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FILOLOŠKI FAKULTET
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Na osnovu člana 64 stav 2 tačka 9 Statuta Univerziteta Crne Gore, a u vezi sa članom 32 i 34 Pravila doktorskih studija, Vijeće Filološkog fakulteta na sjednici održanoj 20. oktobra 2021. godine, utvrdilo je

PRIJEDLOG

I

Prijava teme doktorske disertacije *Teaching literature of New York City at the academic level of philological studies and its impact on the development of reading skills* kandidata mr Bese Jerliu ispunjava formalne uslove za nastavak procedure.

II

Predlaže se sastav komisije za ocjenu podobnosti teme i kandidata mr Bese Jerliu pod navedenim nazivom u sljedećem sastavu:

1. Prof. dr Aleksandra Nikčević Batrićević Filološki fakultet UCG, mentorka
2. Doc. dr Dušanka Popović, Filološki fakultet UCG, komentorka
3. Prof. dr Marija Krivokapioć, Filološki fakultet UCG, predsjednica Komisije
4. Doc. dr Saša Simović, Filološki fakultet UCG, članica Komisije
5. Doc. dr Marija Mijušković, Filološki fakultet UCG, članica Komisije



DEKAN

Prof. dr Tatjana Jovović

VIJEĆU FILOLOŠKOG FAKULTETA

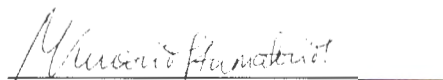
Predmet: Prijava teme doktorske disertacije i prijedlog Komisije za ocjenu podobnosti teme i kandidata

U skladu sa članom 33 i 34 Pravila doktorskih studija Univerziteta Crne Gore, Vijeću Filološkog fakulteta predlažemo na usvajanje Prijavu teme doktorske disertacije *Teaching literature of New York City at the academic level of philological studies and its impact on the development of reading skills*, kandidata mr Bese Jerliu, kao i prijedlog Komisije za ocjenu podobnosti teme i kandidata:

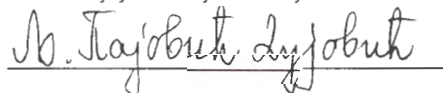
1. Prof. dr Aleksandra Nikčević-Batrićević, mentorka;
2. Doc. dr Dušanka Popović, komentorka;
3. Prof. dr Marija Krivokapić, predsjednica komisije;
4. Doc. dr Saša Simović, članica komisije, i
5. Doc. dr Marija Mijušković, članica komisije.

KOMISIJA ZA DOKTORSKE STUDIJE

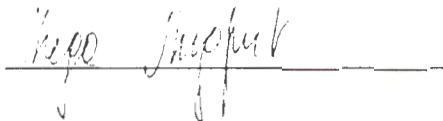
Prof. dr Milica Vuković Stamatović



Prof. dr Ljiljana Pajović Dujović



Prof. dr Neda Andrić





PRIJAVA TEME DOKTORSKE DISERTACIJE

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Popis radova	/
NASLOV PREDLOŽENE TEME	
Na službenom jeziku	
Na engleskom jeziku	Teaching literature of New York City at the academic level of philological studies and its impact on the development of reading skills
Obrazloženje teme	

Literature is considered a promotional tool for language learning purposes. Literature can be used to motivate students to read and write to improve their academic skills. According to Elaine Showalter, "Teaching literature is not brain surgery. No one will die if we make a mistake about Dryden. And we cannot be at our best, most reflective, most experimental every day and in every class. We can improve our students' lives and morale by sharing ideas about how to teach better, and improve our own lives and morale by thinking about why we want to teach literature in the first place" (Showalter, 2003).

Indeed, the literature of New York is very important in students' literature. Fiction, poetry, and drama as part of literature have asserted that literature has a great role in the literacy ability of developed students. It is important because it encourages learners' personal growth to meet future needs and challenges. It can be said that learners are enriched incidentally through the enjoyable experience of reading or producing a range of literary texts. Students are encouraged to think creatively and critically when using literary texts through student-centered approaches (Madhavan & Sambatcoumar, 2011).

An understanding of pre-existing approaches to teaching literature in the EFL classroom is crucial for teachers and educators to decide on the best way to use literature as a tool. The different approaches that have become applicable in recent years are Wellek and Warren (1984) that distinguish between internal and external approaches to literature. The first focuses specifically on the text while the second seeks to delve deeper into the social, political, or historical events that make up the context of the text, Maley's (1989) who distinguishes between "the study of literature" as a cultural artifact and "the use of literature as a resource for language learning" (Bobkina & Dominguez, 2014).

Similarly, Carter and Long (1991) advocate three key models for teaching literature that they specifically design to make literature fit into EFL programs: cultural model, language model, and personal growth model (Carter & Long, 1991). Moreover, Lima (2005) advocates two main approaches to teaching literature: intuitive analysis and syntactic analysis and Van's (2009) classification goes more in line with approaches to the analysis of literary fiction itself. The six approaches described by the author include the following: i) New Criticism, ii) Structuralism, iii) the Stylistic Approach, iv) the Reader Response Approach, v) the Language-Based Approach, and vi) and the Critical Literacy Approach (Van, 2009).

Additionally, teachers encourage student-centered learning by allowing them to share their opinion and believing in their ability to lead. Student-centered classes include students in planning, implementation, and evaluation. Involving students in these decisions will be beneficial because more work will be placed on them. Teachers need to feel comfortable changing their leadership style from directive to consultative – from "Do as I say" to "Based on your needs, let's co-develop and implement an action plan" (McCarthy, 2005). They are also more collaborative, solve problems easier, and can employ multiple intelligences.

Student-centered learning involves a variety of methods, such as active learning, collaborative learning, teaching, and inductive learning, and minimizing or eliminating student resistance to student-centered teaching methods. So, there are multiple benefits of teaching literature in a student-centered classroom which gives students enough space to fail and learn from their mistakes. It helps students develop their critical-thinking skills and self-awareness skills (McCarthy, 2005).

Collie and Slater in their book titled *Literature in the Language Classroom* emphasize the effect of literature on learners' enrichment. By reading literary texts, learners have to deal with an advanced language and gain additional familiarity with various linguistic uses, forms, and conventions or the written mode, "with irony, exposition, argument, narration, and so on." Reading literature helps learners to imagine what life was like in the past and it increases the

foreign learners' insight into the country whose language is being learned (Collie & Slater, 1987, p. 4).

Above all, literature can be most useful in the process of language learning because of the personal involvement it promotes in readers. "Very often, the process of learning is essentially analytic, piecemeal, and, at the level of personality, fairly superficial" (Collie & Slater, 1987, p. 5).

When learners engage imaginatively with literature, they focus more on the mechanical aspects of the foreign language system. The good thing about exploring a novel over a long period is that readers begin to inhabit the text. The reader is attracted to the book. He/She is interested in pursuing the development of the story and finding out what happens as events evolve: "he or she feels close to certain characters and shares their emotional responses. The language becomes 'transparent' – the fiction summons the whole person into its world" (Collie & Slater, 1987, p. 6). This can have advantageous effects on the whole language learning process, as long as the reader is motivated and literature is kept interesting and varied.

Collie and Slater's aim in this book is to provide teachers with some ideas, approaches, and techniques when teaching literature that has worked out in their classroom. They wanted to find out the reason that literature is beneficial in the language learning process, the works appropriate in the foreign-language classroom, and how they can rethink the way they present and use literature to develop a broader range of activities that are more involving for their students.

Therefore, it is important to choose books that apply to life experiences, emotions, or dreams of the learner. Except for participating in classroom activities, learners need to be encouraged to read at home and improve their language skills. In addition, shared classroom activities can help learners overcome the strains of approaching a piece of literature in a foreign language, by giving them deep understanding and adequate confidence to stimulate their reading at home (Collie & Slater, 1987).

Moreover, literature is very important for the academic context because it creates a way for people to record their thoughts and experiences in a way that is attainable to others, through fictional experiences. Learning literature is a critical component in education, as it teaches students to see themselves reflected in art. It allows them to learn about life and the truth. Literature also helps people to see life from another's point of view. Identity-based literature teaches the reader what life is like for others, helping them to be more understandable and respectful to those around them.

It is our intention in this dissertation to indicate the importance of the use of literature at the academic level and to the basic approaches to teaching and learning literature. The dissertation also discusses language and literature, integrating language and literature in Anglo-American studies, literature of New York focusing on drama, poetry, and fiction, and various techniques used to teach them.

We intend to start the research of the topic with the basis of New York's literature. The streets and people of New York showcase a range of literary works published from New York City's earliest settlement to the present day. When Walt Whitman, one of the most influential voices in American literature was writing, Brooklyn was the US' third-largest city, in size, industry, and population. Whitman predicted among future generations a great interest in the narratives of Brooklyn's diverse inhabitants. However, he did not accept the range and complexity of Brooklyn's literary history, one that both complements and complicates that of NYC as a whole.

It is in this dissertation that we have decided to focus on literature written in the spatial context of New York, due to a variety of reasons.

Whitman describes the happy moments that he has had in New York City as a poet. "Remember ... [*Leaves of Grass*] arose out of my life in Brooklyn and New York ... absorbing a million people ... with an intimacy, an eagerness, an abandon, probably never equaled" (Whitman, 2004).

Whitman tells how his experience in the city stimulated his best poems. In his poetry *Song of Myself*, the pleasures that he took in New York City 'absorbing' and 'being absorbed' by a large number of people who are always in a hurry are described (Whitman, 2004).

Additionally, Whitman's best-known poem *Crossing Brooklyn Ferry* talks about a man who is traveling by ferry from Manhattan to Brooklyn. He embodies his idea of humans being united in their joint experience of life. The poet in this poem tries to define human's connection with one another despite their flaws and challenges. He realizes other people have completed this journey and will probably complete it in the future. With this in mind, he understands that even though time will pass and society can change, the natural wonders like the wind, the clouds, the sea, the seagulls, and the water will always be part of this journey between Manhattan and Brooklyn. However, the faces of the people, the ferry, the cityscape are some of the markers of this journey that will always change. Due to this, he feels enthusiastic thinking about other people experiencing the same feelings as his and this gives him comfort (Whitman, 2007).

It is in this literature that writers guide us through the most beautiful parts of New York. This book, *The Cambridge Companion to the Literature of New York* written by Cyrus Patel and Bryan Waterman is the first large-scale review of New York City's heritage in American literature. The work explores and celebrates New York City writers and portraits in more than two centuries of writing and performance, from the invention of Knickerbocker New York in the 19th century to poetry and punk rock in the East Village in the 1970s.

Patel and Waterman document the fluent literary meaning of New York, with selections containing the voices of Herman Melville, Walt Whitman, Edith Wharton, Eugene O'Neill, Allen Ginsberg, and many others. Each of the volume contributors, who include PPateland Waterman, serves as tour guides, navigating the temporal and geographical exploration of the urban landscape showing the local knowledge and distinctive points of each subject (Patell & Waterman, 2010).

In *Crossing Brooklyn Ferry*, Whitman claims that "distance avails not, / I am with you, you men and women of a generation, or ever /so many generations hence", "I too walk'd the streets of Manhattan island ... I too had receiv'd identity by my body, / That I was I knew was of my body", "Closer yet I approach you" (Whitman, 2007). In these lines, he means that even though he will not be with us in the future, his poems will. The readers of the poem will always be with him sharing experiences of the city.

Moreover, we can see Ginsberg's influence in Whitman, his celebration of urbanism, and his situating of the city of New York at the center of his democratic, physical poetic. Ginsberg dedicated his best poem *Howl* to the 'natural love of man for man'. *Howl* is a description of this *Moloch*. It begins by describing the economic sufferings of those who do not possess luxuries. *Moloch* represents the immoral power of government.

Fascinated by this, Ginsberg sees Whitman's proposal take on its most extreme form in *Calamus*. So, he suggests that the love of comrades and the unashamed affection between citizens be accepted as it is rather than ridiculed.

"I hear it [was] charged against me that I sought to destroy institutions;

But really I am neither for nor against institutions,

(What indeed have I in common with them? or what with the destruction of them?)

Only I will establish in the Mannahatta and every city of these States inland and seaboard,

And in the fields and woods, and above every keel little or large that dents the water, without

edifices or rules or trustees or any argument, the institution of the dear love of comrades" (Ginsberg, 1956).

Howl, too, tried to set up the institution of the love of comrades in a reconfigured Manhattan, in the Whitman's *City of Orgies*, where comrades could find a community more than a nation amidst fiction cursed by the nations. Such love for comrades can still be oppressed in the world of *Howl*. But the book at least shows it as actual and possible - since it organizes an initiating society, "the best minds of my generation", who relate to their hatred of Cold War America but still do not constitute a widespread counterculture (Patell & Waterman, 2010).

Therefore, the most known cite in the literary history of Brooklyn is *The Brooklyn Bridge*, which was a favorite topic for modernist writers such as Hart Crane, Frederico Garcia Lorca, John Das Passos, and others. In addition, *The Brooklyn Bridge* is deployed in different ways by writers. Hart Crane regards the bridge as more than the means of travel between Brooklyn and Manhattan – it connects all of America, its past and its future. Vladimir Mayakovsky compares the physical structure of the bridge – its "steel mile" and "rigorous calculation of bolts and steel" – against the generalized "shopkeeper", the "hungry", the "unemployed". Charles Reznikoff's story about the bridge is brief – "In a cloud bon of steel" – and removes its anchor structure in urban space (Patell & Waterman, 2010, p. 110).

Other works do not focus on the beauty of its Gothic arches and its diagonal suspensions and vertical positions; they root it in its function as a means of overcoming the genuine and metaphorical space that separates Brooklyn from Manhattan. The bridge, because of its special structure and physical position becomes a passage through space, time, social position, and aesthetic position. The walk across the bridge in Colson Whitehead's *The Colossus of New York* (2003), in contrast, ends in Manhattan with an immersion into the anonymity of the urban crowd. Moreover, as soon as the subway expanded, it started to play an important role in American literature. Thomas Wolfe's *Only the Dead Know Brooklyn* (1935), closes with the popular lines "It'd take a guy a lifetime to know Brooklyn t'roo arent too. An' even den, yuh wouldn't know it all" (Wolfe, 1994).

Apart from this, Alice Mattison in her short story *Brooklyn Circle* explores the map of the subway itself. It describes how subway system design divides Brooklyn neighborhoods and, therefore, their residents: "The lines stretched from Manhattan like the tentacles of an octopus, but nothing connected them except in a very few places. To travel between some locations in Brooklyn, it was necessary – it is still necessary, Jerry pointed out – to travel into Manhattan and back" (Patell & Waterman, 2010, p. 114).

