



**FINAL EXAMINATIONS
SPECIFICATIONS
(BA in English)**

3.1.2.1. Literature

While students demonstrate their general knowledge of literature topics, by reflecting on certain topics from a comprehensive range of questions from the aspects of history of literature and literary theory, as well as historical-cultural perspectives, students are expected to prove that they

- (a) are able to look into the period, 'school', movement, etc., of a given era;
- (b) are aware of the main stages of the development of literary forms and traditions
- (c) perceive certain themes, attitudes, conventions being repeated, developed, etc., within a particular author's corpus;
- (d) and see particular texts in relation to the ideas, persons, events, etc., of the given era as well as to those earlier and later.

IMPORTANT: when elaborating on the topic chosen it is advised that in your presentation you concentrate on the dominant authors and /or works that are considered representative of a given cultural period (this always means more than one author and work).

Those students who wrote their thesis on the discipline of literature shall, besides presenting the eras, oeuvres and general relationships in the topic, also choose ONE of the subtopics listed under the heading and present and in-depth analysis of that subtopic. These have to be presented in a detailed way from a text-centered approach.

Early English literature

1. The Middle Ages

- the major phases of the Middle Ages and their cultural fables, world metaphors and their interpretation; Old English, central and late medieval variants of the major literary forms (heroic epic, romance, tales; religious and secular lyric poetry, medieval drama)
- texts to refer to : *Beowulf*, examples of medieval lyric poetry, Chaucer's *The Canterbury Tales*; *Everyman*

2. The Renaissance

- the concept of rebirth and the cultural fables of the age, world metaphors and their interpretation; renaissance variants of the epic, lyric and drama (Elizabethan lyric and epic poetry, major dramatic forms)
- texts to refer to Spenser's, Sidney's, Shakespeare's poetry; Marlowe's and Shakespeare's plays

Early modern English literature

3. The baroque and the Puritan Interregnum

– transition between early and modern cultures; the cultural fables of mannerism and the baroque, world metaphors and their interpretation; epic, lyric, and dramatic literature of the age (Metaphysical poetry, baroque heroic epic, Jacobean drama)

texts to refer to: Metaphysical lyric poetry, Milton's epic poetry; Jacobean (non-Shakespearean drama)

– **The long eighteenth century**

4. The Restoration and the Augustan Age

– Restoration and Augustan cultural fables, world metaphors and their interpretation; development of literary forms: restoration tragedy and comedy, satirical literature; the novel, the main trends in novel writing

– texts to refer to: Restoration lyric poetry, Pope's satirical poetry, Swift's satirical narrative; Defoe's and Fielding's novels, Wycherley's, Congreve's, Gay's plays

5. The age of sensibility and romanticism

– cultural fables of the Age of Sensibility; new trends in novel writing, lyric poetry and the drama

– texts to refer to: Laurence Sterne's, Jane Austen's and Mary Shelley's novels, the poems of the two generations of English Romantic poetry;

6. Discovery and the New World. Puritanism and the birth of the Republic

i. Discovery and the invention of the New World: defining American literature; historical, cultural and ideological, philosophical background; "New World" narratives; Puritan genres; Enlightenment in the colonies; consensual literature and the Founding Fathers

ii. texts (the aspects of whose mainstream interpretation are to be incorporated in the presentation): early Puritan histories and poetry, Rowlandson's captivity narrative, Bradstreet's poetry; Franklin's Autobiography; Crevecoeur's *Letters*, Jefferson and the Declaration of Independence

For an in-depth discussion choose ONE: 1)

early Puritan histories and captivity narratives 2) Puritan poetry 3) Franklin's Autobiography; Crevecoeur's *Letters*, Jefferson and the Declaration of Independence 4) A formulating national literary tradition (Wheatley, Irving, Cooper)

7. American Renaissance

– historical, cultural and ideological, philosophical background; the Transcendentalist Movement; the development of a national literature; the peculiar institution

– texts (the aspects of whose mainstream interpretation are to be incorporated in the presentation): Emerson's writings, Thoreau's *Walden*, Hawthorne's and Poe's fiction; Whitman's and Dickinson's poetry

