / italianistica |
| **Timetable** | Friday, 11:45-12:30 room 1.30 |

**institute of GERMAN STUDIES**

**Coordinator: dr Marcin Michoń** marcin.michon@uni.lodz.pl

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| **Course title** **Phonetik 2**Sprachniveau A2/B1Unterrichtssprache ist Deutsch und evtl. Polnisch | **USOS code****0100-ERAS719** |
| **Level** *(MA/BA/optional)* | BA, I |
| **Semester** (winter/summer) Sommer |
| **ECTS** | 2 |
| **Language of instruction** | **Deutsch** |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Übungen |
| **No. of hours** | 28 |
| **Course content** Das Seminar hat zum Ziel, die Interferenzfehler, die sich aus den phonologischen Differenzen zwischen dem Deutschen und Polnischen ergeben, in einfachen vorgelesenen Texten und Äußerungen stufenweise zu beseitigen. Je nach dem Ausgangsniveau gilt als Seminarsprache überwiegend/ausschließlich Deutsch. Zwei Stunden wöchentlich sind für die Übungen jeweils im Winter- und Sommersemester vorgesehen. |
| **ISCED code** | **0231** Language acquisition |
| **Assessment scheme** | Testat |
| **Lecturer** |  |
| **Contact** | marcin.michon@uni.lodz.pl |
| **Literature** |  |
| **Field of study/ programme** | Philologische Fakultät/ Germanistik |
| **Timetable** |  |

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| **Course title** **Phonetik 4**Sprachniveau B1/B1Unterrichtssprache ist Deutsch und evtl. Polnisch | **USOS code****0100-ERAS720** |
| **Level** *(MA/BA/optional)* | BA, II |
| **Semester** (winter/summer) Sommer |
| **ECTS** | 2 |
| **Language of instruction** | **Deutsch** |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Übungen |
| **No. of hours** | 28 |
| **Course content**Das Seminar hat zum Ziel, die Interferenzfehler, die sich aus den phonologischen Differenzen zwischen dem Deutschen und Polnischen ergeben, in einfachen vorgelesenen Texten und Äußerungen stufenweise zu beseitigen. Je nach dem Ausgangsniveau gilt als Seminarsprache überwiegend/ausschließlich Deutsch. Zwei Stunden wöchentlich sind für die Übungen jeweils im Winter- und Sommersemester vorgesehen. |
| **ISCED code** | **0231** Language acquisition |
| **Assessment scheme** | Testat |
| **Lecturer** |  |
| **Contact** | marcin.michon@uni.lodz.pl |
| **Literature** |  |
| **Field of study/ programme** | Philologische Fakultät / Germanistik |
| **Timetable** |  |

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| **Course title** **Praktische Grammatik 2**Unterrichtssprache ist Deutsch und evtl. Polnisch | **USOS code****0100-ERAS738** |
| **Level** *(MA/BA/optional)* | BA, I |
| **Semester** (winter/summer) Sommer |
| **ECTS** | 2 |
| **Language of instruction** | **Deutsch** |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Übungen |
| **No. of hours** | 28 |
| **Course content**Ziel dieser Veranstaltung ist, das Ganze, im Laufe der früheren Semester erworbene Wissen im Bereich der deutschen Grammatik zusammenzufassen und die praktische Anwendung dessen zu üben, indem konkrete lexikalisch-grammatische Strukturen gebraucht werden.  |
| **ISCED code** | **0231** Language acquisition |
| **Assessment scheme** | Examen |
| **Lecturer** |  |
| **Contact** | marcin.michon@uni.lodz.pl |
| **Literature** |  |
| **Field of study/ programme** | Philologische Fakultät/ Germanistik |
| **Timetable** |  |

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| **Course title** **Praktische Grammatik 4**Unterrichtssprache ist Deutsch und evtl. Polnisch | **USOS code****0100-ERAS739** |
| **Level** *(MA/BA/optional)* | BA, II |
| **Semester** (winter/summer) Sommer |
| **ECTS** | 2 |
| **Language of instruction** | **Deutsch** |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Übungen |
| **No. of hours** | 28 |
| **Course content** Ziel dieser Veranstaltung ist, das Ganze, im Laufe der früheren Semester erworbene Wissen im Bereich der deutschen Grammatik zusammenzufassen und die praktische Anwendung dessen zu üben, indem konkrete lexikalisch-grammatische Strukturen gebraucht werden.  |
| **ISCED code** | **0231** Language acquisition |
| **Assessment scheme** | Examen |
| **Lecturer** |  |
| **Contact** | marcin.michon@uni.lodz.pl |
| **Literature** |  |
| **Field of study/ programme** | Philologische Fakultät/ Germanistik |
| **Timetable** |  |

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| **Course title** **Geschichte der deutschen Literatur 4: Klassik, Romantik**Unterrichtssprache ist Deutsch und evtl. Polnisch | **USOS code****0100-ERAS741** |
| **Level** *(MA/BA/optional)* | BA, II |
| **Semester** (winter/summer) Sommer |
| **ECTS** | 4 |
| **Language of instruction** | **Deutsch** |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Vorlesung und Übungen |
| **No. of hours** | 20 + 28 |
| **Course content** Das Ziel der Vorlesung (20 Stunden im Semester) und des Proseminars (28 Stunden im Semester) ist es, Studierende mit Hauptproblemen und den wichtigsten Dichtern und Werken von zwei literarischen Epochen deutscher Literatur: Klassik und Romantik vertraut zu machen. |
| **ISCED code** | **0231** Language acquisition |
| **Assessment scheme** | Examen |
| **Lecturer** |  |
| **Contact** | marcin.michon@uni.lodz.pl |
| **Literature** |  |
| **Field of study/ programme** | Philologische Fakultät/ Germanistik |
| **Timetable** |  |

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| **Course title** **Geschichte der deutschen Literatur 6: Realismus, Naturalismus**Unterrichtssprache ist Deutsch und evtl. Polnisch | **USOS code****0100-ERAS742** |
| **Level** *(MA/BA/optional)* | BA, III |
| **Semester** (winter/summer) Sommer |
| **ECTS** | 4 |
| **Language of instruction** | **Deutsch** |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Vorlesung und Übungen |
| **No. of hours** | 20 + 28 |
| **Course content** Ziel der Vorlesung ist es, den Studierenden Grundkenntnisse in Literatur und Kultur der Epoche des poetischen Realismus und des Naturalismus zu vermitteln. Die Vorlesung informiert über die repräsentativen Autoren der Zeit und macht mit den grundlegenden Tendenzen der Epoche des Realismus und des Naturalismus bekannt, indem sie literarische Texte in exemplarischen Einzelanalysen darstellt. |
| **ISCED code** | **0231** Language acquisition |
| **Assessment scheme** | Examen |
| **Lecturer** |  |
| **Contact** | marcin.michon@uni.lodz.pl |
| **Literature** |  |
| **Field of study/ programme** | Philologische Fakultät/ Germanistik |
| **Timetable**  |  |