Moreover, emergency works of literature demonstrate the power of what philosophy Kwame Anthony Appiah calls "cosmopolitan contamination". Cultures, according to Appiah, are never inclined to purity: they are inclined to change, to mixing and miscegenation, to an "endless process of imitation and revision" (Appiah, 2006).

According to Appiah, multiculturalism "often designates the disease it purports to cure," because its approach to the cultural diversity promotion is often very altered by a pluralism that, as the intellectual historian David Hollinger puts it, "respects inherited boundaries and locates individuals within one or another of a series of ethnic-racial groups to be protected and preserved" (Appiah, 2006).

Additionally, Hollinger argues that "pluralism differs from cosmopolitanism in the degree to which it endows with privilege particular groups; especially the communities that are well established at whatever time the ideal of pluralism is invoked ... In its extreme form, this conservative concern takes the form of a bargain: 'You keep the acids of your modernity out of my culture, and I'll keep the acids of mine away from yours'" (Hollinger, 2000). Above all, New York ethnic literature whether produced by Jews, Asians, Latinos, or other

groups all value cultural contamination over cultural purity and are inspired by the often controversial, sometimes violent, but always vibrant union of cultures.

Pregled istraživanja

Nowadays, literature is widely used in teaching and learning English. Learning literature improves our language proficiency, enhances our understanding of other cultures, and helps us grow personally and intellectually. Some theoretical discussions and case studies support the importance of using literature for foreign language teaching. Literature is considered a promising tool for language learning purposes. Literary research can be used to increase the effectiveness of language learning programs and also gives some benefits in the classroom (Van, 2009).

Furthermore, language is learned through rules and grammar, it becomes a tedious task for students. The best way to know a language lies in its literature. There are positive and negative views on the placement of literature in language learning. "Every expert of language rejects the role of literature in language teaching. According to the students should master the language skills first, before they get input in the context of literature. Literature can only be introduced in advanced stages to increase language competence to avoid any opposite effect" (Van, 2009).

On the other hand, many others are in favor of the integration of language and literature in language learning. Brumfit and Carter state that "We believe that there is no such thing as a literary language! It is an example of the productive use of a limited number of language structures to achieve communication" (Brumfit and Carter, 1986, p. 178).

Each society is made up of individuals who share a common culture in the language they use. The continuity of this culture and its transmission to other generations is mainly done through language. Literary works are those transponders that convey the cultural heritage of nations in the future and shed light on the past. Moreover, the literature fosters students' motivation to read and write which can also improve their ability of reading and writing to serve their academic and professional needs (Serbes & Albay, 2017).

Along with this, literature develops and extends literary competence. Jonathan Culler defines literary competence as the ability to internalize the 'grammar' of literature which would allow a reader to transform linguistic sequences into literary structures and meaning. Teaching literature increases students' imagination and creative thinking develops their character and emotional maturity and increases their literary appreciation as well as reading skills (Culler, 1975).

Besides, the role of literature in the ELT classroom has been re-evaluated by many experts (Collie and Slater, 2006; Showalter, 2003; Van, 2009; Chambers and Gregory, 2006; Clandfield, 2003; Green, 2020; Guliyeva, 2011; Khansir, 2012; Lazar, 2005) and many now see literary texts as rich language offerings, in addition to effective incentives for students to express themselves in other languages. In this way, literature can be a potential source of student motivation. Literary texts provide a rich source of linguistic input and can help students practice the four language skills – speaking, listening, reading, and writing – in addition to illustrating grammatical structures and introducing new vocabulary. It has also been discovered that literary texts provide opportunities for multi-sensual classroom experiences and can appeal to students with different learning styles (Mustafa, 1994).

Furthermore, Kelly writes that some of the essential values of literature are pleasure, aesthetics, understanding, imagination, information and knowledge, cognition, and language. Briefly, this idea can be explained as follows: it is a fact that good books give readers pleasure when they read them. Aesthetics belong to the beauty that readers perceive in a literary work. Literature is a verbal art that pushes readers to appreciate the beauty of language. It adds aesthetic dimensions to readers' lives, making them see their personal experiences in different

ways. Fiction, nonfiction, and poetry are artistic interpretations of experiences, events, and people (Kelly, 1996, p. 8).

Importantly, literature also has the value of increasing self-understanding and self-awareness. By reading literature, readers can become more aware of themselves by reflecting on the experience of others through the book. Another benefit of reading is that people learn about other cultures thus acquiring better cultural understanding. It brings people more together when they realize that all humans share the same or similar emotions, experiences, and difficulties. It is important to note that literary work also benefits imagination. Imagination is a creative, constructive force. Every aspect of daily life involves imagination. People imagine while talking and interacting with others, making choices and decisions, analyzing news reports, or evaluating advertising and entertainment. Creative thinking and imagination are closely related to higher-level thinking skills presenting another positive aspect of literature (Kelly, 1996).

Indeed, based on the opinions of the above-mentioned authors, literature enhances information and knowledge. Reading enables students to participate in experiences that go far beyond facts. Good nonfiction writers increase the knowledge of their readers and they stimulate readers to think about the many dimensions of the concepts explored in their books, encouraging questioning and critical thinking. In this sense, literature even stimulates cognition.

It should also be noted that the literature genres such as fiction, drama, and poetry play a great role in teaching literature. Learning fiction enables students to understand the passage, read fluently, enrich their vocabulary and enjoy reading and writing. This enables students to expand their knowledge of vocabulary and structures and become more proficient in the four language skills. It develops the ability to speak the English language accurately and fluently (Madhavan & Sambatcoumar, 2011).

In addition to this, Showalter in her book *Teaching Literature* emphasizes the importance of drama in teaching literature at the academic level: "Teaching drama is also a paradigm for active learning and the reflective teaching of literature because teaching is itself a dramatic art and it takes place in dramatic setting" (Showalter, 2003, p. 79), while Khansir writes that poetry is usually taught in the English classroom. Poetry as one of the products of literature can be used to develop students' knowledge of the English language and to learn structure, grammar, and vocabulary (Khansir, 2012).

However, there is no exact meaning to what literature is. According to Meyer understanding the term of literature has always been challenging, when in fact, sometimes someone seems to be reduced to saying, I know when I see it or "everything is literature if you want to read it in that way" (Meyer, 1997). "Literature is history, poetry, and performances especially those that are considered to have value as art and not just entertainment" (Clandfield, 2003). It is consistent with Purves et al (1990 in Mustafa, 1994) which defines literature as a work of art for the person who creates and the person who pursues it to seek contentment" (Abdullah, 2007). According to Parkinson and Thomas, literature is a creative and imaginative written or verbal product that fulfills certain socially and culturally approved functions (Parkinson & Thomas, 2000).

The meaning of literature sometimes relies on various factors. Literature as a subject means an activity that involves and uses language. Literature in language teaching highlights the use of literature to promote language learning that requires tripartite interaction, teachers, readers, and textbooks (Abdullah, 2007). Therefore the activities in the language classes are based on the text which has been adapted to suit the students' level skills. As Showalter in *Teaching Literature* states: "In the past, most educators agreed that teaching literature was a way of making people better human beings and better citizens" (Showalter, 2003, p. 22), while

also emphasizing that, “when American literature became a course of study at University College London in 1820, its purpose was to moralize, civilize and humanize., (Showalter, 2003, p. 22).

In addition, Showalter says that teachers believe that the teaching of literature is not only important in education but also in life. Other long-time teachers have shown the joy that teaching literature has brought to their life. Showalter points out that "Whether or not we can offer a rigorous definition of 'literature' we could make teaching it our common cause, and teaching it well our professional work" (Showalter, 2003, p. 24). As well as that, Showalter tells that methods can be over-rated supporting the idea of Marshall Gregory when he says that there exists no appropriate method that will solve all the problems. Eliot further adds that "the only method is to be very intelligent" (Showalter, 2003, p. 42) and that “the first step in teaching method is preparation, both of the course and the individual class” (Showalter, 2003, p. 42).

Showalter in her book also emphasized the importance of modeling, practicing, close reading, and the use of new technology practice by saying that we as teachers should not only explain what skills we expect from our students but also show them models and examples (Showalter, 2003).

Moreover, some supporters of literature for language teaching have revealed numerous reasons why literature should be used for teaching a language. For instance, Collie and Slater in their book *Literature in the Language Classroom* claimed that it is beneficial to use literary texts in the classroom because they can offer “a bountiful and extremely varied body of written materials which is important in the sense that it addresses fundamental human issues and which is enduring rather than ephemeral”, and stimulates personal participation in the learning process (Collie & Slater, 2006). Additionally, Lazar in his book *Literature and Language Teaching: A Guide for Teachers and Trainers* states that literature is motivating and fosters language acquisition and apprehension, an approach into other cultures, and a path for the development of aesthetic, critical, and creative thinking. According to Lazar, literature helps in educating a person as a whole (Lazar, 2005). Fakrul Alam's opinion is that literary texts improve students' reading skills and give many examples of vocabulary use (Alam, 2002). This is supported by Erkaya who claimed that the use of short stories in a language classroom would enlarge students' vocabulary and embed reading habits (Erkaya, 2005).

All these studies have revealed that through literature learners will obtain, improve language learning and most importantly develop other essential skills that would make the overall achievement in education easier, such as reading and critical thinking.

In particular, this dissertation will present in detail the teaching of literature and the benefits that it has in classrooms, especially at the university level.

There are several books that we are going to be used about the literature of New York. Importantly, *The Cambridge Companion to the Literature of New York*, edited by New York University English professors Cyrus R.K. Patell and Bryan Waterman that will be presented in this paper is the first broad consideration of New York City's legacy in American literature. The editor states that the book is intended as an accompaniment for the readers who want to visit some of the different parts that mark the city's literary and cultural history (Patell&Waterman, 2010).

Hence, when people talk about New York as being different, they seem to have in mind a particular quality of the city's culture and politics, perhaps related to its ethnic composition. Such perceptions, though inaccurate, have a ring of truth. Moreover, culture and politics in New York are based on premises not very separate from the dominant American culture. America's most influential myths, those involved in culture, are easily identified in their origins with specific regions such as Puritan New England and Jeffersonian Virginia. No

country is true as representative of America as the middle colonies. Yet despite the narrowness and purity of the Puritan dream of "a city upon a hill" and agrarian Jeffersonianism, these myths have been associated with America, evoking the virtues of the small town and agricultural boundaries (Bender, 2002).

The book is divided into fifteen chapters and offers a close reading of processes of cultural formation and serves as a study guide for students and an instructional guide for teachers of American studies. What comes out from all of these chapters is a collection of distinctive, sometimes peculiar, narratives of overlapping scenes, some geographically related, some time-related. Each chapter introduces us to a unique archive of local knowledge and the writers of the book except that from the specific details they examine something like a lasting portrait of New York and its literary cultures will begin to sprout (Patell&Waterman, 2010). Walt Whitman once depicted New York City as "the great place of the western continent, the heart, the brain, the focus, the mainspring, the pinnacle, the extremity, the no more beyond, of the New World" (Patell&Waterman, 2010).

From its origins as a Dutch trading post called New Amsterdam to its idea of modernity at the turn of the twentieth century, New York has always held a special place in American national mythology, a gateway to the US and its main cultural center. *The Companion* presents a chronology and guide for further reading and explores a wide range of writing from and to the New Yorkers, from early poetry and performances to modern punk. It gives more information on the work of Whitman, Melville, Wharton, O'Neill, Ginsberg, and a large number of other authors who have contributed to the city and America's rich literary history in general (Patell&Waterman, 2010).

Philip Lopate in his introduction to the anthology *Writing New York* suggests that "there is such a thing as 'New York writing', and that it goes beyond the coincidence of many superb authors having resided and worked in the city" (Lopate, 1998). He describes the variety of experiences that one can find in the streets and the neighborhoods of New York. He further explains how diversity allows different people to come together and how it brings various functions into the city of New York.

Without a doubt, New York history shows that if cultures tend to mix, the process of cosmopolitan change is never easy and sometimes violent. This *Companion* shows why it is important to encourage the growth of diversity among cities, one of the purposes of this *Companion* being the suggestion of what a reconfigured U.S. literary history might look like if its center of gravity were to shift south from Boston to New York. Above all the *Companion to the Literature of New York* guides the readers to a variety of different New Yorkers (Patell&Waterman, 2010).

Again, this dissertation will present in detail the teaching of literature of New York and the benefits that it has in classrooms, especially at the university level.

Cilj i hipoteze

This dissertation attempts to examine the main purposes of the teaching of American literature. From time to time the need or value of teaching literature in language classrooms is questioned. This dissertation reviews and qualifies the pros and cons of teaching literature.

A variety of ways can be used to teach literature. English teachers of literature have the potential to realize national curricular goals to arouse the desire and interest of their students to read books by creating a classroom atmosphere that promotes open dialogue, develops a tolerance for different cultures, and encourages the sharing of different perspectives and interpretations.

The purpose of this dissertation is to investigate the aims and objectives of teachers regarding the teaching of American literature. Widdowson in his book *Literature as Subject and Discipline* writes about the aims and objectives of teaching literature. He further explains

the nature of literary communication and gives some exercises in literary understanding (Widdowson, 1975).

In addition, the methods being used to teach literature in classrooms will be described. In this dissertation, it is also suggested that an informed approach by cognitive linguistics and cognitive stylistics offers a great wealth of instructors wishing to integrate aspects of linguistic and literary studies into their teaching.

Despite this, the literature of New York is a major theme that will be talked about in this dissertation. The literature of New York has given its writers a unique perspective on American culture. This dissertation explores the significance of New York City in students' literature, stressing literary, political, and societal influences on writing for young people from the twentieth century to this present day.

Moreover, the importance of fiction, drama, and poetry in teaching literature at the academic level will be highlighted. While poetry helps us understand and appreciate the world around us, the basic purpose of fiction is to convey an idea, provide information, or entertain, whereas drama enables students to develop their intellectual skills such as creativity, problem-solving, and communication and it also gives students the opportunity for group working and sharing responsibilities (Antika, 2016).

Furthermore, reading remains an essential skill in order to acquire a foreign language. The discussion of literature is not of adequate value if it is not connected to the reader and the importance of reading. By reading literature students enrich vocabulary idiomatic expressions, sentence structures, and cultural knowledge of the target language. So, through reading students can engage actively with the new language and culture.

The researcher aims to achieve the objectives through these hypotheses:

Research Hypotheses

H1. Literature should be taught at the university level to create a world of inspiration and creativity and also develop essential skills.

H2. Literature can be taught effectively by using different teaching methods, approaches, and techniques that help teachers reach their full potential and engage and motivate students in their classes.

