HUMANITIES. THE EXAMPLE OF PHILOLOGY

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FACULTY OF PHILOLOGY

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STRUCTURE AND CONTENT

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Fundamental sciences: phonetics, morphology, syntax, semantics, discourse analysis, history of language, comparative grammar, cultural studies, literature

Theoretical subjects: linguistics, literary theory, translation theory

General academic skills: Montenegrin language, other foreign language

Specialized subjects: contemporary foreing language, foreign language teaching methodology, translation

RESEARCH ORIENTATION

DETERMINED BY THE CULTURE OF THE DISCIPLINE AND THE NUMBER OF STUDENTS

BA: teacher-focused, deductive rather than problem solving methods:

<u>Research-led</u>: students learn about research findings and information transmission is the main teaching mode;

<u>Research-oriented</u>: students learn about research processes, the curriculum emphasizes as much the processes by which knowledge is produced as learning knowledge that has been achieved, and staff try <u>to engender a research ethos through their teaching</u>;

MA: combination of research-oriented and research-based approaches; students more independent

Ph.D. "discovery" methods

Research-based: where students learn as researchers, the curriculum is largely designed around inquiry-based activities, and the division of roles between teacher and student is minimized.

(cf. Mick Healey, "Linking Research and Teaching: exploring disciplinary spaces and the role of inquiry-based learning," 2005)

THE UNHAPPY TRUTH

- **Research and teaching equipment is dated.**

  - Libraries' holdings are outdated.
  - Relevant data bases are not available.

- **Staff is underfinanced to attend conferences, workshops and seminars or to afford study visits to prestigious universities.**

  - Salaries are insufficient.
  - European mobility programmes are highly competitive or inaccessible to the non-EU staff.
  - Humanities are generally underfinanced (exp. the ERC offers 17%)

- **Our premises lack adequate classrooms, phone and internet connection**

- **Self-stigmatization deters exchange with neighbouring universities (exp. journals)**

THE CULTURE OF THE DISCIPLINE

Cultural studies and literary studies tend to develop through inter-disciplinary and multi-disciplinary work

- **Old tendency: publish in narrowly specialized journals (exp. *James Joyce Quarterly*, *Journal of D.H. Lawrence Studies, Contemporary Travel Writing Journal*, etc…)**

- **New tendency: publish in journals in databases of broad scopes**

  - Question: Would a psychological journal readily accept a paper that approaches Virginia Woolf's work, or D.H.Lawrence's, or James Joyce's work from a psychological perspective, or would they rather be advised to publish it in a journal conceived exclusively around the literature in English?