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| **Course title** **Beschreibende Grammatik der deutschen Sprache 2**Unterrichtssprache ist Deutsch und evtl. Polnisch | **USOS code****0100-ERAS744** |
| **Level** *(MA/BA/optional)* | BA, I |
| **Semester** (winter/summer) Sommer |
| **ECTS** | 4 |
| **Language of instruction** | **Deutsch** |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Vorlesung und Übungen |
| **No. of hours** | 20 + 28 |
| **Course content** Ziel dieser Veranstaltungen ist, die Grundbegriffe der beschreibenden Grammatik der deutschen Sprache zu präsentieren und zu besprechen. Im Rahmen des Proseminars werden alle Grundbegriffe der beschreibenden Grammatik der deutschen Sprache praktisch geübt.  |
| **ISCED code** | **0231** Language acquisition |
| **Assessment scheme** | Examen |
| **Lecturer** |  |
| **Contact** |   |
| **Literature** |  |
| **Field of study/ programme** | Philologische Fakultät/ Germanistik |
| **Timetable** |  |

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| **Course title** **Beschreibende Grammatik der deutschen Sprache 4**Unterrichtssprache ist Deutsch und evtl. Polnisch | **USOS code****0100-ERAL745** |
| **Level** *(MA/BA/optional)* | BA, II |
| **Semester** (winter/summer) Sommer |
| **ECTS** | 4 |
| **Language of instruction** | **Deutsch Sprachniveau B2/C1** |
| **Form** (*Lecture, Tutorial, discussion class, Laboratory, or other)* | Vorlesung und Übungen |
| **No. of hours** | 20 + 15 |
| **Course content**Ziel dieser Veranstaltungen ist, die Grundbegriffe der Syntax der deutschen Sprache zu präsentieren und zu besprechen. Dabei wird geübt, konkrete sprachliche Erscheinungen in den Originaltexten zu finden, zu definieren und zu analysieren (Pressetexte, Sketchtexte, Anzeigen usw.)  |
| **ISCED code** | **0231** Language acquisition |
| **Assessment scheme** | Examen |
| **Field of study/ programme** | Philologische Fakultät/ Germanistik |
| **Timetable** |  |

**institute of english studies and linguistics**

**Coordinator: dr Monika Kopytowska** monika.kopytowska@uni.lodz.pl

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| **Course title**  | **INTERCULTURAL COMMUNICATION** |
| **Form\*** | **Tutorial** |
| **Level of course** | **MA** |
| **Year/semester** | **summer semester** |
| **ECTS** | **5** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** | The objective of the course is to familiarize the students with the principles and the dynamics of intercultural communication, in its both interpersonal and institutional dimension. Drawing on various theories discussing language and communication in the context of culture, the course explores verbal and non-verbal, implicit and explicit ways of coding, communicating and negotiating cultural meanings. Its scope of interest will thus include issues of cultural identity, collectivist vs. individualist societies, communication/negotiation styles, politeness and indirectness in communication, conceptualization of time and space, linguistic manifestations of power, nonverbal communication, etc.  |
| **Assessment scheme** | Mini projects and test |
| **Lecturer** | Dr Sandor Klapcsik |
| **Contact** | Sandor.klapcsik@uni.lodz.pl |
| **USOS code** | 0100-ERAS162 |
| **Literature** |  |
| **Timetable:** | Wednesday 13:30-15:00 [-34] |

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| **Course title** | **PERSUASION IN PUBLIC COMMUNICATION** |
| **Form\*** | **tutorial** |
| **Level of course** | **MA** |
| **Year/semester** | **summer semester** |
| **ECTS** | **6** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | The objective of the course is to familiarize the students with the mechanisms of persuasion and propaganda in their verbal and visual dimension, and their significance for both interpersonal and institutional communication. It will also focus on rhetoric in everyday and public life, and the use of rhetorical figures and strategies with a view to changing the attitudes of the audience.Some of the topics covered:1. Rhetoric: from Aristotle to contemporary times.
2. Types of persuasion and the role of language in that rocess.
3. Rhetorical tools and strategies of effective communication.
4. Basics of argumentation.
5. Everyday rhetoric.
6. Visual persuasion.
7. The rhetoric of public discourse.
8. Masters of persuasion and propaganda.
9. Persuasion of advertising discourse.
10. Propaganda: types, tools and goals.
11. The mystery of NLP.
 |
| **Assessment scheme** | Class Presentations: 25%; Participation/Assignments: 25% Final Project: 50%  |
| **Lecturer** | Prof. Piotr Cap |
| **Contact** | piotr.cap@uni.lodz.pl |
| **USOS code** |  |
| **Timetable** | Tuesday, 15:15-16:45, room -34 |
| **Course title** | **PRACTICAL ENGLISH – INTEGRATED SKILLS (PNJA)** |
| **Form\*** | **Tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **1st , 2nd, 3rd year; semester 1-6.**Please note that before joining the course, all students are required to take an online placement test, based on the results, they are allocated to a particular practical English group. Placement test is distributed online about two weeks before the beginning of a given semester. Students are provided with the access dates (2-3 days), the link and login details via email. Students who fail the placement test will not be accepted for the course. |
| **ECTS** | **4**  |
| **Language of instruction** | **English** |
| **No. of hours** | **60** |
| **Course content** **(max. 1000 characters)** | The course develops the general command of English, systematically strengthening the students’ competence in all four language skills, enhancing their range of vocabulary, and creating opportunities for using the acquired knowledge and skills in natural and effective communication both in speaking and in writing. |
| **Assessment scheme** | Semester credit is granted on the basis of attendance, regular preparation, and active participation in class, as well as of achievement tests.Examination (at the end of semester) consisting of reading and listening comprehension, writing, and speaking, as well as a lexical/grammatical test. |
| **Lecturer** | There are a number of groups at different levels taught by different lecturers. |
| **Contact** | Practical English – Integrated Skills (PNJA) coordinator: dr Anna Wieczorek anna.wieczorek @uni.lodz.pl |
| **USOS code** | 0100-ERAS603 |
| **Literature** | Thematically selected materials from practical English course books and practice tests up to the C1 level - according to the Common European Framework of Reference for Languages (CEFR).  |
| **Timetable:**  | **ONLY IF YOU HAVE TAKEN AND PASSED PLACEMENT TEST****To take placement test please contact: mr Szymon Pędziwiatr** **szymon.pedziwiatr@uni.lodz.pl** |