H3. Fiction, poetry, and drama should be used as techniques to enrich our lives and allow us to see life from other points of view. It teaches us many things about communication, expression, psychology and gives us a greater perspective.

H4. New York City is a study of contradictions; it offers a sense of opportunity, cultivation, self-realization, and a fear of corruption and despair. New York literature is representative of American national identity and the unique nature of the metropolitan, urban experience. New York is a changing city with various movements in American literary and cultural history.

Materijali, metode i plan istraživanja

The methodology used in this dissertation is based on the qualitative type of analysis. The qualitative data is used to determine the best methods or approaches that the instructors use when teaching literature that is considered suitable for adult learners. Moreover, documentary analysis is used to obtain data from existing documents without needing to question people through interviews, questionnaires, or observation.

In addition, the objective of the study is to incorporate *The Cambridge Companion to the Literature of New York City* and combine it with the methodological context. However, this is not the only book that we are going to use about the literature of New York.

The study reviews previous literature. The primary and secondary data are used for the research. The primary data is collected from the book: *The Cambridge Companion to the Literature of New York*. Whereas, the second data is collected from other books, journals, reviews, and research articles related to the research topic. It also uses descriptive analysis to show how literature affects students learning and improves the four basic skills and communication.

The aim is to find clear, detailed answers to the research questions.

Research questions:

1. Why should literature be taught at the university level?
2. How can literature be taught effectively?
3. Why should we use fiction, poetry and drama as techniques?
4. How is literature of New York important for students?

Gathering the data was not very difficult because many online sources could be used. However, it still calls for particular attention to how literature is used at the university level. Moreover, it is important to emphasize that literature is being taught in different ways by instructors with different approaches. So, a fair and careful reading of various books and other sources is needed.

This dissertation should give deeper insights into how literature could be taught at the university level, what are the best methods, techniques and strategies teachers use.

Očekivani naučni doprinos

In this dissertation, some suggestions about the reason for teaching literature and some methods/approaches used in the classroom at the academic level will be discussed. We believe that this dissertation will contribute greatly to future readers of literature. The basic skill that will be developed by the reading of literature is that of reading. Students can improve their communication skills by reading literature. Also, by doing a lot of discussions with peers, students can practice vocabulary and this learning approach is more convenient for them rather than studying alone. Moreover, student-centered learning is much more enjoyable for students rather than a teacher-centered approach.

Thereafter, this dissertation will discuss the several reasons of using literature in classrooms, such as valuable authentic material, cultural enrichment, language enrichment and personal involvement. Even though literature is difficult, it is memorable because words stick in mind without much deliberate effort, such as songs and poems.

Poetry, fiction, and drama are also used in the classroom to develop students' knowledge of the English language, to teach the structure of the sentences, practice grammar part and vocabulary. They help students in understanding different perceptions. By learning poetry, fiction and drama students can understand the perspectives of people around the world. So, this is a hugely important manner of education. Thus, the teacher must encourage students to learn poetry by using different engaging methods every day.

In addition, this paper takes a new look at *The Cambridge Companion to the Literature of New York*. Within the framework of this criteria, we tried to explain how the book is used in the methodological context. We initiated this research to show the authors in this book taking on the challenge of capturing New York's enduring spirit and show the city's changing throughout the years. The book presents Bryan Waterman who treats nineteenth-century New York as a 'metatheatrical space', in which New York audiences clustered to see their representations on stage and sometimes became the main spectacle presented in the theater. Moreover, Thomas Augst traces New York's influence on Herman Melville's writings and highlights the New America movement's efforts "to move the nation's literary capital from Boston to New York, while at the same time proclaiming the revolutionary power of literature to promote an "original" national consciousness", with New York serving as "its

stronghold"(Augst, 2003).

The aim of our work is to further broaden current knowledge of this interesting book that is very productive for the students of American literature. Lytle Shaw expresses the principles of Whitman's "urbanism" and traces its legacy in the work of Allen Ginsberg and other twentieth-century poets, while Martha Nadell places Whitman as the originator of a Brooklyn writing tradition that "complements and complicates", the literary history of New York City as a whole (Patell & Waterman, 2010, p. 6). Likewise, Caleb Crain's narration of writing about New York's "high life" and Sarah Wilson's analysis of New York behavioral novels complement and complicate the New York upper-class history created by Bradley's treatment of Knickerbocker mythology. Crain treats unfamiliar novels about New York's "over class," a world illustrated by the writings of Charles Astor Bristed, in which "wealthy New Yorkers were dyeing their mustaches and elaborating rules about cocktails while Henry James was still in short pants". Wilson complicates the story of the behavioral novel from James to Edith Wharton by placing works of Lower East Side realism in the middle of it. Eric Homberger deepens our understanding of the New York immigrant at the turn of the twentieth century, seeing it through the lens of Abie's successful Irish Rose stage show (Patell & Waterman, 2010).

The other chapters are focused on twentieth-century New York's famous literary enclaves. Melissa Bradshaw writes about Greenwich Village bohemianism, focusing her story on Edna St. Vincent Millay and Djuna Barnes as well as Eugene O'Neill or the Provincetown Players. Thulani Davis demonstrates the influence on African-American writings of the transformation of Harlem from Black Mecca to the urban ghetto. Daniel Kane offers a revitalizing look at New York's Lower East Side poetic scene by emphasizing her punk rock connections. Robin Bernstein focuses on lesbian and gay New York through the prism of the theater stage (Patell & Waterman, 2010, pp. 6-7).

Furthermore, White emphasizes: "But by no means all of them: the city's literary history is too rich and complex to be surveyed completely in a book such as this, so don't kvetch too much if you find that some familiar figure has been omitted or given short shrift. Or, rather, kvetch all you want: complaining, after all, is one of New York's great cultural traditions" (Patell & Waterman, 2010)

This paper also outlines that the guides in the book know the city pretty well and consider each part of the city as a neighborhood. They show New York's distinctive landmarks and offer glances into its particular wealth of local knowledge. E.B. White in his extended essay *Here is New York* describes New York as the city of neighborhoods. He further adds: "Let [a New Yorker] walk two blocks from his corner and he is in a strange land and will feel uneasy till he gets back" (White & Angell, 2000).

Through these lines, it can be seen that even diehard New Yorkers use tour guides to visit parts of the city because they spend their lives within small areas. Therefore, the greatest artists and writers have moved beyond 'their comfortable neighborhoods' enjoying the experience of difference. White tells us that New York has changed in just a year: "The heat has broken, the boom has broken, and New York is not quite so feverish now as when the piece was written" (White & Angell, 2000).

And yet, he argues, "the essential fever of New York has not changed in any particular, and I have not tried to make revisions in the hope of bringing the thing down to date" (White & Angell, 2000). He suggests that New York is a changing city and one has to publish with the speed of light. White's prose indicates that the dropping of the bomb has changed everything, and everyone must learn to live with the fact of extermination (White & Angell, 2000).

According to Philip Lopate, this New York Writing goes beyond the coincidence of any

great author that has lived or worked in the city. He writes, “New York writing flows from the rhythm and mode of being that this singular place imposes on everyone who lives in it or even visits it at length ... [New York] began as a cosmopolitan, international port, a walking city with vital street life and a housing shortage, and stayed that way. The more the metropolis grew, the more it attracted writers” (Lopate, 1998).

Finally, we consider that this book is a very influential book for all the students of American literature because it guides them to further reading as well as those who love New York and its writers.

Additionally, when teaching literature at the university level many strategies need to be incorporated and ways to maintain a positive class environment. It is also important to mention that a teacher should develop a teaching strategy that is comfortable for her/himself and design a course that meets the department's requirements.

Likewise, when teaching at the university level, teachers should motivate students to do reading with quizzes, ask students to come up with questions, give participation opportunities within lessons, expose students to literary theory, devote plenty of time to close reading, direct students to free-writing to help them generate ideas and include group activities into classes.

In conclusion, we believe that we have found that when students study literature, they understand their own culture and others' and also comprehend the complexity of human nature. Moreover, learning the genres of literature can help students develop creativity and teach them to pervade life with beauty and meaning.

Spisak objavljenih radova kandidata:

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SAGLASNOSTPREDLOŽENOG/IHMENTORAI DOKTORANDASAPRIJAVOM

Odgovorno potvrđujem da sam saglasan sa temom koja se prijavljuje.

Prvi mentor	prof. dr Aleksandra Nikčević-Batrićević	<i>A. Nikčević Batrićević</i>
Drugi mentor	doc. dr Dušanka Popović	<i>Dušanka Popović</i>
Doktorand	mr Besa Jerliu	<i>Besa Jerliu</i>
IZJAVA		
<p>Odgovorno izjavljujem da doktorsku disertaciju sa istom temom nisam prijavio/laninajednom drugom fakultetu.</p> <p>U Kamenicama, 11. oktobra, 2021. godine</p> <p align="right"><i>Besa Jerliu</i></p> <p align="right">Ime i prezime doktoranda</p>		





Europass Curriculum Vitae



Personal information

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aleksandra.b@ac.me
Nationality Montenegrin
Date of birth January 13, 1972
Gender Female

Desired employment / Occupational field

Work experience

Dates Faculty of Philology, University of Montenegro, October 1996 onwards
Occupation or position held Full professor
Main activities and responsibilities Teaching and research in the field of American studies (culture and literature), American women poetry, feminist literary theory and criticism, Irish and Scottish women poets.
I also teach courses in British civilization, literature of New York City, American novels and short stories in the 20th and 21st centuries, as well as the English language in the Departments of History, Sociology, Geography and Pedagogy, Faculty of Philosophy.
Between September 2013 and November 2015, I was the coordinator of the Study Programme for English Language and Literature at the Faculty of Philosophy of the University of Montenegro. I am also the president of the Montenegrin Society for American Studies "dr Biljana Milatovic" (member of the Association for American Studies in South-East Europe).

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Dean: Prof. Tatjana Jovović, PhD

Type of business or sector Education

Education and training

Dates BA, Faculty of Philosophy, Nikšić, Department of English Language and Literature, 1995
MA, Faculty of Philology, University of Belgrade, 2001
Ph.D., Faculty of Philosophy, University of Novi Sad, 2008
Principal subjects/occupational skills covered English language and literary studies
Italian language (two years of studying)
Name and type of organization providing education and training Faculty of Philosophy, University of Montenegro

My longest stay in the USA was in 2004 when I was a resident scholar in New Bedford's Whaling Museum, where primary and secondary sources on Herman Melville are kept. I was financially supported by the Melville Society while working on my Ph.D.
 I was also awarded a traveling grant to participate at the F. Scott Fitzgerald Society Conference, in Saint Paul, Minnesota in 2002.
 I have also had numerous stays for educational purposes in non-English-speaking countries (Poland, Turkey, Germany, and Spain).

Personal skills and competences

Mother tongue(s) **Montenegrin**

Other language(s) **Italian** (basics);
Hebrew (I am currently learning Hebrew language and Jewish history), as well as **Polish** language, literature, and culture.

Self-assessment <i>European level (*)</i>	Understanding		Speaking		Writing
	Listening	Reading	Spoken interaction	Spoken production	
English	C2	C2	C2	C2	C2

Social skills and competences I adapt well to multicultural environments and to working in multi-language teams.

Organizational skills and competences Excellent organizer. I have organized 15 international conferences on Anglo-American literary and cultural studies at the Faculty of Philosophy and the Faculty of Philology, University of Montenegro, and five on women's writing (on the following topics: women's writing, female characters in literary works, "Visions, Revisions: Women's Writing and Their Place in the Literary Canon", "From the Margin to the Centre", "Poetry").

As a member of the Centre for Young Scholars in the Montenegrin Academy of Science and Arts, I organized two conferences on the topics of 1) literature/literary theory; and 2) creativity of women in Montenegro.

I have also initiated numerous translation projects (literary texts and literary theory). Most of these translations have been published in the journal *Ars* (Otvoreni kulturni forum, Cetinje) and later collected in collections published in Montenegro by Otvoreni kulturni forum, Cetinje.

As coordinator of a project financially supported by the Ministry of Science and Ministry of Education of Montenegro, I organized a conference on literary theory at the turn of the century at the Faculty of Philosophy, University of Montenegro. Other important projects in which I have participated include:

- in cooperation with Centre for Ethics, Law and Applied Philosophy from Belgrade, "Out of Sight: Poverty, Rurality, Gender", 2016;
- "Research Project Proposal Western Balkans 2011: Gender Perspectives in Family Socialisation", 2011;
- "Contemporary American Literature in Cross-Cultural Contact: Comparison of Slovenia and Montenegro", as a coordinator on the Montenegrin side, 2018 and 2019;
- in cooperation with the University of Banja Luka, Republika Srpska, projects titled "The Aesthetic and Ideological Aspects of Contemporary British Poetry" and "Non-Canonical British Novels" (2020-2021).

I am also an active member of numerous associations on Anglo-American studies in Europe.

My Erasmus mobilities include stays at the University of Szczecin, Poland, and Philipps University Marburg, Germany.

I was a guest lecturer for one term (summer term, 2021) at the University of Gdansk, a course in American culture (second-year students).

On April 15, 2021, I delivered a guest lecture on Anne Sexton's poetry and confessional writing in the American literary context at the Aristotle University of Thessaloniki. On June 4, 2021, I organized a workshop on Gloria Anzaldua's poetics for the students of the Aristotle University of Thessaloniki.

Other projects include:

- Tempusu SEEPALS, 2010-2013;
- Re@WBC: Enhancement of HE research potential contributing to further growth of the WB region 2015-2018;
- "Entrepreneurial Education at University", in cooperation with Regionalni centar za razvoj poduzetničkih kompetencija za zemlje jugoistočne Evrope, 2014-2015.

I am also one of the guest editors of the publishing house from Great Britain, Cambridge Scholars Publishing.

Courses attended:

Workshop 102, "My Jewish Bridge" with Beth Haverim Congregation, Georgia Atlanta, four months (October 2020-January 2021).

Workshop 103, "My Jewish Bridge" with Beth Haverim Congregation, Georgia Atlanta.

"Yad Vashem's 5 Part Educational Series on the Holocaust: Tours, Workshops and Discussions", online, December 2020.

"Exodus", an online course by prof. dr Tamar Kaminokowski Beit Midrash, January 2021.

Ten-week online course in modern Hebrew: Beginners B1, with Liat Aharonovich (Leo Baeck College, London), January 2021.

Four-week online course in "Introduction to the Thoughts of Walter Benjamin", with dr Jakub Kowalewski (Leo Baeck College, London), January 2021.