For an in-depth discussion choose ONE: 1) Transcendentalism: R.W. Emerson and H.D. Thoreau 2) Fiction in the American Renaissance 3) Poetry in the American Renaissance 4) E.A. Poe

8. Victorian literature

– cultural fables of the Victorian era; world metaphors and their interpretation: major tendencies in the narrative and lyric forms of the age: realism, naturalism, aestheticism, escapism

- texts to refer to: Dickens's, the Brontës', Hardy's and Wilde's novels; Tennyson's, Rossetti's and Browning's poetry

9. American Realism and Naturalism

- historical, cultural and ideological/philosophical background; realism and regionalism: cultural regions and their literatures; American naturalism
- texts (the aspects of whose mainstream interpretation are to be incorporated in the presentation): Clemens's and Jewett's fiction; Chopin's and Gilman's fiction; Crane's fiction and poetry

For an in-depth discussion choose ONE: 1) S. Clemens 2) K. Chopin and C.P. Gilman 3) S. Crane

10. The Twentieth Century

- the challenge of the prevailing aesthetic, ethical and social assumptions; the historical, philosophical and scientific context; the acknowledged and unacknowledged roots; the outbreak of artistic innovation and experimentation;
- texts at student's discretion (at least three to demonstrate an understanding of the concepts above)
- For an in-depth discussion choose ONE: 1) Modern fiction (James's, Lawrence's, Woolf's, and Joyce's prose for students in the British sub-program OR James's, Fitzgerald's, Hemingway's, and Faulkner's fiction for students in the American sub-program); 2) Modern poetry (Yeats's and Eliot's poetry OR Pound's, Williams's, Frost's poetry) 3) Modern drama (Beckett's, Pinter's, Stoppard's plays OR O'Neill's, Williams', Miller's plays) 4) Postmodernism (Fowles's, Rushdie's, Ackroyd's, Thomas's, Amis's Winterson's novels OR Vonnegut's, Barth's, Pynchon's fiction)

11. Multiplicity of voices: race, class, ethnicity, and gender in literature

- historical, social and cultural background of the rise of new perspectives; competing voices and the canon wars; postcolonial literature, race and ethnicity, gender
- texts at student's discretion (at least three to demonstrate an understanding of the concepts above)
- For an in-depth discussion choose ONE: 1) Race, ethnicity, class and literature 2) Gender, class, and literature

3.1.2.2. Linguistics

Linguistics topics and tasks vary depending on whether or not the candidate wrote their thesis in this discipline. For those who wrote their thesis on a topic other than linguistics, a comprehensive range of questions is provided to ascertain whether students grasp the general purport of the subject matter, and understand the inherent connections.

Those candidates who wrote their thesis on a linguistic topic shall, besides presenting the general relationships in the topic, also choose ONE of the subtopics listed under the heading and present and in-depth analysis of that subtopic. The same candidates, i.e. those who wrote their thesis on a linguistic topic will also be required to demonstrate their understanding of the topic by identifying examples of some basic concepts in a sample text.

1. Language and linguistics

For an in-depth discussion choose ONE: (1) Language and speech, characteristics of human communication; (2) Langue and parole, linguistics, competence and performance; descriptivism vs prescriptivism; (3) Innateness and the LAD, levels of linguistic analysis: phonetics/phonology, morphology, syntax, semantics, pragmatics, discourse analysis.

2. General description of the English sound system

For an in-depth discussion choose ONE: (1) Classes of consonants - places and manners of articulation, voiced-voiceless, nasal-oral; (2) Classes of vowels - phonetic and phonological classification, short-long, monophthong-diphthong, tongue height, frontness-backness, roundedness; (3) Classes of vowels: full-weak, tense-lax and their relationship to short-long vowels.

Students are also required to demonstrate their understanding of the consonant and vowel systems of English by identifying the subtypes of sounds in a sample text.