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| **Course title** | **WRITING AND TEXT ANALYSIS 2.** |
| **Form\*** | **Tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **1st year, summer semester** |
| **ECTS** | **3** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | The course introduces students to systematic practice of writing in English. It also presents basic principles of English academic writing and academic honesty.Writing as a language skill and a cognitive activity. Writing process. Pre-writing, editing. Text genres. Description. Narration. Language devices. The paragraph, its elements and qualities, coherence, development, unityUpon completion of this course the student:1. knows the basic characteristic features of the English written text 2. has basic knowledge of a system of documentation (MLA lub APA) 3. knows the principles of academic honesty 4. appreciates the role of writer’s reader awareness for the effectiveness of written communication5. knows strategies of efficient writing, mainly pre-writing and editing6. can use source texts to support his/her reasoning in a text 7. can identify the most important information in a text, as well as summarize and paraphrase it 8. can make appropriate references to sources in his/her text, using a documentation system (MLA or APA) 9. can make a correct list of Works Cited/References10. can respond to reader expectations in his/her text 11. can enter writing process efficiently, and quite efficiently edit his/her text12. understands the meaning and intentions of a read text13. uses English quite efficiently and correctly to express his/her ideas in writing14. appreciates the role of writing in information transfer. 15. understands the author’s responsibility for the conveyed information and is ready to accept it 16. develops a positive attitude to writing as a mental and cognitive activity |
| **Assessment scheme** | Written test after the first term and written final test.To obtain a passing semester grade student should achieve an average of 60% on both tests. |
| **Lecturer** | Dr Łukasz SalskiMgr Charlie IvamyMgr John Crust |
| **Contact** | lukasz.salski@uni.lodz.pl, charles.ivamy@uni.lodz.pl, john.crust@uni.lodz.pl  |
| **USOS code** | 0100-ERAS116 |
| **Literature** | Dollahite, N. and Haun, J. 2012. *Sourcework. Academic Writing from Sources*. Boston: Heinle.VanderMey R., Meyer, V., Van Rys, J., Kemper, D., Sebranek, P. 2007. *The College Writer. A Guide to Thinking, Writing, and* Researching. Boston: Houghton Mifflin Company.Reid, J. *Writing Myths*. Ann Arbor: University of Michigan Press. |
| **Timetable:**  | Choose any of the groups:Thursday, 8.15-9.45, Mgr John Crust [-04]Friday, 8.15-9.45, Mgr John Crust [-04]Friday, 11.45-13.15, Mgr Charlie Ivamy [0.33]Friday, 13.30-15.00, Mgr Charlie Ivamy [2.53]Friday, 15.15-16.45, Mgr Charlie Ivamy [0.33] |

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| **Course title** | **PHONETICS 2** |
| **Form\*** | **Tutorial** |
| **Level of course** | **BA,**  |
| **Year/semester** | **1st year/summer** |
| **ECTS** | **2**  |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | The aim of the course is to raise students’ awareness of the sound system of standard British English, introduce them to the phonetic representations of sounds and to basic connected speech processes as well as to provide systematic practice to help them improve their pronunciation performance and listening comprehension skills.Course content:Sounds (vowels and consonants)The basics of connected speech (sentence stress, link-up, weak and strong forms)Phonemic transcription of a short text or dialog |
| **Assessment scheme** | At least 80% attendance and active participation in classTests (passing score: 65%)Homework assignments (e.g. in the form of recordings and reading from transcription)Oral tests (improvement is required in the student’s pronunciation performance)Written test: the transcription of a short listening passage in phonemic script (the student is required to produce a generally accurate transcription of the text) |
| **Lecturer** | Anna Gralińska-BrawataAnna JaroszAleksandra Matysiak |
| **Contact** | anna.jarosz@uni.lodz.pl, anna.brawata@uni.lodz.pl |
| **USOS code** | **0100-ERAS090** |
| **Literature** | Baker, A. Ship Or Sheep, Cambridge University Press, 1977Baker, A. Ship Or Sheep, Cambridge University Press, 2006Bowler, B. & Cunningham, S. Headway Upper-Intermediate Pronunciation, Oxford University PressBowler, B. & Cunningham, S. New Headway Upper-Intermediate Pronunciation Course, Oxford University PressHancock, M. English Pronunciation in Use Intermediate, Cambridge University PressHancock, M. Pronunciation Games, Cambridge University PressJones, D. Cambridge English Pronouncing Dictionary, Cambridge University PressMańkowska, A., Nowacka, M., Kłoczowska, M., How Much Wood Would a Woodchuck Chuck? WSIiZ* + - 1. Sawala, K., Szczegóła, T., Weckwerth, J., Say It Right, MultimedialnyKursWymowyAngielskiej, Super Memo World
 |
| **Timetable:** | **Choose any of the groups:**Thursday, 8.15-9.45, dr Anna Gralińska-Brawata, -05Tuesday, 10.00-11.30, dr Anna Jarosz, 0.39Wednesday, 10-11:30, dr Anna Gralińska-Brawata, 0.39Friday, 10-11:30, dr Anna Jarosz, 0.39Tuesday 10-11:30, dr Aleksandra Matytsiak, 0.05 |

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| **Course title** | **PRACTICAL GRAMMAR 2** |
| **Form\*** | **Tutorial** |
| **Level of course** | **BA level**. Student is expected to have achieved level C1 (or higher) of the Common European Framework of Reference for Languages (CEFR). Completion of *Practical Grammar 2* or equivalent is recommended. |
| **Year/semester** | **2st year /summer semester** |
| **ECTS**  | **2** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | Conditionals- typology and variations. WISH-clauses, subjunctives and ‘unreal’ past. Introduction to verb complementation. Verb patterns with THERE and IT. Verb patterns with infinitives and with gerunds. Relative clauses and relative pronouns. Participle clauses and infinitive clauses. Adjectival clauses and noun clauses. Adverbial clauses and subordinating conjunctions. Finite and non-finite clauses - practice in structural conversion. Passive and causative forms. Practice in error correction |
| **Assessment scheme** | Class performance**.** Written midterm test and written final test**.** To obtain a passing semester grade student should achieve an average of 60% on both tests.  |
| **Lecturer** | dr Jerzy Gaszewski, mr Krzysztof Lewoc, dr Aleksandra Majdzińska-Koczorowicz |
| **Contact** | Krzysztof.lewoc@uni.lodz.pl, jerzy.gaszewski@uni.lodz.pl  |
| **USOS code** | **0100-ERAL285** |
| **Literature** | M. Foley & D. Hall, *My Grammar Lab Advanced C1/C2*, Pearson 2015. B. D. Graver, *Advanced English Practice* (3rd ed.), OUP 1986.M. Vince, *Advanced Language Practice* (3rd ed.), Macmillan 2009. |
| **Timetable:** | **Choose any of the groups:**Friday, 10:00 – 11:30 dr Jerzy Gaszewski 2.53Friday, 11:45 – 13:15 dr Jerzy Gaszewski 2.53Friday, 13:30-15:00 dr Jerzy Gaszewski 2.53Monday, 11:45 – 13:15 Krzysztof Lewoc -04Monday, 13:30-15:00 Krzysztof Lewoc -04 |