Four-week online course: David Becomes King, with rabbi Professor Jonathan Magonet, (Leo Baeck College London), January 2021.

Haberman Institute, Course on Jonah the Reluctant Prophet, March and April 2021, with Steve Karbel, Baltimore, United States.

One-term course in the Polish language (March to July 2021), University of Gdansk.

Technical skills and competences Modest.

Computer skills and competences

Very good command of Microsoft Office tools (Word, Excel, and PowerPoint).

Additional:

I am a passionate swimmer, gardener, and a hardcore fan of the American rock group "Pearl Jam";

I am a mother of two sons, Dimitrije and Vuk.

Bibliography:

Papers published (selected):

1. A. Izgarjan, **A. Nikčević-Batričević** (2021), "Post-Memory and History in Maxine Hong Kingston's *The Woman Warrior* and Amy Tan's *The Joy Luck Club*", *AAA- Arbeiten aus Anglistik und Amerikanistik*, number 46.2, pp. 55-69 (Gunter Narr Verlag, Dischingerweg 5, Tubingen, Germany, D 72070), to be published in November, 2021. (A&HCI) ISSN: 0171-5410
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8. **A. Nikčević-Batričević** (2012), „Umijeće sintetizovanja života i književnosti: kritički i teorijski pokušaji razumijevanja poetike Silvije Plat ili izučavanje tišina i kontradiktornosti teksta (I)”, UDK 821.111(73).09, *Lingua Montenegrina*, god. V/2, br. 10, Podgorica. str. ISSN 1800-7007 COBISS.CG.ID 12545808.
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14. **A. Nikčević-Batričević** (2013), „En Sekston: Iz konfesionalnog ugla“, UDK 811.111(73).09, u *SIZE ZERO / MALA MJERA 3: feminizam, književnost, teorija*, Institut za crnogorski jezik i književnost, Podgorica. str. 143-157. UDK 811.111(73).09 ISBN 978-9940-579-40-1 COBISS.CG-ID 22702608.

15. **A. Nikčević-Batričević** (2014), "Understanding the Global Poetic Context: Moving the Cultural/Literary Registers in the First Decades of the 21st Century", u World Literature and Literary Criticism LIT CRI '14/International Literary Criticism Conference, ed. Burcin Ercan, DAKAM (Eastern Mediterranean Academic Research Center), Istanbul, Turkey, pp. 157-171. ISBN 978-605-5120-89-4 1.3.2.
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I am currently finalizing a paper about American women poets belonging to the younger generation.

I have participated in numerous conferences (selected):

1. **A. Nikčević-Batričević** (2009), "Cultural Patterns in Anne Sexton's Poetry: Dilemmas and Directions of Recent Criticism", international conference: Challenges for the 21st Century: Dilemmas, Ambiguities, Directions, Facolta di Lettere e Filosofia, Roma Tre, 2009.
2. **A. Nikčević-Batričević** (2010), "Facing the Other in the Postfeminist Literary Theory: Tracing the Development in the Field", international conference: The Issue of the (Post) Other: Postmodernism and the Other, University of Zadar.
3. **A. Nikčević-Batričević** (2015), "Restructuring the American Spaces: American Women Poets vs. Patriarchal Literary Spaces", international conference: Ege University 15th International Cultural Studies Symposium, "Culture and Space", co-organized by Ege University Department of American Culture and Literature and Department of English Language and Literature Cultural Office of the U.S. Embassy.
4. **A. Nikčević-Batričević**, N. Stojković (2015), "Adrienne Rich's Memory and Her Subversion of Power Systems", DAKAM, Istanbul, LIT CRI Istanbul, Literature and Memory.
5. **A. Nikčević-Batričević** (2016), "Mapping Second-Wave Issues, Mapping Eavan Boland's Contributions: Maps/Poetries/Criticism", From Theory to Practice, International Conference on Anglophone Studies, Thomas Bata University in Zlin, Check Republic, Faculty of Humanities.
6. **A. Nikčević-Batričević** (2017), "Mapping the Deconstruction of an American Experience: Joy Harjo's American Life", SAAS Spanish Association for American Studies, Spain, Caseras, 13th International SAAS Conference, "Understanding (Human) Nature", University of Extremadura.
7. **A. Nikčević-Batričević** (2017), "Anglo-American Women Authors and Their Contribution to Feminist Literary Theory: Essay Writing in the Time of the Second Wave", IDEA 2017, The 11th International Conference on Literature, Language and Cultural Studies in Turkey under the auspices of the European Society for the Study of English (ESSE).
8. **A. Nikčević-Batričević** (2018), "Writing a Letter, Writing a Poem: Eavan Boland's *Ars Poetica*", IDEA 2018, The 12th International Conference on Literature, Language and Cultural Studies in Turkey under the auspices of the European Society for the Study of English (ESSE).

Books:

- M. Knežević, and **A. Nikčević-Batričević** (2004), *Readers Companion to Victorian Literature*, Podgorica: Pobjeda, COBISS. CG-ID 87480048
- Petar Penda, Tatjana Bijelić and **A. Nikčević-Batričević** (2017), *Savremena angloamerička poezija: ideologija, mit, ispovijest* (*Contemporary Anglo-American Poetry: Ideology, Myth, and Confession*) the University of Banja Luka, Faculty of Philology.

Books (edited):

Reader in American Literature: An Alternative Beyond Race, Class, Nationality and Gender 1, ed. **A. Nikčević-Batričević**, Filozofski fakultet Nikšić. B 5, broj str. 507 ISBN 978-86-7798-095-5 COBISS.CG-ID 26066448.

The list of my translations from English into Montenegrin includes numerous texts from the literary/literary theory context, that I have translated and later edited in collections of papers.

The list of collected papers that I have edited/coedited during the past five years includes the following titles:

Titles published abroad (selection):

1. M. Knežević, **A. Nikčević-Batričević** (2009), eds., *Recounting Cultural Encounters*, Cambridge Scholars Publishing, Newcastle upon Tyne, United Kingdom. ISBN (10) 1-4438-0566-1.
2. **A. Nikčević-Batričević**, M. Knežević (2010), eds., *On the Borders of Convention*, Cambridge Scholars Publishing, Newcastle upon Tyne, United Kingdom. ISBN (10); 1-4438-2224-8, ISBN (13); 978-1-4438-2224-4
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4. M. Krivokapić-Knežević, **A. Nikčević-Batričević** (2014), eds., *The Beauty of Convention: Essays in Literature and Culture*, Cambridge Scholars Publishing, Castle Upon Tyne, United Kingdom. ISBN (10): 1-4438-5469-7, ISBN (13): 978-1-4438-5469-6.
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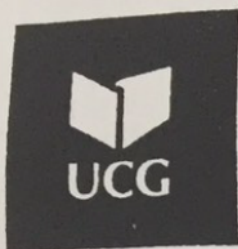
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3. **A. Nikčević-Batrićević**, M. Knežević (2009), eds., *Size Zero/Mala mjera*, Pobjeda, Podgorica. ISBN 978-86-309-0278
4. **A. Nikčević-Batrićević** (2013), ed., *THEORIA, POIESIS, PRAXIS: Savremena književnoteorijska misao 1*, OKF, Cetinje. ISBN 978-86-85747-57-1, COBISS.CG-ID 21393680.
5. **A. Nikčević-Batrićević** (2013), ed., *SIZE ZERO / MALA MJERA 3: Od margine do centra: feminizam, književnost, teorija*, Institut za crnogorski jezik i književnost, Podgorica. ISBN 978-9940-579-40-1 COBISS.CG-ID 22702608.
6. **A. Nikčević-Batrićević** (2014), ed., *Kanon/kanoni i kako se o njima može pisati*, *Ars*, OKF, br. 1-2, Cetinje. ISSN 0352-6739.
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4. **A. Nikčević-Batrićević** i M. Krivokapić, prevod priče Ketii Pejdž, „Ja volim da gledam“, *Ars*, časopis za književnost, kulturu i društvena pitanja, BROJ 5-6 / 2014, str. 195-199. YU ISSN 0352-6739
5. **A. Nikčević-Batrićević** i M. Krivokapić, prevod teksta Barbare Kristijan „Trka za teoriju“, *Ars*, časopis za književnost, kulturu i društvena pitanja BROJ 4 / 2015. YU ISSN 0352-6739
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7. **A. Nikčević-Batrićević**, M. Krivokapić, prevod priče Beveli Daurio, „Mnoge majke“, *Ars*, časopis za književnost kulturu i društvena pitanja, BROJ 1-2 / 2016, GODINA XVIII, str. 149-157. YU ISSN 0352-6739
8. **A. Nikčević-Batrićević**, prevod priče Ejmi Blum, „Srebrna voda“, *Ars*, broj 3 / 2016, str. 107-113. YU ISSN 0352-6739
9. **A. Nikčević-Batrićević**, prevod poetskog iskaza Rei Armantraut, „Češirska poetika“, *Ars*, časopis za književnost, kulturu i društvena pitanja, BROJ 3 / 2017, str. 147-151. YU ISSN 0352-6739

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13. **A. Nikčević-Batričević**, M. Krivokapić, prevod priče Luiz Erdrik „Šal”, *Ars*, časopis za književnost, kulturu i društvena pitanja, BROJ 5-6 / 2018. YU ISSN 0352-6739
14. **A. Nikčević-Batričević**, prevod poetskog iskaza Lusil Klifton, *Ars*, časopis za književnost, kulturu i društvena pitanja, BROJ 1-2 / 2019. YU ISSN 0352-6739
15. **A. Nikčević-Batričević**, prevod poezije Rite En Higin („Grešna”, „Bijeli glog/Loša sreća“, „Oilean Na nDeor/Ostrvo suza“, „Starenje“, „Nijanse istine“), *Fokalizator*, časopis za književnost i kulturu. Br. 6/2020, ISSN 2661 2550
16. **A. Nikčević-Batričević**, prevod poezije Ketlin Džejmi („Džulijana od Norviča”, „Morska kuća”, „Jezerce”, „Prije vjetra”, „Kitovi”, „Samoća”), *Fokalizator*, časopis za književnost i kulturu. Br. 6/2020, ISSN 2661 2550
17. Currently translating into Montenegrin language a book by a Scottish writer Kathleen Jamie *Sightlines* (2012), to be published in 2021 by ZUNS, Podgorica.
18. **A. Nikčević-Batričević**, „Irkinje govore”, temat posvećen stvaralaštvu Selije de Frejn, Rite En Higin i Dorin NiGrife (prevod poezije i razgovori sa pjesnikinjama), BROJ 1-2 / 2021. YU ISSN 0352-6739
19. **A. Nikčević-Batričević**, prevod poezije Amande Nadelberg („Blodven”, „Elaja”, „Karvin”, „Keridven”, „Meinven”, „Virag”), *Ars*, časopis za književnost, kulturu i društvena pitanja, BROJ 1-2 / 2021. YU ISSN 0352-6739



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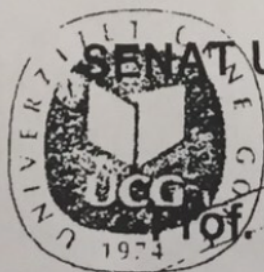
Broj / Ref 03-3191

Datum / Date 21.07.2020

Na osnovu člana 72 stav 2 Zakona o visokom obrazovanju („Službeni list Crne Gore“ br 44/14, 47/15, 40/16, 42/17, 71/17, 55/18, 3/19, 17/19, 47/19 i 72/19) i člana 32 stav 1 tačka 9 Statuta Univerziteta Crne Gore, Senat Univerziteta Crne Gore na sjednici održanoj 21.07.2020. godine, donio je

ODLUKU O IZBORU U ZVANJE

Dr Aleksandra Nikčević Batrićević bira se u akademsko zvanje redovni profesor Univerziteta Crne Gore za **oblast Anglistika – Engleski jezik**, na Filološkom fakultetu Univerziteta Crne Gore, na neodređeno vrijeme.



**SENAT UNIVERZITETA CRNE GORE
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Prof. dr Danilo Nikolić, rektor

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Dušanka Popović
Filološki fakultet
Nikšić

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2. **Dušanka Popović (2013). Razvoj čitalačke pismenosti i obrazovni program za maternji jezik i književnost u osnovnoj školi, Inovacije u nastavi, br. 3, Učiteljski fakultet Beograd.**
3. **Dušanka Popović (2013). Zastupljenost Njegoševog djela u predmetnim programima u osnovnoj i srednjoj školi, Riječ, časopis za nauku o jeziku i književnosti, Nova serija, br. 10, Filozofski fakultet, Nikšić.**
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24. Tatjana Novović, **Dužanka Popović (2019): The Role and Application of Picture Books in Pre-school Practice / Применение книжек с картинками в дошкольном обучении, Вопросы образования/Educational Studies Moscow, No 4 (160–184)**
25. **Dužanka Popović (2020): Jezik u obrazovnoj vertikali / Vertical Axis of Language Instruction. Lingua Monetegrina, časopis za jezikoslovna, književna i kulturna pitanja, god. XIII, sv. 1, br. 25 (41–67)**
26. **Dužanka Popović, Tatjana Novović (2020): Uloga slikovnice u procesu početnog opismenjavanja u vrtiću i školi /The role of picture books in the beginning stage of literacy development in kindergartens and schools. Krugovi djetinjstva, god. 8, br. 1/2020, 7–20 .**
27. **Dužanka Popović (2021): Understanding and Applying Writing Strategies in Third Cycle of Primary School. International Journal of Instruction, Vol.14, No.1, 963–982.**

Monografije:

1. **Dijalektaska odstupanja u govoru učenika osnovnih škola na području starijih crnogorskih govora,** Naša škola, Zavod za školstvo, Podgorica, 2010.
2. **Standardni jezik i nastava jezika u osnovnim školama,** Zavod za udžbenike i nastavna sredstva, Podgorica, 2011.
3. **Čitati, razumjeti, znati,** Zavod za udžbenike i nastavna sredstva, Podgorica, 2014.
4. **Govor sela Podgore,** Nikšić: Filološki fakultet, 2019.



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Na osnovu člana 72 stav 2 Zakona o visokom obrazovanju („Službeni list Crne Gore“ br. 44/14, 47/15,40/16) i člana 32 stav 1 tačka 9 Statuta Univerziteta Crne Gore, Senat Univerziteta Crne Gore na sjednici održanoj 04.maja 2017.godine, donio je

O D L U K U O IZBORU U ZVANJE

Dr Dušanka Popović bira se u akademsko zvanje docentkinja Univerziteta Crne Gore za oblast Nastava i metodika jezika i književnosti na Filološkom fakultetu, na period od pet godina.