3. The English vowel system: rules affecting vowels

For an in-depth discussion choose ONE: (1) The vowel shift, laxing and tensing rules: trisyllabic laxing, laxing endings, laxing by consonant cluster, laxing by free U, CiV laxing, CiV tensing, prevocalic tenseness, (2) Pre-R Breaking and Pre-R Broadening and their exceptions; (3) Letter-to-sound rules for vowels, pronunciation values of vowel letters, graphic positions, Free Position Basic Rule, Covered Position Rule and their exceptions.

Students are required to demonstrate their understanding of the vowel system by classifying some vowel sounds and identifying the rules applying to them in a sample text.

4. The English consonant system: rules affecting consonants

For an in-depth discussion choose ONE: (1) Laryngeal processes: fortis-lenis consonants, devoicing, aspiration, glottalization, flapping; (2) Place assimilations, palatalization, R-dropping; (3) L-darkening, Yod-dropping, letter-to-sound rules, pronunciation values of consonant letters and digraphs, Velar Softening.

Students are required to demonstrate their understanding of the consonant system by classifying some vowel sounds and identifying the rules applying to them in a sample text.

5. Syntactic structure and types of constituents

For an in-depth discussion choose ONE: (1) Categories, functions, dependency relations; (2) Ways to identify constituents; (3) Syntactic classes of verbs, basic clause patterns.

Students are required to demonstrate their understanding of these notions by classifying phrases and clauses in a sample text.

6. Noun phrases and determiners

For an in-depth discussion choose ONE: (1) The basic noun phrase, determiners; (2) Restrictive and non-restrictive premodifiers in the NP, (3) Restrictive and non-restrictive postmodifiers.

Students are required to demonstrate their understanding of these notions by classifying Determiners and NP modifiers in a sample text.

7. The history of English:

For an in-depth discussion choose ONE: (1) Characteristics of Proto-Indo-European and Proto-Germanic, the morphology and syntax of Old English; (2) Changes in language: the sound system and spelling, morphology, vocabulary of Middle English; (3) Early Modern English: the Great Vowel Shift and the standardisation process of English.

8. Semantics

For an in-depth discussion choose ONE: (1) sense and reference; collocability; set phrases: idioms, collocations; (2) semantic relationships between words: synonymy, antonymy, homonymy; processes of semantic change.

Students are required to demonstrate their understanding of these notions by identifying examples for them in a sample text.

9. Discourse and text

For an in-depth discussion choose ONE: (1) discourse analysis; conversation analysis; conversational rules and structure; adjacency pairs, (2) text linguistics; text types; written vs. spoken texts; cohesion; coherence; categories of discourse cohesion;

10. Regional and social variation of language

For an in-depth discussion choose ONE: (1) standard language; idiolect; dialect; accent; (2) geolinguistics; isogloss; British English, American English; (3) social aspects of language; scope of sociolinguistics (men and women, power and solidarity, taboo and PC, slang) (4) lingua franca; pidgin language; creole language.

11. Pragmatics

For an in-depth discussion choose ONE: (1) pragmatic principles; the Cooperative Principle; maxims of conversation; (2) constative and performative utterances; speech acts; cross-cultural pragmatics.

12. Applied Linguistics

For an in-depth discussion choose ONE: (1) scope of applied linguistics: language and education; (2) scope of applied linguistics: language, work and law; (3) scope of applied linguistics: language, information and effect; (4) North American, British and Australian applied linguistics.

3.1.2.3. History, culture and civilization

The topics below are designed to help and orientate students' preparation for their final examinations. A comprehensive range of questions is provided to ascertain whether students grasp the general purport of the subject matter, and understand the inherent connections.

Those candidates who wrote their thesis in history, culture and civilization shall, besides presenting the general relationships in the topic, also choose ONE of the subtopics listed under the heading and present and in-depth analysis of that subtopic.

Great Britain, British Commonwealth

1. Contemporary Britain: internal and external features and their formation over the past century.

For an in-depth discussion choose ONE: 1. The British Isles and Britain today in terms of physical geography, regional divisions, settlement pattern and population; 2. Constitution, parliament, politics and society in the UK in the 20th century and today; 3. Britain's foreign policy and international engagements in the 20th century and today; 4. The British Empire, its legacy in the Commonwealth and contribution to the rise of the 'English-speaking world';

2. Cultural, ethnic and political changes on the British Isles before 1066 and their impact on the fabric of British life today.