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| **Course title** | **INTRODUCTION TO LINGUISTICS** |
| **Form\*** | **Tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **1st year, summer semester** |
| **ECTS** | **3** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | The course will present an up-to-date approach to describing and analyzing language (with special reference to English), and introduce main contemporary linguistic theories. Additionally different types of languages will be discussed and exemplified. The course will equip students with appropriate tools for analyzing and understanding the phenomenon of human language.Course content1. Language and linguistics (key concepts, terminology and definitions).2. Features and functions of language.3. Levels of linguistic description (from sounds to sentences and texts), and sub-branches of linguistics (from phonetics and phonology to text grammar).4. Investigating signs (introduction to semiotics).5. Investigating words and vocabulary (introduction to English morphology, word-formation, lexicology and lexicography).6. Investigating structures and sentences (introduction to English syntax).7. Investigating meaning (introduction to semantics).8. Investigating language use (introduction to pragmatics).9. Investigating texts and discourse (introduction to text grammar and discourse analysis).10. Language variety, language contact and language change (introduction to the history of English, and Indo-European linguistics).11. Investigating first language acquisition and second language learning. 12. Language, mind/brain, and reality (introduction to psycholinguistics).13. Language and society (introduction to sociolinguistics).14. Contemporary schools of linguistics (introduction to structural, generative, functional, and cognitive linguistic thought).15. Introduction to applied linguistics (translation studies, communication studies).Upon completion of this course the student is able to:1. use correctly linguistic terminology;
2. identify ways of analyzing and describing language and linguistic phenomena;
3. practically use ‘knowledge of language’ and ‘knowledge about language’,
4. recognize processes involved in language development, and identify types of languages;
5. recognize and classify vocabulary types, word-formation process and syntactic structures;
6. analyze semantic and pragmatic properties of texts and discourse;

explain reasons underlying language contact, and the causes for borrowings. |
| **Assessment scheme** | Written test after the first term and written final test.To obtain a passing semester grade student should achieve an average of 60% on both tests. |
| **Lecturer** | Dr Wiktor Pskit Dr hab. Janusz BadioDr Aleksandra Majdzińska-Koczorowicz |
| **Contact** | Wiktor.pskit@uni.lodz.pl Janusz.badio@uni.lodz.pl aleksandra.majdzinska@uni.lodz.pl |
| **USOS code** | 0100-ERAS33 |
| **Literature** | Bobrowski, I. 1998. *Zaproszenie do językoznawstwa*. Kraków: Instytut Języka Polskiego PAN.Crystal, D. 1987. *The Cambridge Encyclopedia of Language*. Cambridge: CUP.Fromkin, V. & P. Rodman, 1993. *An Introduction to Language*. New York: Harcourt Brace Jovanovich (5th edn.).Lewandowska-Tomaszczyk, B. ed. 2010. *New Ways to Language*. Łódź: Wydawnictwo UŁ.Plag, I. et al. 2007. *Introduction to English Linguistics*. Berlin : Mouton de Gruyter.Yule, G. 2006. *The Study of Language*. Cambridge: CUP (3rd edn.). |
| **Timetable:**  | Choose any of the groups:Wednesday, 11:45 – 13:15, Dr Wiktor Pskit [-05]Wednesday, 10-11.30, dr Aleksandra Majdzińska-KoczorowiczThursday, 11:45 – 13:15 , Dr hab. Janusz Badio [0.06]Thursday, 13.30-15.00, Dr hab. Janusz Badio [0.06]Thursday, 15.15-16.45, Dr Janusz Badio [0.06] |

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| **Course title** | **BRITISH HISTORY AND CULTURE 2.** |
| **Form\*** | **Lecture + Tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **1st year, summer semester** |
| **ECTS** | **6** |
| **Language of instruction** | **English** |
| **No. of hours** | **15 + 30** |
| **Course content** **(max. 1000 characters)** | The purpose of the classes is to acquaint the students with the features of contemporary multicultural society of the UK in political and historical contextCourse content:1. English regionalism: North / South divide; the notions of a nation and a state2. political position of Scotland, Wales, Northern Ireland; historical connections with England; devolution and formation of Parliaments; cultural and institutional autonomy3. political institutions; reform of the House of Lords; devolution; the role of the Prime Minister; main political parties; position of women in political life; the role of monarchy in the 21st century; Commonwealth in post-imperial era4. educational system; types of schools; admission services; financing of higher education; challenges of the educational system in the era of multiculturalism5. the role of mass media in the 21st century; local and national media; the role of Tv in the process of homeginising of the British society6. religion and its place7. the arts: painting and architecture; main museums and art galleries8. class system in the 21st centuryUpon completion of this course the student:1. can recall facts which are crucial to the understanding of the political and economic position of the UK in the European Union2. identifies the notions relating to the cultural context and can define the political and historical background of the changes taking place in contemporary British society3. student follows changes taking place in contemporary British society and can formulate his own opinions |
| **Assessment scheme** | Active participation in the classes; presentation on a given topic; test |
| **Lecturer** | Prof. Agnieszka ŁowczaninDr Justyna StępieńProf. Joanna KruczkowskaDr Tomasz Fisiak |
| **Contact** | agnieszka.lowczanin@uni.lodz.pl  |
| **USOS code** | 0100-ERAS100 |
| **Literature** | 1.David P. Christopher, *British Culture: An Introduction*. London: Routledge, 2006.2.D. Morley, K. Robins, eds., *British Cultural Studies. Geography, Nationality and Identity.* Oxford: Oxford University Press, 2005.3.David McDowall, *Britain in Close-Up*, Harlow: Longman, 2003.4.John Oakland, *Contemporary Britain. A Survey with Texts*. London: Routledge, 2008.5.Mike Storry, Peter Childs, eds., *British Cultural Identities*. 2002. |
| **Timetable:**  | **You need to attend both lecture and tutorial****Lecture :** Wednesday, 17-17.45, Prof. Agnieszka Łowczanin [A2]**Tutorial (For tutorial choose any of the groups):**Monday, 10.00-11.30, Dr Katarzyna Ostalska [0.06]Thursday, 15.15-16.45, Dr Justyna Stępień [2.55]Thursday, 10.00-11.30, Prof. Joanna Kruczkowska [0.05]Thursday, 11:45 – 13:15 , Prof. Joanna Kruczkowska [0.05]Thursday, 13.30-15.00, Prof. Joanna Kruczkowska [0.05] |