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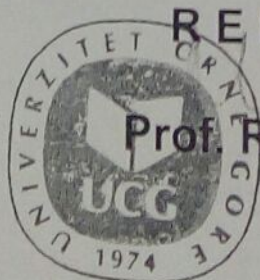
Broj / Ref: 03-1202

Datum / Date: 04.05.2017

Na osnovu člana 72 stav 2 Zakona o visokom obrazovanju („Službeni list Crne Gore“ br. 44/14, 47/15, 40/16) i člana 32 stav 1 tačka 9 Statuta Univerziteta Crne Gore, Senat Univerziteta Crne Gore na sjednici održanoj 04. maja 2017. godine, donio je

**ODLUKU
O IZBORU U ZVANJE**

Dr Saša Simović bira se u akademsko zvanje **docentkinja** Univerziteta Crne Gore za oblast **Engleski jezik i književnost** na Filološkom fakultetu, na period od pet godina.



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Prof. Radmila Vojvodić

Doc. dr Saša Simović

Rodjena sam 20. 01. 1977. u Nikšiću gdje sam završila osnovnu školu i gimnaziju. Dobitnik sam diplome „Luča“ I, II i III (za osnovno, srednje i visoko obrazovanje). Studije Engleskog jezika i književnosti upisala sam na Filozofskom fakultetu u Nikšiću školske 1995/1996. Diplomirala sam 13. 01. 2000. godine sa ocjenom 10, odnosno prosječnom ocjenom na studijama 9,08 čime sam stekla zvanje profesor engleskog jezika i književnosti (A) i profesor italijanskog jezika (B). Postdiplomske studije (Nauka o književnosti) upisala sam na Filološkom fakultetu u Beogradu gdje sam 9. jula 2007. odbranila magistarski rad „Hotornov jezik i stil“ iz oblasti američke književnosti. Doktorsku tezu „Književno–teorijski pogledi Edgara Alana Poa” odbranila sam takođe na Katedri za anglistiku Filološkog fakulteta u Beogradu 18. decembra 2013. U zvanje docenta na Filološkom fakultetu Univerziteta Crne Gore izabrana sam 2017. godine.

Polja mog interesovanja obuhvataju američku i britansku književnost i kulturu, književnu teoriju i kritiku. Bavim se prevođenjem književnih i književno-teorijskih tekstova. Učestvovala sam na više međunarodnih i domaćih konferencija i seminara, objavila niz naučnih radova iz oblasti angloameričke književnosti i kulture. U toku izrade doktorske disertacije boravila sam dva puta u SAD (Njujork, januar 2009; decembar 2011. godine).

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Dio naučne monografije izdate od strane renomiranog međunarodnog izdavača

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Radovi objavljeni u časopisima koji se nalaze u međunarodnim bazama podataka (SSCI/A&HCI)

Q1

- **Simović, S.,** Vojičić-Komatina, O., “Two Congenial Female Voices – A World Apart”, *Annales, Historia et Sociologia* (accepted for publication)

Q2

- Mijušković, M, **Simović, S.** (2016) “The 21st Century English Language Reading Classroom in Montenegro: The Influence of Metacognitive Strategies on University Students’ Attitudes Regarding the Process of Reading in English“, *Porta Linguarum*, Issue 26, ISSN 1697-7467

Q3

- **Simović, S,** Vojičić-Komatina, O. (2021) "Rethinking the Past: *Victoria Four-Thirty* and the East/West Line", *Transylvanian Review/ Revue de Transylvanie*, (in print)
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Q4

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- **Simović, S.** "A Cornucopia of Interpretations: Rappaccini's Daughter", *The 30th Conference on British and American Studies*, Timișoara, Romania, 13-15 May 2021.

- **Simović, S.**, Mijušković. M., “Recounting the Story of the Nebraskan Prairie: The Pioneers’ Perspective of Sentiment and Perseverance”, *International Conference: Discursive Forms, Memory and Identity*, Bacau, Romania, 15-16 April 2021.
- Mijušković, M., **Simović, S.** VILDIC '20. “Teaching Reading Skills to University Students of Foreign Language Departments” (*International Conference on Visual Literacy and Digital Communication: the Role of Media in New Educational Practice*, Madrid, 18-19 December 2020, Facultad de Filologia, Universidad Complutense de Madrid, Spain)
- **Simović, S.** “*The Scarlet Letter*, Hawthorne and His Contemporaries”; *Izmir Demokrasi Üniversitesi: International Humanities Congress*, Izmir, Turkey, 7 -9 December 2020, Proceeding Book ISBN 978 - 605 – 69933 – 8 -1
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- Milatović, B, **Simović, S.** (2008) “Role Play in Teaching Culture” in *Challenging Theory and Improving Practice: Cultural Issues in English Language and Literary Studies*, Nikšić, Filozofski fakultet, str. 103-107. COBISS.CG-ID 5981197
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- **Simović, S.** (2005) “Arthur Dimmesdale – Between a Prayer and a Sin” in *Reading Across Borders: Papers in Language and Literary Studies*, Nikšić, Filozofski fakultet, str. 189-194, ISBN 86-7798-009-1

Izlaganje na konferenciji (knjiga apstrakata, program)

- **Simović, S.** *12th IDEA Conference on English Studies*, Antalya, Turkey, 18-20 April, 2018. (“*Victoria Four-Thirty* and the ‘Other’”); knjiga apstrakata;
- **Simović, S.** *The XIV International Conference on Anglo-American Literary Studies: Reclaiming/Renaming Histories*, Faculty of Philology, Nikšić, University of Montenegro, June 28-29, 2018. (“Changing the Perspectives: *Woman in the Nineteenth Century*”); knjiga apstrakata;
- **Simović, S.** (2008) “The Twenty First Century Perspectives on Hawthorne: Narrativity in Hawthorne’s Romances”, rad predstavljen na Međunarodnoj naučnoj konferenciji *As You Write It: Issues in Literature, Language, and Translation in the context of Europe in the 21st Century*, Filozofski fakultet u Mariboru, Slovenija (18–20. septembar 2008). Knjiga apstrakata: str. 38. ISSN: 1581-8918; online ISSN 2386-0316
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- **Simović, S.** (2010) “Facing the Other in Poe’s Early Poems”, rad predstavljen na Međunarodnoj naučnoj konferenciji *Facing the Other in the Absence of Theory*, Filozofski fakultet, Nikšić (30. septembar –2. oktobar 2010). ISBN 13:978-1-4438-3351-6; ISBN 1-4438-3351-7

Stručni rad

- Jedan od učesnika u obilježavanju jubileja 200 godina od rođenja Volta Vitmana, 170 godina od smrti Edgara Alana Poa i 120 godina od rođenja Ernesta Hemingejeva u okviru akademske izložbe „Velikani američke književnosti“ (na poziv Univerzitetske biblioteke „Svetozar Marković“ i Filološkog fakulteta Univerziteta u Beogradu). *Čudovišno blistavo ili trijumf originalnosti - povodom 200 godina od rođenja Volta Vitmana (1819 – 2019) i 170 godina od smrti Edgara Alana Poa (1849 – 2019)* (Beograd, 5. septembar 2019).

Stručni rad (prevodilačka aktivnost)

- **Simović, S.** „Djevojka ulazi u društvo” – Leonora Karington
- **Simović, S.** (2014) „Sunce” – D. H. Lorens (*Tijelo duge: Izabrane pripovijetke D. H. Lorensa*, Nikšić, Filozofski fakultet, str. 125—149) ISBN 978-86-7798-091-7
- **Simović, S.** (2012) „Tišina” – Karlos Bulosan („*Sanijev bluz*” i druge priče: *Iz američke književnosti*, Podgorica, CDNK, str. 89-92) ISBN 978-86-85735-61-5

- **Simović, S.** (2011) „Rapaćinijeva kći” – Nataniel Hotorn („*Crni mačak*” i druge pripovijetke: *Iz istorije američke književnosti*, Podgorica, CDNK, str. 9-38) ISBN 978-86-85735-49-3
- **Simović, S.** (2011) „Crni mačak” – Edgar Alan Po („*Crni mačak*” i druge pripovijetke: *Iz istorije američke književnosti*, Podgorica, CDNK, str. 41-49) ISBN 978-86-85735-49-3
- Mrdak-Mićović, M., **Simović, S.** (2009) „Crnogorska mistika” – Džindžer Džouns, *Sociološka luča* III/2, str. 40-47, e-ISSN 1800-8232

Objavljeni prikazi, izvještaji i ekspertize

- **Simović, S.** (2014) Prikaz knjige dr Mirjane Matee Kovač i dr Nine Sirković: *Presentation, Writing and Interpersonal Communication Skills*, Univerzitet u Splitu, Split, u *Knjiženstvo*, Filološki fakultet Univerziteta u Beogradu, (online) ISSN 2217-7809
- Recenzent za više radova iz oblasti angloameričke književnosti i kulturoloških studija u časopisima koji se nalaze u međunarodnim bazama podataka.

Usavršavanja u inostranstvu (PREDAVANJE PO POZIVU):

- Erasmus+, **Phillips-Universität, Marburg, Germany**, (4-10. jun 2018; Teaching Mobility). Održala predavanja doktorandima i magistrandima na Katedri za amerikanistiku (“The American Dream(s), the Roaring Twenties, and *The Great Gatsby*; “Self-Reliance and Self-Emancipation: Margaret Fuller’s *Woman in the Nineteenth Century*).
- Erasmus+, **Pila, Poland**, (11-17. novembar 2018; Teaching Mobility). Održala predavanja iz domena američkog romantizma studentima anglistike.
- Erasmus+, **Radboud Summer School, Nijmegen, the Netherlands**, (6-12. avgust 2017.)

(Pohađala kurs iz domena kulturoloških studija: “Things to Remember: Materiality, Memory and Identity”, Radboud University, Nijmegen; Staff Mobility for Training)

Ostala dokumentovana stručna djelatnost

Učešće u realizaciji projekata:

- Bilateralni projekat sa Slovenijom (Univerza v Ljubljani, Filozofska fakulteta, (1. 7. 2018. - 30. 6. 2020.) Naziv projekta: “Savremena američka književnost u međukulturnom

kontekstu: Primjeri Slovenije i Crne Gore” (**“Contemporary American Literature in Cross-Cultural Contact: Comparison of Slovenia and Montenegro”**).

U okviru aktivnosti projekta prof. Simović boravila je na Univerzitetu u Ljubljani (14-18. april 2019.) i održala predavanje studentima anglistike i amerikanistike na temu **“Nathaniel Hawthorne and *The Scarlet Letter*”**

- Unapređivanje preduzetničkog učenja” (Zavod za školstvo; Regionalni centar za razvoj preduzetničkih kompetencija zemalja jugoistočne Evrope – *South East European Centre for Entrepreneurial Learning*), 2014/ 2015.
- *Regional Research Promotion Programme Western Balkans* – “Gender Perspectives in Family Socialization”(Crnogorska asocijacija za američke studije u saradnji sa Centrom za etiku, pravo i filozofiju iz Beograda).

U okviru aktivnosti projekta prof. Simović učestvovala u radionici posvećenoj akademskom pisanju **“Workshop on Academic Writing: Publish or Perish”** (3 -4. maj 2012, Skoplje, Makedonija).

- Učešće u Ljetnoj školi **“Nova kultura doktorskih studija”**, UCG (Cetinje, 7. jul 2017.)

Članstvo u profesionalnim udruženjima:

- * Association for American Studies in South Europe
- * European Association for American Studies
- * MAAS – Montenegrin Association for American Studies

Aktivnosti na Filološkom fakultetu UCG:

- Član Komisije za magistarske studije na Filološkom fakultetu (septembar 2017. – mart 2019.)
- Sekretar Studijskog programa za engleski jezik i književnost akademske 2007/08. godine.

Marija Krivokapić

Biografija

Rođena sam 05. 09. 1971. godine u Nikšiću. Diplomirala sam na Studijskom programu za engleski jezik i književnost, Filozofski fakultet, Univerzitet Crne Gore, 1993. Diplomirala sam na Odseku za engleski jezik i književnost, Filološki fakultet, Univerzitet u Beogradu, decembra 2000. godine sa temom *Putopisi iz Italije Dejvida Herberta Lorensa i njihov značaj u njegovom proznom djelu*, a doktorirala na Odseku za anglistiku Filozofskog fakulteta Univerziteta u Novom Sadu, 2004. godine, sa temom *Traganje za onostranim u prozi D. H. Lorensa*.

Akademsko zvanje docenta stekla sam na Univerzitetu Crne Gore juna 2005. godine, a vanrednog profesora na istom univerzitetu aprila 2010. godine, te reizabrana u isto zvanje jula 2015. godine, a birana u zvanje redovnog profesora 2021. godine.

U toku radnog iskustva, bila sam angažovana kao saradnik u nastavi na Studijskom programu za engleski jezik i književnost, Filozofski fakultet, Univerzitet Crne Gore, septembar 1993. – decembar 2004, kao predavač na Studijskom programu za engleski jezik i književnost, Filozofski fakultet, Univerzitet Crne Gore (decembar 2004. –), kao rukovodilac Studijskog programa za engleski jezik i književnost, Filozofski fakultet, Univerzitet Crne Gore (avgust 2006. – avgust 2008. i avgust 2015. – avgust 2018), kao rukovodilac postdiplomskih studija, Filozofski fakultet, Univerzitet Crne Gore (2009. – 2010.), te kao prodekan za nauku i međunarodnu saradnju (2008. – 2014) i ponovo kao prodekan (2021 -) na Filološkom fakultetu.

Više puta sam boravila na engleskom govornom području obavljajući istraživački rad iz oblasti angloameričke književnosti. Pored toga, od avgusta do decembra 2009. godine kao Fulbrajt profesor boravila sam na Državnom univerzitetu u Aleksandriji, Luizijana, SAD, gdje sam predavala dva predmeta, Putopisnu književnost D. H. Lorensa i Savremenu književnost američkih starosjedilaca, kao i obavljala istraživački rad iz oblasti savremene književnosti američkih starosjedilaca. Takođe sam dobila i Fulbright stipendiju za istraživanje iz oblasti savremenih tendencija u kritičkoj teoriji starosjedilaca Sjeverne Amerike, u periodu od januara do juna 2015. godine na Univerzitetu u Centralnoj Oklahomi, u Edmondu.

Naučne radove objavljivala sam u zemlji i inostranstvu, u časopisima i u formi knjiga. Urednica sam više desetina izdanja takođe u zemlji i inostranstvu. Organizovala sam par desetina međunarodnih naučnih konferencija, a član sam akademskih odbora nekolicke redovne konferencije u okruženju i inostranstvu. Radila sam kao glavni urednik časopisa *Folia linguistica et litteraria*, 2009-2018, koji je, između ostalog, zastupljen na ESCI, SCOPUS, MLA listama, kao i što se pojavljujem i kao član uredničkih odbora i recenzent u više desetina časopisa.