THE CIRCLE
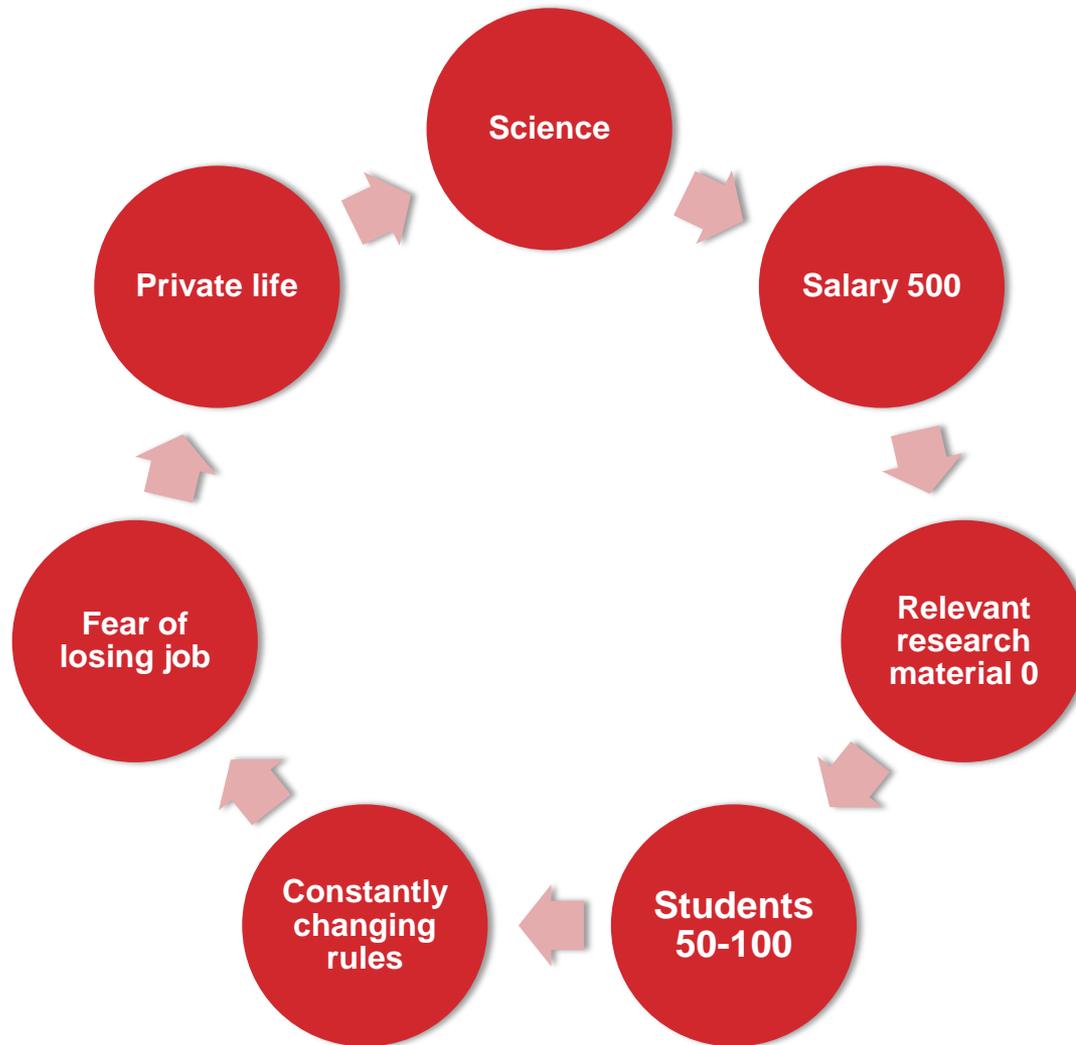
A VISION (OR PRESENT REALISTIC ADJUSTMENT)

The pessimist complains about the wind; the optimist expects it to change; <u>the realist adjusts the sails</u>.

William Arthur Ward

• **INVOLVE STUDENTS IN VARIETY OF INDIVIDUAL AND GROUP ASSINGNMENTS (where the group size allows it)**

• **SEMINAR PAPERS**

• **RESERCH-BASED ESSAYS (ON TOPICAL PROBLEMS)**

• **TEAM-WORK PROJECTS (example, TRANSLATION OF COLLECTIONS OF STORIES OR CRITICAL ESSAYS)**

• **COLLABORATIVE (ONLINE) LITERATURE AND REFERRENCE BOOKS REVIEWS**

-INTRODUCE CONTEMPORARY CONTENTS EITHER THROUGH UNITS IN THE EXISTING MODULES OR AS SEPARATE COURSES

(for example, **MODERN APPROACHES IN THE LANGUAGE TEACHING METHODOLOGY, NEW LINGUISTIC SUB-AREAS, CONTEMPORARY TENDENCIES IN THE BRITISH FICTION, etc.)**

- ENCOURAGE MOBILITY, COMMUNICATION AND EXCHANGE

-TALKING ABOUT THE EUROPEAN MOBILITY PROGRAMMES;

-HOSTING CONFERENCES (LESS EXPENSIVE THAT TRAVELLING TO THE ONES ABROAD);

-INVITING GUEST LECTURERS;

-ORGANIZING WORKSHOPS.

AIM AT:

RAISING GENERAL AWARENESS IN STUDENTS ABOUT THE IMPORTANCE OF RESEARCH AT THE HIGHER EDUCATION LEVEL, BUT ALSO THE AWARENESS OF THE CURRENT PRACTICAL LIMITATIONS (IN ORDER TO MINIMISE FRUSTRATION AND AVOID LOSS OF MOTIVATION)

THANK YOU!