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| **Course title** | **BRITISH LITERATURE 2** |
| **Form\*** | **Lecture + Tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **1st year, summer semester** |
| **ECTS** | **9** |
| **Language of instruction** | **English** |
| **No. of hours** | **15 + 45** |
| **Course content** **(max. 1000 characters)** | The goal of the course is to acquaint the students with the most important literary works in the history of British literature, from the 19th century up to (post-)modernity.Course content:Victorian novelModernism – prose and poetryTheatre of the AbsurdPostmodernismContemporary British proseUpon completion of this course the student is able to:1. list the most important writers in the history of British literature in the 2nd half of the 19th and in the 20th century, and define the characteristics of their works and their place in the development of various movements and genres. 2. define and use the basic terms of literary criticism.3. relate, and differentiate, various literary works on the basis of selected motifs and formal tropes.4. distinguish and present the basic characteristics of various literary genres.5. display the ability to search for additional information concerning authors and their works and to analyse and use this information.6. work in a group, performing different roles in it.7. think critically, defend one’s opinion and synthesise the opinions of the group. |
| **Assessment scheme** | Discussions Groupwork Quiz/quizzes Final exam |
| **Lecturer** | Prof. Jerzy JarniewiczProf. Agnieszka ŁowczaninDr Marta GoszczyńśkaDr Ewa WiśniewskaDr hab. Małgorzata Hołda |
| **Contact** | agnieszka.lowczanin@uni.lodz.pl  |
| **USOS code** | 0100-ERAS104 |
| **Literature** |  |
| **Timetable:**  | **You need to attend both lecture and tutorial****Lecture :** Wednesday, 17.45-18:30, Prof. Agnieszka Łowczanin A2**Tutorial (For tutorial choose any of the groups):**Monday, 11.45-14.15, prof. Katarzyna Ostalska [0.06]Tuesday, 10.00-12.30, Prof. Jerzy Jarniewicz [2.20]Tuesday, 13.30-16.00, Prof. Jerzy Jarniewicz [2.20]Friday, 9.00-11.30, dr Ewa Wiśniewska [0.05]Friday, 11.45-14.45, dr Ewa Wiśniewska [0.05]Friday, 10.00-11.30, Monday 19.30-20.15, dr Ewa Wiśniewska [2.53 & online] |

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| **Course title** | **AMERICAN LITERATURE** |
| **Form\*** | **Lecture + Tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **1st year, summer semester** |
| **ECTS** | **6** |
| **Language of instruction** | **English** |
| **No. of hours** | **15 + 30** |
| **Course content** **(max. 1000 characters)** | Course Content1. The imagist poem: selected poems by Ezra Pound, W.C. Williams, H.D. and early Wallace Stevens; Pound’s “A Retrospect”
2. Ernest Hemingway *In Our Time* and *The Sun Also Rises*, or *A Farewell to Arms*
3. F. Scott Fitzgerald *The Great Gatsby* and *Babylon Revisited*
4. William Faulkner (possibly two sessions) “The Bear” and “Delta Autumn” or one of the great novels (*The Sound and the Fury*, *As I Lay Dying*, *Absalom, Absalom, Light in August*)
5. Poetry of Mid-century: Roethke, Lowell, Bishop, Ginsberg and the Beats, New York School
	1. Novel of the 50s: *Rabbit Run* or *Adventures of Augie March* or *Catcher in the Rye* or *Invisible Man*, stories (or novels) to illustrate the rise of ethnic (Black, Jewish, possibly Native American) literatures

8. John Barth/Donald Barthelme9. a selection of texts representative of developments in the fiction of the 80s and 90s (e.g.: Don DeLillo, Raymond Carver, Joyce Carol Oates, L. M. Silko or Louise Erdrich, Paul Auster, Tim O’Brien, B. A. Mason, Ann Tyler, Cormac MacCarthy) 10-11 American Drama: O’Neill, Williams, MillerLearning outcomes:* preparation for the exam
* familiarity with the selected works
* ability to identify interconnections between the studied works
* ability to express thoughts on literature in speech and writing
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| **Assessment scheme** | The course ends with a written examination after each semester of study. Students’ performance is also assessed on the basis of their regular attendance, active class participation, individual and group presentations, written assignments and tests. |
| **Lecturer** | Prof. Kacper BartczakDr Krzysztof MajerDr Mark Tardi |
| **Contact** | kacper.bartczak@uni.lodz.pl  |
| **USOS code** | 0100-ERAS106 |
| **Literature** | Basic textbook: *The Norton Anthology of American Literature*, Nina Baym, ed., fifth edition, vol. I & II (New York: Norton, 1989). **Other texts will be provided or indicated.** |
| **Timetable:**  | **You need to attend both lecture and tutorial****Lecture :** Wednesday, 15.15-16.00, Prof. Kacper Bartczak [A2]**Tutorial (For tutorial choose any of the groups):**Wednesday, 10.00-11.30, Prof. Kacper Bartczak [2.55]Wednesday, 11:45 – 13:15, Prof. Kacper Bartczak [2.55]Wednesday, 10.00-11.30, Dr Krzysztof Majer [0.33]Wednesday, 11:45 – 13:15, Dr Krzysztof Majer [0.33]Thursday, 10.00-11.30, Dr Mark Tardi [0.06] |

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| **Course title**  | **Intertextual Encounters: Interrogating the Presence of Art in Literature, Film and Music Video** |
| **Form\*** | **Tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **2nd year, summer semester** |
| **ECTS** | **5** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** | Works of art have often been appropriated and repurposed by other artists, working in different art forms.The course is designed to make you aware of the multiple relationships that exist between visual and literary/textual art forms, and to invite you to explore the turbulent and often subversive nature of those relationships. The main objectives of the course are to learn how to read works intertextually, i.e., to identify how artworks have been appropriated by other artists; to explore the interrelationship between different art forms; and to reflect on the nature of a creative process which is inspired by artworks ancient and modern.We will focus primarily on the presence of visual arts (e.g., painting, sculpture, and photography) in 20th and 21st century literature, film and music video, engaging in an analysis of representative literary and visual sources, and selections from critical and theoretical texts. You will study work by W.H. Auden, Seamus Heaney, Tony Harrison, Beyonce, and more. You will be encouraged to adopt individual, creative approaches to works of art and literature; and to explore such concepts as intermediality and ekphrasis. |
| **Assessment scheme** |  |
| **Lecturer** | Dr Agata Handley |
| **Contact** | agata.handley@uni.lodz.pl  |
| **USOS code** |  |
| **Literature** |  |
| **Timetable:** | Tuesday, 15.15-16.45, [-05] |