Nekoliko puta koristila sam Erasmus+ stipendije za razmjenu nastavnog osoblja. Uz to, osnivač sam i koordinator CEEPUS mreže za engleski jezik i književnost koja je trajala od 2009. do 2015. godine. Učestvovala sam u više nacionalnih i međunarodnih projekata, kao i koordinirala jednim međunarodnim Tempus IV projektom *South East European Project for the Advancement of Language Studies* (2010-2013), koji je prepoznat kao primjer najbolje prakse na Atinskoj konvenciji Evropske komisije januara 2014. godine.

KVANTITATIVNO OCJENJIVANJE NAUČNO-ISTRAŽIVAČKE I STRUČNE BIBLIOGRAFIJE

1. NAUČNOISTRAŽIVAČKA DJELATNOST		
Autorske naučne monografije		
M1 Monografija međunarodnog značaja	UKUPNO ZA REFERENC U	ZA KANDIDAT A
1. M. Krivokapić, N. Diamond, <i>Images of Montenegro in Anglo-American Creative Fiction and Film</i> , Newcastle upon Tyne: Cambridge Scholars Publishing, 2017, str. 296, ISBN (10): 104438-1705-8; ISBN (13): 978-1-4438-1705-9, Cf. Clarivate Analytics, Web of Science, http://wokinfo.com/mbl/publishers/?fbclid=IwAR2dFJwb6NDa-BieV1mfb7mQ6nvAbWwVNM3u6uk6Q4RIMSF5887NHNmnEQ	10	10
M2 Poglavlje u monografiji međunarodnog značaja	UKUPNO ZA REFERENC U	ZA KANDIDAT A
1. A. Nikčević-Batrićević, M. D. Đurić, M. Krivokapić, "Anne Sexton's Search for Ecriture Feminine: From Idealism to radicalism in World War I Poetry," <i>Mapping the World of Anglo-American Studies at the Turn of the Century</i> , eds. A. Nikčević-Batrićević, M. Krivokapić, Newcastle Upon Tyne: Cambridge Scholars Publishing, 2015, pp. 107-121, ISBN (10)1-4438-7659-3, ISBN (13) 978-1-4438-7659-9	6	2
M3 Monografija nacionalnog značaja	UKUPNO ZA REFERENC U	ZA KANDIDAT A
1. M. Krivokapić, N. Dajmond, <i>Crna Gora u angloameričkoj putopisnoj književnosti i beletristici</i> , Podgorica: Matica crnogorska, 2019, str. 530, ISBN: 978-9940-39-016-7. Prevedeno izdanje, uz više od 30% dodatog i doradenog teksta	4	2
M4 Poglavlje u monografiji nacionalnog značaja	UKUPNO ZA REFERENC U	ZA KANDIDAT A
1. M. Krivokapić, "Ženski kod u poeziji savremene crnogorske autorke Katarine Sarić," <i>Književnost i jezik u funkciji promovisanja univerzalnih vrijednosti i identitetskih komponenti crnogorskog društva</i> , Nikšić: Filološki fakultet, 2017, pp. 225-245. ISBN: 978-9940-694-05-0	2	2
Radovi u naučnim časopisima		
Q2 Rad u eminentnom međunarodnom časopisu (časopis indeksiran na SCI/SCIE/SSCI/A&HCI listama, rangiran u prvih 50% časopisa po Scopusovom rangiranju)	UKUPNO ZA REFERENC U	ZA KANDIDAT A
1. M. Krivokapić, A. Panajoti, "On Postcolonial Influence on Reading and Writing Travel," <i>Journal on Balkan and Near East Studies</i> , pp. 183-195, ISSN: 1944-8961; DOI 10.1080/19448953.2017.1315117, 2017	8	12
Q3 Rad u međunarodnom časopisu (časopis indeksiran na SCI/SCIE/SSCI/A&HCI listama, rangiran u prvih 75% časopisa po Scopusovom rangiranju)	UKUPNO ZA REFERENC U	ZA KANDIDAT A

1.	M. Krivokapić, "Traveling for Reciprocity: LeAnne Howe's Chocktalking on Other Realities," <i>Neohelicon: Acta comparationis litterarum universarum</i> , 2019, pp. 521-541, ISSN 0324-4652, DOI: 10.1007/s11059-019-00505-1	6	9
2.	M. Krivokapić, "To Ojibwe Country and Back: Books and Islands in Ojibwe Country by Louise Erdrich," <i>Neohelicon: Acta comparationis litterarum universarum</i> , Volume 44 Number 1, 2017, pp. 131-145, ISSN 0324-4652, DOI: 10.1007/s11059-017-0368-y	6	9
3.	M. Krivokapić, "Reclaiming Home in Indigenous Women Poetry of North America," <i>American Studies in Scandinavia</i> , časopis izlazi jednom u dvije godine, rad je 01.11. 2019. godine prihvaćen za objavljivanje u prvom broju časopisa 2021. g. U prilogu dostavljam email sa potvrdom da je rad prihvaćen.	6	
Q4 Rad u međunarodnom časopisu (ostali časopisi indeksirani na SCI/SCIE/SSCI/A&HCI listama)		UKUPNO ZA REFERENC U	ZA KANDIDAT A
1.	M. Krivokapić, "Izmještanje Orenda: Roman <i>The Orenda</i> Josepha Boydena," <i>Književna smotra</i> , 2017, str. 91-103. ISSN: 0455-0463, https://www.hfiloloskod.hr/images/HFD/Casopisi/Knjizevna_smotra/ks185web.pdf	4	6
Q5 Rad u međunarodnom časopisu koji nije indeksiran na SCI/SCIE/SSCI/A&HCI listama		UKUPNO ZA REFERENC U	ZA KANDIDAT A
1.	M. Krivokapić, Lj. Mijanovic, "At the End is piurra: Don Rearden's Raven's Gift," <i>Anafora</i> , vol. 4, issue 2, 2017, pp. 221-264. UDK: 821.111(798)-32.09 Rearden, D.=111, DOI: 1029162/ANAFORA.v4i2.3	4	4
2.	M. Krivokapić, S. Runtić, "Native American Urban Narratives: Theodore Van Alst's Sacred Smokes and Tommy Orange's There There," <i>SIC: Masked Paradigms</i> , No. 3 – year 10 – 06/2020, np. DOI: 10.15291/sic/3.10, 10.15291/sic/3.10.lc.3, https://www.sic-journal.org/Article/Index/631 . Časopis izlazi samo online i nema urađenu paginaciju.	4	4
Q6 Rad u časopisu nacionalnog značaja		UKUPNO ZA REFERENC U	ZA KANDIDAT A
1.	A. Nikčević-Batrićević, M. Krivokapić, „Kratko o Erin Murej: prelaženje/prevazilaženje granica, prelaženje/prevazilaženje pjesničkih formi”, <i>Ars</i> , časopis za književnost, kulturu i društvena pitanja, broj 5, Otvoreni kulturni forum, Cetinje 2019, str. 95-109. ISSN 0352-6739; https://okf-cetinje.org/aleksandra-nikcevic-batricevic-marija-krivokapic-kratko-o-erin-murej-prelazenje-prevazilazenje-granica-prelazenje-prevazilazenje-fiksiranih-formi/	2	1
2.	M. Krivokapić, "Iz starosjedilačkog pera – pjesme o domu američkih starosjedilaca", <i>Krik: časopis za kulturu i umjetnost</i> , 1, 2018, ISSN: 2623-6613, str. 31-37.	2	1
3.	M. Krivokapić, "O knjizi Moja Indija Katarine Sarić", <i>Književno pero</i> , XVI: 2019, str. 14-20, ISSN: 0847-0122	2	1
4.	M. Krivokapić, "Ponovo gradimo dom: dekolonizatorski projekat savremene ženske poezije starosjedilačke Amerike", <i>Ars</i> , br. 6, 2019, ISSN 0352-6739, https://okf-cetinje.org/iz-starosjedilackog-zenskog-pera/	2	1
5.	N. Diamond, M. Krivokapić, "About The Raven's Gift with Don Rearden." <i>Folia linguistica et litteraria</i> , no. 14, 2016, pp: 227-233, ISSN 1800-8542	2	1
6.	M. Krivokapić, N. Diamond, "With Tony White on Another Fool in the Balkans." <i>Folia Linguistica et Litteraria</i> , no 10, 2015: 201-209. ISSN 1800-8542	2	1
7.	M. Krivokapić, P. Penda, "Balkan Higher-Education Express," <i>Folia linguistica et litteraria</i> , No 13, 2016: 125-132, ISSN 1800-8542	2	2

Radovi na naučnim konferencijama, učešća na izložbama, i slično			
K1 Predavanje po pozivu na međunarodnom skupu štampano u cjelini (neophodno pozivno pismo)		UKUPNO ZA REFERENC U	ZA KANDIDAT A
1.	“Golootočke paralele i usporedbe u poeziji Anta Zemljara (Pag) i Stefana Mitrovića (Sveti Stefan),” Književni skup u spomen na pjesnika Antu Zemljara, avgust 24-26, 2018, Pag, Hrvatska. Rad je prihvaćen za objavljivanje u časopisu <i>Krik</i> br. 3, 2020, ISSN: 2623-6613. Pandemija je zaustavila štampanje časopisa.	3	
K2 Naučni rad na međunarodnom naučnom skupu (štampano u cjelini)		UKUPNO ZA REFERENC U	ZA KANDIDAT A
1.	M. Krivokapić, A. Lukač-Zoranić, “The Black Robe among the Buckskin in Pre-Colonized Canada,” <i>Canada 150 Filmed, Le Canada 150 au Cinema</i> . Eds. Jelena Novaković and/et Vesna Lopičić, University of Belgrade, Faculty of Philology, Serbian Association for Canadian Studies, Beograd: 2019, 163-176, ISBN: 978-86-6153-571-0	2	2
2.	M. Krivokapić, “Pjesma ‘Omalovaži’ Šermana Aleksija”, <i>Size Zero/Mala mjera IV, Poezija!</i> , Fakultet za crnogorski jezik i književnost, Cetinje, 2016, 179-193, ISBN: 978-9940-579-78-4.	2	2
K4 Saopštenje na međunarodnom naučnom skupu (štampano u izvodu)		UKUPNO ZA REFERENC U	ZA KANDIDAT A
1.	M. Krivokapić, “Across Native American Urban Diaspora,” XV International Conference on Anglo-American Literature, Narodna biblioteka Cetinje, June 27-28, 2019	0.5	0.5
2.	M. Krivokapić, “The Concept of Home in Native American Urban Experience,” <i>English Language and Anglophone Literatures Today</i> , ELALT 5, University of Novi Sad, March 9, 2019, ISBN: 978-85-6065-513-6	0.5	0.5
3.	M. Krivokapić, "Reclaiming Home in Native American Women Poetry," <i>Reclaiming/Renaming Histories</i> , XIV International Conference on Anglo-American Literature and Culture, Faculty of Philology: Niksic, June 28-29, 2018, ISBN: 978-9940-694-06-7	0.5	0.5
4.	M. Krivokapić, “The Books of Ojibwe Islands as Read by Louise Erdrich,” a paper presented at the international conference <i>Contemporary Indigenous Realities</i> , Filozofski fakultet, Nikšić, June 25-27, 2015, book of abstracts, ISBN 978-86-7798-097-9	0.5	0.5
5.	A. Nikčević-Batrićević, M. Krivokapić, D. Mirković (2015), “In the Heart of Her Life: Joy Harjo’s Life, Her Poetics”, međunarodna naučna konferencija: <i>Contemporary Indigenous Realities</i> , Nikšić, Montenegro, u organizaciji: Faculty of Philosophy Nikšić, Faculty of Humanities and Social Sciences, University of Osijek, Croatia, Department of English, University of Central Oklahoma, Knjiga apstrakata, Filozofski fakultet, Nikšić, ISBN 978-86-7798-9 COBISS.CG-ID 27451408	0.5	0.2
6.	M. Krivokapić, N. Diamond, "Renaissance of Montenegro in the 21 st -century Travel Writing," <i>The XII International Conference on Anglo-American Literary Studies, Renaissance/s</i> , Faculty of Philology, University of Montenegro, Tivat, September 8-9, 2017, ISBN 978-9940-694-02-9	0.5	0.5
Stručne monografije i knjige			
S4 Poglavlje u stručnoj monografiji izdatoj kod nas		UKUPNO ZA REFERENC U	ZA KANDIDAT A
1.	A. Nikčević-Batrićević, M. Krivokapić (2019), „Pjesnički tokovi Džori Grejem: Podsjećanje na ljudsku prirodu, podsjećanje na pjesničko umijeće”, <i>SIZE ZERO / MALA MJERA V: Politika i poetika ženskog</i>	1	0.5