For an in-depth discussion choose ONE: 1. The British Isles in the Pre-Celtic and Celtic Times; 2. The rise and decline of Roman Rule in Ancient Britain; 3. Anglo-Saxon England: the main steps on the road to a unified English Kingdom.

3. Fundamental processes of Medieval England: crises and achievements.

For an in-depth discussion choose ONE: 1. The cultural, social, economic and constitutional legacy of Anglo-Norman England; 2. The Late Middle Ages as a transitional period: short-term disasters and long-term developments; 3. The Hundred Years War as a complex process with dynastic, military, social, economic and ideological factors; 4. The development of the Medieval English Kingship and its crisis in the Wars of the Roses.

4. Formative factors and underlying processes of the sovereign English state and British political entity in the Tudor and Stuart Times

For an in-depth discussion choose ONE: 1. An overview of the most important achievements of Tudor England; 2. A comparison of the reigns of Henry VII, Henry the VIII and Elizabeth I; 3. Governmental, political and social change in the Long 17th century; 4. The development of Parliament from its evolution to the Glorious Revolution.

5. Modern Britain: governmental, political, social, economic reform and progress in the 18th and 19th centuries

For an in-depth discussion choose ONE: 1. Government and party politics in the Georgian Times; 2. The monarchy, the political parties and parliamentary reform in the 19th; 3. Social reform and cultural development in the 19th century; 4. The "More Than Industrial Revolution" and its impact on British society.

North America; the United States of America

6. Physical geography, climatic regions and their role in shaping the economic, cultural and political life in the United States.

For an in-depth discussion choose ONE: 1. Topographic regions and subregions; 2.

Climatic regions and subregions; 3. One present-day cultural region to be introduced in detail; 4. Political parties or movements that represent/ed/ regional interests.

7. The American constitutional tradition and perceptions of democracy: historical roots, basic principles and current structures.

For an in-depth discussion choose ONE: 1. Key documents of the American constitutional tradition; 2. Comparing and contrasting the Articles of Confederation and the Constitution of 1787; 3. Powers and prerogatives of the legislative branch today; 4. Powers and prerogatives of the executive branch today.

8. From the first European explorers and colonizers to the achievement of U.S. independence. Indigenous cultures, settlers and immigrants.

For an in-depth discussion choose ONE: 1. Push and pull factors in colonization; 2. Native American cultures at the time of the first European contact; 3. Characteristics of the English colonies; 4. Causes of the American Revolution.

9. From the foundation of the Republic to post-Civil War Reconstruction: Slavery, territorial expansion; secession and reunification.

For an in-depth discussion choose ONE: 1. Implementing the Constitution: the Bill of Rights and the emergence of the first party system; 2. Slavery and the related compromises; 3. The Civil War: Theaters and strategies; 4. Interpretations of the Reconstruction period: Successes and failures.

10. Imperialistic expansion and world wars: the dilemmas of hemispheric and global involvement until 1945.

For an in-depth discussion choose ONE: 1. The Gilded Age: Economic expansion and political corruption; 2. Foreign policy priorities between the Civil War and 1920; 3. The interwar years: Isolationism and involvement; 4. World War II: Causes and effects.

11. The Cold War and the end of bipolar antagonism: the successes and problems of spreading the American model of development until 1990. Civil, political and minority rights struggles after World War II.

For an in-depth discussion choose ONE: 1. Long-term, intermediate and immediate causes of the Cold War; 2. Phases of the Cold War; 3. The U.S. after WWII: Rise of the “affluent society” and the struggle against structural poverty and unequal opportunity; 4. The expansion civil and political rights from the 1950s.

12. Domestic problems and global challenges from the fall of the Iron Curtain to the present day.

For an in-depth discussion choose ONE: 1. The U.S. economy in the 1990s; 2. Foreign policy challenges in the 1990s: the Gulf War, the breakup of Yugoslavia, domestic and international terrorism before 2001; 3. The disputed election of 2000 and the effects of 9/11.; 4. The Great Recession and the recovery attempts: Possible parallels with the New Deal.