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| **Course title** | **Freaks** |
| **Form\*** | **tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **2nd year, summer semester** |
| **ECTS** | **5** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | What were freak shows and why did they disappear from our cultural landscape? Who were freaks? How were people with atypical bodyminds ‘made’ freaks? Who are contemporary freaks?The course looks into representations of freaks and freak shows (in literature, film, arts, and the media) and their evolution in the 20th and 21st centuries. We are going to reflect on these cultural texts, using analytical tools offered by contemporary critical disability studies (the models of disability, Rosemarie Garland-Thomson’s theory of staring, crip theory, the concept of a supercrip, and more).The works that we are going to examine include: Freaks (1932, dir. Tod Browning), The Elephant Man (dir. David Lynch), Fur: An Imaginary Portrait of Diane Arbus (2006, dir. Steven Shainberg), poems about the ‘Little Man from Nuremberg’ (Matthias Buchinger) and the ‘Irish Giant’ (Charles Byrne), fragments of Katherine Dunn’s novel Geek Love (1989), and performances by Mat Fraser. |
| **Assessment scheme** |  |
| **Lecturer** | Dr Katarzyna Ojrzyńska |
| **Contact** | katarzyna.ojrzynska@uni.lodz.pl  |
| **USOS code** |  |
| **Literature** |  |
| **Timetable:** | Tuesday, 15.15-16.45, [0.06] |

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| **Course title** | **Film & Modern Media** |
| **Form\*** | **Tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **2nd year, summer semester** |
| **ECTS** | **5** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | This course aims to familiarize students with the narratological analysis of cinema and provide a brief introduction to filmmaking. The course also shows how different types of media are used in visual and digital culture, as well as in everyday life. Special attention is paid to the narrative analysis of films. The course will contain presentations by the teacher as well as the students, who will have the opportunity to shoot short films on their phones during the classes. Ideally, the final outcome of the course is a short film by a small group of students, a documentary or realist piece about Lodz or their hometown, which mirrors the discussed topics in class. |
| **Assessment scheme** |  |
| **Lecturer** | Dr Sandor Klapcsik |
| **Contact** | Sandor.klapcsik@uni.lodz.pl  |
| **USOS code** |  |
| **Literature** |  |
| **Timetable:**  | Tuesday, 15.15-16.45, [2.55] |

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| **Course title** | **A Century of African American Women Playwrights** |
| **Form\*** | **tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **2nd year, summer semester** |
| **ECTS** | **5** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | African American women have been writing plays at least since the Harlem Renaissance and the American Little Theatre Movement (1910s-1920s). Over the course of a century, Black playwrights have addressed racism, African American history, urban blight, a changing workplace, and Black American womanhood in a variety of styles ranging from so-called kitchen sink realism to comedy, fantasy, and abstraction. The readings in the course do not exhaust the possibilities for study but they will get you attuned to a rich trove of varied, important writing. |
| **Assessment scheme** |  |
| **Lecturer** | Prof. Dorothy Chansky |
| **Contact** | Dorothy.chansky@uni.lodz.pl  |
| **USOS code** |  |
| **Literature** |  |
| **Timetable:** | Tuesday, 15.15-16.45, [0.05] |

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| **Course title** | **Linguistic and bimodal forms of expression** |
| **Form\*** | **tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **2nd year, summer semester** |
| **ECTS** | **5** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | In this course students will have the opportunity to investigate various verbal and verbo-visual forms of expression in such areas as advertisements, social campaigns, comics, or Internet memes in order to discuss their communicative effectiveness. It aims at offering an insight into chosen cognitive linguistics concepts such as mental construal and perspective, conceptual metaphor and metonymy, conceptual blending, framing. A focus will also be placed on basic notions from the field of visual communication. The course will also highlight the variant nature of language and the possibility of alternate ways of expression. |
| **Assessment scheme** |  |
| **Lecturer** | Dr Aleksandra Majdzińska-Koczorowicz |
| **Contact** | Aleksandra.majdzinska@uni.lodz.pl  |
| **USOS code** |  |
| **Literature** |  |
| **Timetable:** | Wednesday, 11.45-13.15, [-04] |

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| **Course title** | **“All but Death, can be Adjusted”: Loss, Grief, and Bibliotherapy** |
| **Form\*** | **tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **2nd year, summer semester** |
| **ECTS** | **5** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | This course will look at various representations of loss and grief in literature and culture. It will explore how those representations and reflections upon death-related issues can help grieving people as well as those who support them. Some of the questions we will try to answer in this course are: Do we all grieve the same? What are the most common grief reactions? What should we say when someone close to us grieves? How do people try to tame their fear of death? What are the main stages of the bibliotherapeutic process? What mourning rituals are still in existence?While the leading theme of this course may strike one as grave or even morbid, the works we will look at offer not only comforting ideas with which many people can easily identify, but also a lot of dark humor that can help brighten the thought about the one thing none of us can avoid in the end. |
| **Assessment scheme** |  |
| **Lecturer** | Dr Katarzyna Małecka |
| **Contact** | katarzyna.malecka@uni.lodz.pl  |
| **USOS code** |  |
| **Literature** |  |
| **Timetable:** | Wednesday, 11.45-13.15, [2.20] |

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| **Course title** | **Linguistic puzzles in SYNTAX and MORPHOLOGY (and different ways to solve them)** |
| **Form\*** | **tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **2nd year, summer semester** |
| **ECTS** | **5** |
| **Language of instruction**  | **English** |
| **No. of hours**  | **30** |
| **Course content** **(max. 1000 characters)** | The objective of the course is to give students an overview of the syntactic and morphological variation across different languages of the world. The course analyzes linguistic puzzles/problems and provides a unique educational activity that combines analytic reasoning and linguistic/cultural awareness. Students learn about the richness, diversity and systematicity of language, while exercising natural logic and reasoning skills. Additionally students discover ways in which speakers of different languages approach reality. |
| **Assessment scheme** |  |
| **Lecturer** | Dr Przemysław Ostalski |
| **Contact** | przemyslaw.ostalski@uni.lodz.pl  |
| **USOS code** |  |
| **Literature** |  |
| **Timetable** | Wednesday, 11.45-13.15 & 15.15-16.45 [2.53] |