	<i>pisma – komparativne perspektive</i> , ur. Sanja Runtić i A. Nikčević-Batričević, Fakultet za crnogorski jezik i književnost, Cetinje, str. 83-99, ISBN 978-9940-40-037-8 COBISS.CG-ID 39371792		
Uređivačka i recenzentska djelatnost			
R3 Uredništvo u međunarodnom naučnom časopisu (na godišnjem nivou) – Q3, Q4		UKUPNO ZA REFERENC U	ZA KANDIDAT A
1.	Q3, Runtić, S., Krivokapić, M., Petete, T., Diamond N., "Contemporary Native American realities: in search of literary and cultural sovereignty." <i>Neohelicon: Acta comparationis litterarum universarum</i> , 2017, pp. 83-87. doi:10.1007/s11059-017-0366-0	4	2
2.	Q3, A. Nikčević-Batričević, M. Krivokapić, "Women Writers and Their Destination(s): Influences and Comparisons, Marginalizations and Demarginalizations," <i>Neohelicon: Acta comparationis litterarum universarum</i> , 2019, pp. 517-520, DOI: 10.1007/s11059-019-00506-0	4	2
R4 Uredništvo u nacionalnom naučnom časopisu (na godišnjem nivou)		UKUPNO ZA REFERENC U	ZA KANDIDAT A
1.	M. Krivokapić, A. Nikčević-Batričević, N. Sirković, "Reclaiming/Renaming Histories in Literature, Art, and Culture," <i>Folia linguistica et litteraria</i> , br. 26, 2019, 7-11. ISSN 1800-8542, UDK 82.09:930.85, DOI: 31.902/fil.26.2019.1	2	2
2.	A. Nikčević-Batričević, M. Krivokapić, "Introduction. Destination/s in Anglo-American Literature." <i>Folia linguistica et litteraria</i> , 24 (2018): 5-8. ISSN 1800-8542, DOI: 10.31902/fil.24.2018.1	2	1
3.	M. Knežević, Svetlana Kalezić Radonjić, Jelena Knežević, "Komparativistika u novom ključu." <i>Folia linguistica et litteraria</i> , 23 (2018): 7-11, DOI: 10.31902/fil.23.2018.1	2	1
4.	M. Krivokapić, Svetlana Kalezić Radonjić, "Interdisciplinary Approach to Literature / Interdisciplinarni pristup književnosti." <i>Folia linguistica et litteraria</i> , 22 (2018): 7-11, ISSN 1800-8542, DOI: 10.31902/fil.22.2018.1	2	1
5.	M. Krivokapić, A. Nikčević-Batričević, Robert Sullivan, "Renaissance/s in Anglo-American Literature," <i>Folia linguistica et litteraria</i> , 19 (2017): 7-9, ISSN 1800-8542	2	2
6.	Tom Phillips, M. Krivokapić, "Writing places: the conceptualisation and representation of space, location and environment in literature," <i>Folia linguistica et litteraria</i> , 15 (2016): 5-12, ISSN 1800-8542	2	1
7.	Aleksandra Nikčević-Batričević, Marija Krivokapić, "The Discourse of Power in Anglo-American Literature," <i>Folia linguistica et litteraria</i> , 15 (2016): 7-10, ISSN 1800-8542	2	1
8.	M. Krivokapić, A. Nikčević-Batričević, Home-Thoughts, from Abroad, <i>Folia linguistica et litteraria</i> , br. 31, 2020, 7-10, DOI: 10.31902/fil.31.2020.1, UDK: 821.111(73).09, ISSN 1800-8542	2	2
R5 Uređivanje monografije međunarodnog značaja		UKUPNO ZA REFERENC U	ZA KANDIDAT A
1.	M. Krivokapić, A. Nikčević-Batričević, eds., <i>Re-Entering Old Spaces</i> . Newcastle upon Tyne: Cambridge Scholars Publishing, 2016, 1-7, ISBN (10): 1-4438-9044-8, ISBN (13): 978-1-4438-9044-1	4	4
2.	A. Nikčević-Batričević, M. Krivokapić, eds., <i>Mapping the World of Anglo-American Studies at the Turn of the Century</i> , Newcastle upon Tyne: Cambridge Scholars Publishing, 2015, ix-xviii, ISBN (10): 1-4438-7659-9, ISBN (13): 978-1-4438-7659-9	4	2
R8 Recenziranje monografije nacionalnog značaja		UKUPNO ZA REFERENC U	ZA KANDIDAT A

1.	Dijana Tica, <i>Poetika tragičnog: tri junakinje viktorijskog romana</i> , Univerzitet u Banja Luci, 2018.	1	1
2.	T. Bijelić, P. Penda, A. Nikčević-Batrićević, <i>Savremena angloamerička poezija</i> , Univerzitet u Banja Luci, 2018, ISBN 978-99955-58-43-7	1	1
R9 Recenziranje knjige studijskog karaktera izdate u inostranstvu		UKUPNO ZA REFERENC U	ZA KANDIDAT A
1.	Olga Alexandrovna Velugo, <i>Love Discourse in Julian Barnes's and Ian McEwan's Fiction</i> , University of Minks, Belarus, decembar 2019	0.5	0.5
R11 Recenziranje radova objavljenih u međunarodnim časopisima (Q1, Q2, Q3, Q4)		UKUPNO ZA REFERENC U	ZA KANDIDAT A
1.	<i>Scientometrics</i> , Q1, 1 rad	2	2
2.	<i>Neohelicon</i> , Q3, 1 rad	2	2
3.	<i>Književna smotra</i> , Q4, 2 rada	2	4
R12 Recenziranje radova objavljenih u ostalim časopisima		UKUPNO ZA REFERENC U	ZA KANDIDAT A
1.	<i>Anafora</i> , journal of language and literature, Univerisity of Osijek, Croatia, 6 radova	0.5	3
2.	<i>Cultural Perspectives</i> , Journal for Literary and British Cultural Studies in Romania, "Vasile Alecsandri," University of Bacau, Romania, 2018, 2 rada	0.5	1
3.	<i>Reči</i> , ISSN 1821-0686, 1 rad	0.5	0.5
4.	<i>Philologia</i> , Univerzitet u Beogradu, ISSN 1451-5342, 1 rad	0.5	0.5
5.	<i>Filolog</i> , ISSN 1986-5864, journal of language and literature, Univerisity of Banja Luka, Bosnia and Herzegovina, 7 radova	0.5	3.5
6.	[sic], journal of literary and cultural studies, the University of Zadar, Croatia, print ISSN 1799-2591; online ISSN 2053-0692, 4 rada	0.5	2
7.	<i>Folia linguistica et litteraria</i> , Faculty of Philology, Niksic, 7 radova	0.5	3,5
8.	<i>Cultura Balkanica</i> , Centar za proučavanje orijentalne civilizacije i kulture, 1 rad	0.5	0.5
9.	<i>Factas universitis</i> , Univerzitet u Nišu, 1 rad	0.5	0.5
R13 Recenziranje radova objavljenih u zbornicima sa skupa međunarodnog značaja		UKUPNO ZA REFERENC U	ZA KANDIDAT A
1.	<i>Književni diskurs u srpskoj kulturi i kulturama drugih naroda</i> , ur. Vesna Lopičić i Biljana Mišić Ilić, Univerzitet u Nišu, 2015, recenziranje cijelog zbornika	0.2	1
2.	<i>Književnost, jezik, prostor</i> , ur. Vesna Lopičić i Biljana Mišić Ilić, Univerzitet u Nišu, 2017, 3 rada	0.2	0.6
3.	<i>Jezik, književnost, teorija</i> , 2016, Univerzitet u Nišu, 1 rad	0.2	0.2
4.	<i>Jezik, književnost, značenje</i> , Univerzitet u Nišu, 2015, recenziranje cijelog zbornika	0.2	1
5.	<i>Jezik, književnost, kontekst</i> , ur. Biljana Mišić Ilić i Vesna Lopičić, Filozofski fakultet, Niš, 2020. godine, recenziranje cijelog zbornika	0.2	1
6.	<i>Living, Reading, Teaching, and Translating in a World Dominated by the Culture of War and War Cultures</i> , Univerzitet u Sarajevu, 2 rada	0.2	0.4
7.	<i>Ja kao svoja slika. Diskurzivnost i koncepti autorstva Tina Uljevića</i> , Filozofski fakultet, Odsjek za kroatistiku, Zagreb, 2 rada	0.2	0.4
8.	<i>Transnationality of American Literature and American English</i> , AASSEE (Association for American Studies in South East Europe), 2020, 2 rada	0,2	0,4
Projekti			
I8 Učešće u međunarodnom naučnom projektu		UKUPNO ZA	ZA KANDIDAT A

		REFERENC U	
1.	“Following (in) Winnetou’s Footsteps: Representations of Canadian Indigeneity in Central Europe,” Centra European Association for Canadian Studies, CEACS, 2019-2020	4	4
2.	Erasmus + “Reforming Foreign Languages in Academia in Montenegro,” REFLAME, 609778, 2019 – 2022	4	4
3.	Erasmus +, “Contemporary American Literature in the multicultural context: Examples from Serbia and Montenegro,” University of Ljubljana, Slovenia, University of Montenegro, 2018-2020	4	4
4.	Erasmus + Re@WBC 561586-EPP-1-2015-1-RS-EPPKA2-CBHE-JP, Enhancement of HE research potential contributing to further growth of the WB region, 2015-2017	4	4
I9 Učešće u nacionalnom naučnom projektu		UKUPNO ZA REFERENC U	ZA KANDIDAT A
1.	Književnost i jezik u funkciji promovisanja univerzalnih vrijednosti i identitetskih komponenti crnogorskog društva, Filološki fakultet, Nikšić, Univerzitet Crne Gore, jesen 2017, bodovano u kategoriji M4.	2	

2. UMJETNIČKA DJELATNOST

U 5.2 Učešće u radu žirija, selektorskoj komisiji, umjetničkom savjetu na takmičenjima, konkursima, manifestacijama	UKUPNO ZA REFERENC U	ZA KANDIDATA
1. Ministarstvo kulture, Konkurs za izdavačku i prevodilačku djelatnost, 2019, član komisije	do 4	4

3. KVANTITATIVNO OCJENJIVANJE PEDAGOŠKIH SPOSOBNOSTI

2. PEDAGOŠKA DJELATNOST			
Priručnici			
P5 Priručnici, rječnici, leksikoni izdati u inostranstvu		UKUPNO ZA REFERENCU	ZA KANDIDATA
1.	A. L. Zoranić, M. Krivokapić, <i>Victorian and Modern English Literature: A Reader</i> , Novi Pazar: Internacionalni univerzitet u Novom Pazaru, 2017, str. 299, ISBN 978-86-84389-57-4, COBISS.SR-ID 278897932	2	1
Gostujući profesor			
P7 Gostujući profesor na inostranim univerzitetima		UKUPNO ZA REFERENCU	ZA KANDIDATA
1.	Eastern Kentucky University, Richmond, Kentucky, USA, april 2015.	5	5
2.	Soderton University, Stockholm, Sweden, jun 2016.	5	5
3.	Riverside University, California, USA, novembar 2017.	5	5
4.	University of Minsk, Belarus, decembar 2018.	5	5
5.	University of Central Oklahoma, Edmond, Oklahoma, USA, novembar 2019.	5	5
P8 Gostujući profesor na univerzitetima u okruženju koji nisu rangirani u prvih 500		UKUPNO ZA REFERENCU	ZA KANDIDATA
1.	Sveučilište u Zadru, Hrvatska, november 2015.	2	2
2.	Sveučilište u Osijeku, Hrvatska, maj 2017.	2	2
3.	Sveučilište u Osijeku, Hrvatska, april 2018.	2	2
Mentorstvo (komentorstvo se boduje sa polovinom poena)			
P9 Na doktorskim studijama		UKUPNO ZA REFERENCU	ZA KANDIDATA
1.	Tanja Bakić, <i>Recepcija Vilijama Blejka na srpskohrvatskom govornom području od 1905. do 2018. godine</i> , Univerzitet Crne Gore, 2019, doktorska teza je u izradi (kandidatkinja je upisana u V semestar), studije kofinansira Ministarstvo nauke RCG	4	4
2.	Ljiljana Mijanović, <i>Susreti kultura u djelima Henrija Džejmsa i Edvarda Morgana Forstera</i> , Univerzitet u Banja Luci, Banja Luka, Bosna i Hercegovina, 2017.	4	4
3.	Dušica Lazić, <i>Vijetnamski rat u delima Banumbira Vongara, Nađe Tešić i Stiva Tešića</i> , Internacionalni Univerzitet u Novom Pazaru, Novi Pazar, Srbija, 2016.	4	4
P10 Na master studijama		UKUPNO ZA REFERENCU	ZA KANDIDATA
1.	Adnan Hasanović, <i>Odnos autora i teksta u romanima Floberov papagaj i Artur i Džordž Džulijena Barnsa</i> , Internacionalni Univerzitet u Novom Pazaru, Novi Pazar, Srbija, 2016.	2	2
P11 Na specijalističkim studijama		UKUPNO ZA REFERENCU	ZA KANDIDATA
1.	Lazar Knežević, studijska 2019/2020.	1	1
2.	Ivan Anđelković, studijska 2019/2020.	1	1

3.	Radulović Nikola, studijska 2018/2019.	1	1
4.	Vidaković Milica, studijska 2018/2019.	1	1
5.	Ćeranić Biljana, studijska 2018/2019.	1	1
6.	Rudović Jasna, studijska 2017/2018.	1	1
7.	Drljević Ana, studijska 2017/2018.	1	1
8.	Zečević Milica, studijska 2017/2018.	1	1
9.	Kaščelan Milka, studijska 2017/2018.	1	1
10.	Milović Jovana, studijska 2017/2018.	1	1
11.	Račić Milena, studijska 2016/2017.	1	1
12.	Gojković Snežana, studijska 2016/2017.	1	1
13.	Kočan Melida, studijska 2016/2017.	1	1
14.	Peković Ivana, studijska 2016/2017.	1	1
15.	Dmitrić Ljiljana, studijska 2016/2017.	1	1
16.	Zaimović Dženana, studijska 2016/2017.	1	1
17.	Ćuranović Melani, studijska 2016/2017.	1	1
18.	Perović Nikola, studijska 2016/2017.	1	1
19.	Đukić Nikola, studijska 2016/2017.	1	1
20.	Blečić Branka, studijska 2015/2016.	1	1
21.	Zorić Slavica, studijska 2015/2016.	1	1
22.	Ražnatović Ivana, studijska 2014/2015.	1	1
23.	Andrić Oilvera, studijska 2014/2015.	1	1
24.	Đurišić Radmila, studijska 2014/2015.	1	1
25.	Vuković Jelena, studijska 2014/2015.	1	1
26.	Tijana Kosović, studijska 2019/2020	1	1
27.	Marija Trtica, studijska 2019/2020	1	1
P16 Član komisije za ocjenu ili odbranu doktorske disertacije na drugom univerzitetu (koji nije obuhvaćen prethodnim tačkama)		UKUPNO ZA REFERENCU	ZA KANDIDATA
1.	Lina Omran, <i>Teaching Pragmatics: A Four-aspect Approach to Teaching English</i> , Internacionalni univerzitet u Novom Pazaru, Novi Pazar, Srbija, decembar 2015.	2	2
Kvalitet nastave			
P17 Kvalitet pedagoškog rada, odnosno kvalitet nastave		UKUPNO ZA REFERENCU	ZA KANDIDATA
1.	U periodu između dva izbora u anonimnim anketama sam ocjenjivana od strane studenata na svim nivoima studija. Uvid u ankete se može ostvariti preko SNIKE evidencije.	do 5	4,6



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Broj / Ref 03 - 474

Datum / Date 10. 03. 20 21

Na osnovu člana 72 stav 2 Zakona o visokom obrazovanju („Službeni list Crne Gore“ br 44/14, 47/15, 40/16, 42/17, 71/17, 55/18, 3/19, 17/19, 47/19, 72/19 i 74/20) i člana 32 stav 1 tačka 9 Statuta Univerziteta Crne Gore, Senat Univerziteta Crne Gore na sjednici održanoj 10.03.2021. godine, donio je

ODLUKU O IZBORU U ZVANJE

Dr Marija Krivokapić bira se u akademsko zvanje redovni profesor Univerziteta Crne Gore za **oblast Anglistika – književnost i civilizacija**, na Filološkom fakultetu Univerziteta Crne Gore, na neodređeno vrijeme.