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| **Course title** | Yiddish Language and Culture, in English |
| **Form\*** | **tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **2nd year, summer semester** |
| **ECTS** | **5** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | Yiddish was the traditional language of the Jewish people in Poland and Eastern Europe for centuries. Gradually, this unique culture and language would spread far and wide, to the United States, Canada, Argentina, and beyond, impacting local cultures and pop culture in one form or another. The children of Yiddish-speaking immigrants from Poland and Eastern Europe pretty well invented Hollywood, the comic book superhero (Superman and Batman are Jewish; Spider-Man is half Jewish, half Czech), and Las Vegas as we know it today. Literature, cinema, and theater also grew from the Yiddish language and culture. Of course, Łódź played a central role in the story, being the second largest Yiddish center in Europe (after Warsaw) before the Second World War, the third largest in the world. Yiddish, no doubt, impacted Polish culture, and vice versa. Curiously, feminism also has an interesting role in the history, Yiddish being the so-called “mama-loshen,” the mother tongue, the mother language. This course will look at the incredible world of Yiddish language and culture, in English, with a multi-media approach, looking at film, music, radio, and more. |
| **Assessment scheme** |  |
| **Lecturer** | John Crust M.A. |
| **Contact** | john.crust@uni.lodz.pl  |
| **USOS code** |  |
| **Literature** |  |
| **Timetable:** | Wednesday, 11.45-13.15, [0.05] |

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| **Course title** | **Fundamental Questions of Language** |
| **Form\*** | **tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **2nd year, summer semester**  |
| **ECTS** | **5** |
| **Language**  | **English** |
| **No. of hours** | **30** |
| **Course content** | On this course, you will be asked to consider the most fundamental questions concerning language and its use. The class will be discussion based, and each week we’ll try to answer such questions as: Where does language come from? Can we think without language? How does language refer to reality? How is language linked to thought? Does language have rules and how would we know? Although these questions are philosophical in nature, we’ll be addressing them as linguists and particularly interested in the way that they impact on the practice of linguistics. |
| **Assessment scheme** |  |
| **Lecturer** | Dr hab. Martin Hinton |
| **Contact** | martin.hinton@uni.lodz.pl  |
| **USOS code** |  |
| **Literature** |  |
| **Timetable:** | Wednesday, 11.45-13.15 & 13.30-15.00, [0.06] |
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| **Course title** | **Multiculturalism, Colonization and Migration in English-Speaking Countries** |
| **Form\*** | **Tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **2nd year, summer semester** |
| **ECTS** | **5** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | The aim of the course is to give an introduction to multiculturalism, that is, ethnic and cultural diversity, especially how these phenomena appear in various English-Speaking cultures. The texts and feature films of the class focus on ethnic identity, post-colonialism, diasporas, migration, and exile, as well as the unfortunate effects of racism in society and culture. Many of the films and stories are by hyphenated authors, migrants themselves, which occasionally raises the questions of auto-biography and documentary style realism in their works. |
| **Assessment scheme** |  |
| **Lecturer** | Dr Sandor Klapcsik |
| **Contact** | Sandor.klapcsik@uni.lodz.pl  |
| **USOS code** |  |
| **Literature** |  |
| **Timetable:** | Wednesday, 11.45-13.15, [2.02] |

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| **Course title**  | **Stuff: Everyday Objects in North American Women’s Writing** |
| **Form\***  | **tutorial** |
| **Level of course** | **BA** |
| **Year/semester**  | **2nd year, summer semester** |
| **ECTS** | **5** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | The course borrows its title from the American art critic Lucy R. Lippard’s 2023 book Stuff: Instead of a Memoir—a tribute to the objects that have turned out to be particularly significant in her life. We will focus on the literary texts similarly focused on the significance of material culture, paying special attention to the writers’ attention to our everyday environment and the objects one encounters, acquires, or accumulates during one’s lifetime. Fascinated with the status of objects in writing as well as the ways in which we tend to form attachments with different possessions, some of the most interesting North American authors writing today have celebrated, or critiqued, the appeal of various items in their work. We will examine a selection of notable 20th- and 21st-century texts that showcase interesting, often unconventional literary treatments of objects, including works of such authors as Gertrude Stein, Bernadette Mayer, Anne Boyer, Lisa Robertson, Divya Victor, Stacy Szymaszek, Lyn Hejinian, and Lydia Davis. |
| **Assessment scheme** |  |
| **Lecturer** | Prof. Małgorzata Myk |
| **Contact** | malgorzata.myk@uni.lodz.pl |
| **USOS code** |  |
| **Literature** |  |
| **Timetable:** | Wednesday, 15.15-16.45, [-25] |

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| **Course title** | **Gothic Intertexts** |
| **Form\*** | **tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **2nd year, summer semester** |
| **ECTS** | **5** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | The class aims is to analyse selected aspects of Gothicism as a (pop)cultural phenomenon, with a particular focus on Gothic intertexts in the widely understood visual and aural spheres (cinema, music/video). Students will be acquainted not only with the concepts of intertextuality but also interpictoriality, intermediality and transmediality to discuss a range of Gothic-inspired films and music videos. Assessment will be based upon two major tasks, i.e. a movie review and a presentation on a music video of one’s choice, as well as active participation in the discussions throughout the semester. |
| **Assessment scheme** |  |
| **Lecturer** | Dr Tomasz Fisiak |
| **Contact** | tomasz.fisiak@uni.lodz.pl  |
| **USOS code** |  |
| **Literature** |  |
| **Timetable:** | Wednesday, 15.15-16.45, [2.20] |

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| **Course title** | **Word-formation across languages** |
| **Form\*** | **tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **2nd year, summer semester** |
| **ECTS** | **5** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | The aim of the course is to explore topics in word-formation in English, Polish and (selected) other languages and to equip students with research tools facilitating contrastive word-formation studies. The issues to be discussed include basic concepts in morphology and word-formation, simple and complex words, inflection and derivation, productivity in word-formation. Our major concern is a contrastive approach to word-formation processes in English, Polish and (selected) other languages so that we can identify both similarities and differences regarding the ways in which the relevant languages employ the mechanisms of word-formation. |
| **Assessment scheme** |  |
| **Lecturer** | Dr Wiktor Pskit |
| **Contact** | wiktor.pskit@uni.lodz.pl  |
| **USOS code** |  |
| **Literature** |  |
| **Timetable:** | Wednesday, 15.15-16.45, [0.05] |

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| **Course title** | **English Grammar Beyond the Sentence** |
| **Form\*** | **tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **3rd year, summer semester** |
| **ECTS** | **5** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | The goal of this course is to deepen and broaden the knowledge of the relationships among parts of the sentence, to understand how form and meaning are related, and to describe how sentences flow into larger pieces of discourse. This course presumes prior background knowledge of the English syntax on the part of the student and the material is not going to be completely accessible to students with only a rudimentary knowledge of English grammar. Grammatical constructions are discussed in terms of their form, meaning, and function in discourse. Students are expected to master advanced knowledge of English grammar but at the same time they come to understand the functional potential the system has in constructing larger stretches of language beyond clauses or sentences. |
| **Assessment scheme** |  |
| **Lecturer** | Prof. Kamila Ciepiela |
| **Contact** | kamila.ciepiela@uni.lodz.pl  |
| **USOS code** |  |
| **Literature** |  |
| **Timetable:** | Wednesday, 13:30-15:00, [-05] |

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| **Course title** | **Eald Englisc for beginners** |
| **Form\*** | **tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **3rd year, summer semester**  |
| **ECTS** | **5** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | This course of Old English as a foreign language will cover all the basics of the Old English language, giving students access to simple texts written in this language, and some more advanced literature (with the help of glossaries and dictionaries). You can expect language and translation exercises just like during a regular course of a foreign language, on the basis of online and printed materials, accompanied by presentations on selected aspects of the Anglo-Saxon culture and everyday day. |
| **Assessment scheme** |  |
| **Lecturer** | Prof. Anna Cichosz |
| **Contact** | anna.cichosz@uni.lodz.pl  |
| **USOS code** |  |
| **Literature** |  |
| **Timetable:** | Wednesday, 13:30-15:00, [-25] |

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| **Course title** | **What has made the British British: fact and representation** |
| **Form\*** | **tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **3rd year, summer semester**  |
| **ECTS** | **5** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | During these classes we are going to have a closer look at various facets of British identity, and examine historical factors which have shaped it. The course will centre on three main issues: gender, class, and national identity. We will start by examining a short essay by Virginia Woolf to study the expression of feminist consciousness during the first wave of feminism and determine if the concerns she voices have any relevance for readers today. Essays by George Orwell and novels by Evelyn Waugh and Sarah Waters will be analysed as examples of post-war anxieties connected with the redefinition of class and social belonging. Finally, we will look at the problems of nationality and multiculturalism from the angle of colonialism, born with the idea of the British Empire, and postcolonialism, the consequence of its downfall. In this closing part of the course we look at how the British represented themselves in the colonies on the basis of two short novels by Ruth Jhabvala and J.M Coetzee, and test the relevance of Englishness in the novel by Hanif Kureishi, which successfully combines the problems of gender and identity, while grappling with the themes of religion, ethnicity, and a sense of belonging. |
| **Assessment scheme** |  |
| **Lecturer** | Prof. Agnieszka Łowczanin |
| **Contact** | Agnieszka.lowczanin@uni.lodz.pl  |
| **USOS code** |  |
| **Literature** |  |
| **Timetable:** | Tuesday, 13.30-15.00 [0.06] |

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| **Course title** | **Queer Literature and Theory** |
| **Form\*** | **tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **3rd year, summer semester**  |
| **ECTS** | **5** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | What is queer? The term is notoriously difficult to define. It does not offer a stable meaning, but rather contests and invites critical exploration of that which is not normative, especially in the field of gender and sexuality. This course will center upon the contemporary notion of queerness, both in critical theory and in literature, helping students understand the former and apply it in their analyses of the latter. The classes will involve reading a selection of major works by American queer writers and seminal texts from the field of queer theory. |
| **Assessment scheme** |  |
| **Lecturer** | Dr Jarosław Milewski |
| **Contact** | Jaroslaw.milewski@uni.lodz.pl  |
| **USOS code** |  |
| **Literature** |  |
| **Timetable:** | Tuesday, 13.30-15.00 [-04] |

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| **Course title** | **Introduction to pedagogical lexicography** |
| **Form\*** | **Tutorial** |
| **Level of course** | **BA** |
| **Year/semester** | **2nd year, summer semester** |
| **ECTS** | **5** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | The course introduces students to pedagogical lexicography. We will explore theoretical basis of the lexicographic description as well as practical aspects of dictionary building. |
| **Assessment scheme** |  |
| **Lecturer** |  |
| **Contact** | Dr Marek Molenda |
| **USOS code** | marek.molenda@uni.lodz.pl  |
| **Literature** |  |
| **Timetable:** | Thursday, 15.15-16.45, [-25] |

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| **Course title** | **SOCIOLINGUISTICS** |
| **Form\*** | **proseminar** |
| **Level of course** | **MA** |
| **Year/semester** | **2nd year, summer semester** |
| **ECTS** | **3** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | The course provides an overview of sociolinguistic issues, e.g. varieties of English, their perception and evaluation, language as a tool (actional perspective) in a social semiotic context (construction of identity, free speech vs. hate speech, persuasion), and direct and indirect meaning interpretation related to the interface of language and society in interaction with variables such as: social class, gender, ethnic group, nation, language contact or humanity. We will also look at selected language myths. |
| **Assessment scheme** | Class participation and homework mini-projects |
| **Lecturer** | Prof. Iwona Witczak-Plisiecka |
| **Contact** | iwona.plisiecka@uni.lodz.pl |
| **USOS code** |  |
| **Literature** | * + - 1. fragments from:
			2. Wardhaugh, Ronald. 2006 (5th ed.). An Introduction to Sociolinguistics. Oxford: Blackwell.
			3. Holmes, Janet. 2013 (4th ed.) An iIntroduction to Sociolinguistics. London & New York: Routledge.
			4. Trudgill, Peter. Sociolinguistics: 2000 (4th ed.) An introduction to language and society. Penguin Books.
			5. & other miscellaneous materials
 |
| **Timetable:** | Choose any of the groups:Thursday, 15.15-16.45, Prof. Iwona Witczak-Plisiecka, [2.20] |

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|  | **MULTIMEDIA TECHNOLOGIES IN DEVELOPING INTERCULTURAL COMPETENCE**  |
| **Form\*** | Seminar |
| **Level of course** | **MA** |
| **Year/semester** | **summer semester** |
| **ECTS** | **6** |
| **Language of instruction** | **English** |
| **No. of hours** | **30** |
| **Course content** **(max. 1000 characters)** | The aim of this course is to prepare the students to become aware consumers and active providers of the multimedia content in the digitized Web 2.0 environment. Special emphasis is placed on the development of cultural competences in the environment in which the combination of easy access to culture and (perceived) online anonymity can have a detrimental effect on the cross-cultural communication. The participants will learn how to prevent the aforementioned negative effects by developing their digital intercultural competences.The course is composed of three cycles of classes, each devoted to a topic which is related to the reception and production of the digital contents in the context of the language and culture. The aim of the first module is to build infographics (mind maps) which present the stereotypes connected to a given country. The summary of the project is a discussion about the role and the propagation of the stereotype in the contemporary Web culture. In the second module, the students prepare a website whose aim is to present their region. This phase is followed by the discussion about the ways of promoting regional culture and language variety in the globalized world. The last module is devoted to the presentation of the national culture by means of the digital storytelling. Special emphasis is put on the integration of previously-introduced elements (e.g., positive vs negative stereotypes or regional and national culture). |
| **Assessment scheme** |  |
| **Lecturer** | Mgr Marek Molenda |
| **Contact** | marek.molenda@uni.lodz.pl |
| **USOS code** | 0100-ERAL172 |
| **Literature** |  |
| **Timetable:** | Friday, 13:30-15:00, dr Marek Molenda, [-25] |