SENAT UNIVERZITETA CRNE GORE
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Božović

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Datum / Date 20.07. 20 21

UNIVERZITET CRNE GORE FILOLOŠKI FAKULTET			
Pr. jeno	Org. jeno	Prilog	Vrijednost
23.07.2021.	01	2121	

Na osnovu člana 72 stav 2 Zakona o visokom obrazovanju („Službeni list Crne Gore“ br 44/14, 47/15, 40/16, 42/17, 71/17, 55/18, 3/19, 17/19, 47/19, 72/19 i 74/20) i člana 32 stav 1 tačka 9 Statuta Univerziteta Crne Gore, Senat Univerziteta Crne Gore na sjednici održanoj 20.07.2021. godine, donio je

ODLUKU O IZBORU U ZVANJE

Dr MARIJA MIJUŠKOVIĆ bira se u akademsko zvanje docent Univerziteta Crne Gore za **oblasti Anglistika-Methodika nastave/Anglistika-Engleski jezik** na Filološkom fakultetu Univerziteta Crne Gore, na period od pet godina.

**SENAT UNIVERZITETA CRNE GORE
PREDSJEDNIK**

Prof. dr Vladimir Božović, vršilac funkcije rektora

Doc. dr MARIJA MIJUŠKOVIĆ

BIOGRAFIJA

Rođena sam 24. septembra 1977. godine u Nikšiću (Crna Gora) gdje sam osnovnu školu i gimnaziju društveno-jezičkog smjera završila sa najboljim ocjenama. Studije Engleskog jezika i književnosti započela sam 1996. godine na Filozofskom fakultetu u Nikšiću. Okončavši osnovne studije u januaru 2001. godine stekla sam zvanje diplomiranog profesora engleskog jezika i književnosti. Na Filološkom fakultetu Univerziteta u Beogradu sam, 24. decembra 2008. godine, odbranila magistarsku tezu pod nazivom *Usvajanje leksike engleskog kao stranog jezika kod djece ranog uzrasta (istraživanje između teorije i prakse)* kod mentora prof. dr Ivane Trbojević, čime sam stekla zvanje magistra filoloških nauka. Doktorirala sam 24. novembra 2016. godine na Filološkom fakultetu u Nikšiću pod mentorstvom prof. dr Draginje Jeftić, odbranivši disertaciju na temu *Metakognitivne strategije u obradi i razumijevanju teksta*, čime sam stekla zvanje doktora filoloških nauka.

PODACI O RADNOM ISKUSTVU

Nakon diplomiranja (2001) radila sam kao profesor engleskog jezika u J. P. U. „Dragan Kovačević” u Nikšiću gdje sam sprovedla istraživanje vezano za temu mog magistarskog rada. Na Filozofskom fakultetu u Nikšiću, Univerziteta Crne Gore, angažovana sam najprije kao honorarana saradnica od septembra 2003. godine, a onda i po osnovu ugovora o radu kao saradnica u nastavi od septembra 2009. godine za vježbe jezičke grupe predmeta na SP Engleski jezik i književnost. Držala sam vježbe i predavanja na SP Srpski jezik i književnost za predmete Engleski jezik I i II, na SP Ruski jezik i književnost za predmete Engleski jezik I i II. Takođe na SP Francuski jezik i književnost, SP Italijanski jezik i književnost, kao i za SP Njemački jezik i književnost držala sam vježbe za predmete Engleski jezik V i VI.

Studijske 2014/2015. godine držala sam vježbe iz jezičke grupe predmeta, kao i predavanja iz Metodike nastave engleskog jezika na SP Engleski jezik i književnost u Nikšiću i u Beranama. Od februara do avgusta 2017. godine držala sam predavanja i vježbe na Studijskom programu Primijenjena fizioterapija za predmete Engleski jezik II, IV i V.

Od septembra 2019. godine do februara 2020. godine držala sam predavanja i vježbe na Studijskom programu Visoka medicinska škola za predmete Engleski jezik III (osnovne studije) i Engleski jezik na specijalističkim studijama (Zdravstvena njega).

Od septembra 2017. godine držim predavanja i vježbe na SP Engleski jezik i književnost za predmete Osnovi metodike nastave stranih jezika, Metodika nastave engleskog jezika sa školskim radom, Nastavni sadržaji u predškolskom i osnovnom obrazovanju (Obrada jezičkih i književnih sadržaja), Nastavni sadržaji u srednjoškolskom obrazovanju (Obrada jezičkih i književnih sadržaja). Takođe, držim vježbe na Studijskom programu Psihologija za predmet Engleski jezik u struci III.

Od septembra 2018. do avgusta 2019. godine bila sam sekretar SP Engleski jezik i književnost.

Bila sam u radnom timu za izradu programa zasnovanih na ishodima učenja za opšte srednje obrazovanje, specijalistička odjeljenja matematičke i jezičke gimnazije (programi za Engleski jezik: opšta gimnazija, specijalističko odjeljenje filološke gimnazije i specijalizovano odjeljenje matematičke gimnazije).

Recenzent sam radova objavljenih u renomiranim međunarodnim časopisima (Q1), kao i u međunarodnim časopisima (Q5), a takođe i radova objavljenih u zbornicima sa skupova međunarodnog značaja.

Članica sam Udruženja anglista Crne Gore *MONTESSE*.

Bila sam stipendista ljetnje škole u Holandiji (Erasmus + program) gdje sam pohađala obuku u vezi sa primjenom savremenih metoda i tehnika u nastavi stranog jezika („How to Become an Excellent Lecturer”, avgust 2017). U Evropskom centru za moderne jezike u Gracu, pohađala sam seminar u okviru projekta o nastavničkim kompetencijama u jezičkom obrazovanju („Towards A Common European Framework for Language Teachers”, oktobar 2018). Na Univerzitetu Humboldt u Berlinu,

pohađala sam seminar pod nazivom „English as a Medium of Instruction” u okviru projekta *Open Dialogue Opportunities and Challenges in Training Future Educators* (novembar 2019). U okviru Erasmus + programa nastavničke mobilnosti boravila sam u Poljskoj na Univerzitetu u Šćećinu (2019), održala sam dva predavanja studentima nastavnog smjera na tom Univerzitetu kao i dva predavanja gimnazijalcima u Šćećinu. Imala sam priliku da promovišem način školskog rada koji primijenjujem sa studentima Filološkog fakulteta u Nikšiću i razmijenim iskustva sa kolegama, profesorima engleskog jezika u srednjoj školi. Na Univerzitetu Ca’ Foscari u Veneciji (2019) kao gostujući profesor (Erasmus + nastavnička mobilnost) održala sam predavanja iz metodike nastave engleskog jezika studentima osnovnih, master i doktorskih studija. Ca’ Foscari Univerzitet u Veneciji se trenutno nalazi na 116. mjestu za studije umjetnosti i humanističkih nauka u kategoriji od skoro 1200 univerziteta širom svijeta. Takođe se nalazi i među prvih 300 fakulteta u svijetu za studije društvenih nauka.

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1. NAUČNOISTRAŽIVAČKA DJELATNOST

M2 Poglavlje u monografiji međunarodnog značaja

1. **Mijušković, M.** (2014): „Mapping the Importance of Metacognitive Strategies in Foreign Language Reading Classroom” in Nikčević-Batričević, A. and Knežević, M. (eds.) Monografska publikacija sa IX međunarodne konferencije” Visions and Revisions: Mapping the World of Anglo-American Studies at the Turn of the Century”, Cambridge Scholars Publishing, pp. 243–253, ISBN (10): 1-4438-7659-3; ISBN (13): 978-1-4438-7659-9

Radovi u naučnim časopisima

Q2 Rad u eminentnom međunarodnom časopisu (časopis indeksiran na SCI/SCIE/SSCI/A&HCI listama, rangiran u prvih 50% časopisa po Scoposovom rangiranju)

2. **Mijušković, M.** and Simović S. (2016): „The 21st Century English Language Reading Classroom in Montenegro: the Influence of Metacognitive Strategies on University Students’ Attitudes Regarding the Process of Reading in English”, in JORGE JIMÉNEZ-RAMÍREZ (ed.) Porta Linguarum, junio 2016, No 26, Facultad de CC. de la Educación de la Universidad de Granada, pp. 23–36. Deposito Legal: GR’43’2004. ISSN: 1697-7467
https://www.ugr.es/~portalin/articulos/PL_numero26/ART2_Marija%20Mijuskovic.pdf

Q4 Rad u međunarodnom časopisu (ostali časopisi indeksirani na SCI/SCIE/SSCI/A&HCI listama)

3. Simović, S., **Mijušković, M.** (2016): „American Romanticism, Poe and ”The rationale of Verse”, in Šarka Bubikova (ed.) American & British Studies Annual, Volume 9, University of Pardubice, Pardubice, pp. 65–75. ISSN 1803-6058, ISBN 978-80-7560-039-4 (SCOPUS)
<https://ff.upce.cz/ff/volume9#Sasa%20Simovic%20and%20Marija%20Mijuskovic>

Q5 Rad u međunarodnom časopisu koji nije indeksiran na SCI/SCIE/SSCI/A&HCI listama

4. Simović, S., **Mijušković, M.** (2017). „Rethinking Romance in the Age of American Romanticism” u Marija Krivokapić (ur.) Folia Linguistica et Litteraria: Journal of Language and Literary Studies, Number 17, Nikšić: Institute for Language and Literature, Faculty of Philosophy, pp. 45–59, ISSN: 18008542, UDK 821.111 (73).09
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7.	Mijušković, M. , Simović, S. (2015). „Metacognitive Strategies that Enhance Reading Comprehension in the EFL University Classroom”, <i>Andragoške studije</i> , br. 1, Beograd, str. 145–174, ISSN: 0354-5415
8.	Mijušković, M. (2014): „Assessment in the EFL Reading Classroom”, u Marija Krivokapić (ur.) <i>Folia Linguistica et Litteraria: Journal of Language and Literary Studies</i> , Number 9, Nikšić: Institute for Language and Literature, Faculty of Philosophy, pp. 29–43, ISSN: 18008542, UDK 81'243:371.3
9.	Simović, S., Mijušković, M. (2014): „Nathaniel Hawthorne, Romance and the Beauty of Literary Expression” – <i>Buletin Ştiinţific, Fascicula Filologie, Baia Mare, Seria A</i> , vol. XXIII, pp. 305–317, ISSN: 1583-1264
10.	Simović, S., Mijušković, M. (2014) „Transcendentalna misao Ralfa Valda Emersona”, <i>Studii de stiinta si cultura</i> , Vol. X, Num. 4 (39), pp. 91–98, ISSN (print) 1841-1401; ISSN (online) 2067-5135
11.	Mijušković, M. (2014): „Metakognitivne strategije i razumijevanje teksta”, u Mladenko Sadžak (ur.) <i>Filolog, Časopis za jezik, književnost i kulturu</i> , V/9, Univerzitet u Banjoj Luci, Filološki fakultet, str.105–115, ISSN: 1986-5864, UDK 81' 243/.159.953.5, DOI 10.7251/fil1409105m
Radovi na naučnim konferencijama, učešća na izložbama, i slično	
K2 Naučni rad na međunarodnom naučnom skupu (štampano u cjelini)	
12.	Mijušković, M. (2019): „Attitudes Towards Interactive Lecturing Techniques Among Montenegrin University Students” in Lokman, C. and Sogutlu, E. (Eds). <i>Proceedings Book. 6th ICELL International Conference on English Language and Literature</i> , University College Bedër, Tirana, pp. 74–80, ISBN: 978-9928-4345-9-3
13.	Stefanović S., Mijušković, M. (2009): „Computer Based Tests of English” in Knežević, M. (ed.) <i>Zbornik radova sa Međunarodne konferencije „On the Borders of Convention”</i> , Filozofski fakultet Nikšić, pp.142–148, ISBN: 978-86-7798-036-8
14.	Stefanović S., Mijušković, M. (2009): „Improvement of Quality in the Process of Education through Individualization” in Vučo, J., Milatović, B. (eds.) <i>Zbornik radova sa Međunarodnog naučnog skupa „Individualizacija i diferencijacija u nastavi jezika i književnosti”</i> , Filozofski fakultet Nikšić, pp. 102–106, ISBN: 978-86-7798-037-5
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17.	Mijušković, M. (2007): „The Role of Culture within the Second Language Classroom” in Nikčević-Batrićević and Knežević, M. (eds.) <i>Zbornik radova sa Međunarodne konferencije „Language and Culture”</i> , Filozofski fakultet Nikšić, pp. 235–241, ISBN: 978-86-7798-015-3
18.	Mumin (Mijušković), M. (2007): „Nastavnik kao organizator, pomoćnik i tutor u nastavi engleskog jezika na ranom predškolskom uzrastu” u Vučo, J. (ur.) <i>Zbornik radova sa naučnog skupa „Uloga nastavnika u savremenoj nastavi jezika”</i> , Filozofski fakultet Nikšić, str. 301–307, ISBN: 978-86-7798-011-5
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K3 Naučni rad na nacionalnom naučnom skupu (štampano u cjelini)	

20.	Mijušković, M. (2014): „Strategijski pristup čitanju – metakognitivne strategije u fokusu” u Lakić, I. (ur.) Zbornik radova sa 3. konferencije Društva za primijenjenu lingvistiku Crne Gore „Primijenjena lingvistika u fokusu”, Institut za strane jezike i DPLCG, Podgorica, str. 73–86, UDK 371.3:81’243]:028.1
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Uređivačka i recenzentska djelatnost	
R11 Recenziranje radova objavljenih u međunarodnim časopisima (Q1, Q2, Q3, Q4)	
23.	Društvena istraživanja, Časopis za opća društvena pitanja. Journal for General Social Issues, UDK 1:3/33 CODEN DSTRES ISSN 1330-0288. Institut društvenih znanosti. Institute of Social Sciences Pilar, Zagreb, 2018. – 1 rad, Q1 http://www.drustvena-istrazivanja.pilar.hr
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R13 Recenziranje radova objavljenih u zbornicima sa skupa međunarodnog značaja	
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Projekti	
I8 Učešće u međunarodnom naučnom projektu	
27.	„Towards a Common European Framework for Language Teachers”, European Centre for Modern Languages, Graz, 3–4 October 2018. www.ecml.at/Teachercompetences

3. PEDAGOŠKA DJELATNOST

Mentorstvo

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U 5	
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