
FACULTY OF HUMANITIES AND SOCIAL SCIENCES

**UNIVERSITY UNDERGRADUATE STUDY
PROGRAMME**

Croatian Language and Literature (double-major)

SPLIT, January 2026

GENERAL INFORMATION OF HIGHER EDUCATION

<i>Name of higher education institution</i>	Faculty of Humanities and Social Sciences in Split
<i>Address</i>	Poljička cesta 35, 21000 Split
<i>PIN</i>	98004523293
<i>E-mail</i>	dekanat@fst.hr
<i>Internet address</i>	https://www.fst.unist.hr/

GENERAL INFORMATION OF THE STUDY PROGRAMME

<i>Name of the study programme</i>	University Undergraduate Study Programme <i>Croatian Language and Literature (double-major)</i>		
<i>Leader of the study programme</i>	University of Split		
<i>Executor/s of the study programme</i>	University of Split		
<i>Type of study programme</i>	Professional study programme ☐	University study programme ☒	
<i>Level of study programme</i>	Undergraduate ☒	Graduate ☐	Integrated ☐
	Doctoral ☐		Specialist ☐
<i>CroQF/EQF/QF-EHEA level</i>	CroQF 6.sv. EQF 6		
<i>Scientific or artistic field and area of study programme</i>	Humanities, Philology		
<i>ISCED FoET classification</i>	02 Art and Humanities 023 Languages 0231 Language acquisition		

	0232 Literature and linguistics
<i>Programme duration (semesters, years)</i>	6 semesters, 3 years
<i>Number of ECTS points acquired on completion of study programme</i>	90
<i>Academic or professional title, i.e. academic degree</i>	Bachelor (baccalaureus/baccalaurea) of Arts (BA) in Croatian Language and Literature (univ. bacc. philol. croat.)
<i>Language of delivery</i>	Croatian
<i>Place of delivery</i>	Poljička street 35, 21000 Split
<i>Type of delivery (in-person, hybrid, online)</i>	Classroom-based
<i>Enrolment quota (for students in regular and special status)</i>	60 – regular status 2 – Croatian emigrants

1. INTRODUCTION

1.1. Analysis of the compatibility of the study programme with the strategic goals of the higher education institution

The University Undergraduate Study Programme *Croatian Language and Literature* (hereinafter: undergraduate study programme *Croatian Language and Literature*) was established with the aim of educating experts in the field of Croatian studies who, upon completion of the programme, will acquire fundamental Croatian philological competencies, as well as broader cultural and linguistic knowledge. Such knowledge will enable graduates both to continue their education in related study programmes and to seek employment immediately upon completion of the programme.

The undergraduate study programme *Croatian Language and Literature* enables students to acquire humanities-oriented competencies focused on contemporary linguistic, literary, and cultural knowledge. During the course of the study, students acquire the competencies necessary for work in educational, public and cultural institutions, media and publishing activities, as well as the preparation required to continue their studies.

From the moment of its initial accreditation in 2001, the study programme has been aligned with the strategic documents of the Faculty of Humanities and Social Sciences in Split valid at the respective time: *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2014–2018*, *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2015–2020*, *Self-analysis of the Faculty of Humanities and Social Sciences 2014*, *Action Plan for Quality Improvement of the Faculty of Humanities and Social Sciences in Split after the 2014 re-accreditation*, *Action Plan of the Faculty of Humanities and Social Sciences in Split 2019*, *Action Plan of the Faculty of Humanities and Social Sciences in Split 2020*. In order to ensure the continuous updating of the programme, amendments are introduced on the basis of new documents essential for alignment with the latest standards and guidelines: *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025* (hereinafter: the *Development Strategy*), *Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences in Split for the 2021–2025 period* (hereinafter: the *Strategic Programme*), and *Action Plan of the Faculty of Humanities and Social Sciences in Split 2022–2027* (hereinafter: the *Action Plan*). All the aforementioned documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/strategije.

The study programme is aligned with the conclusions adopted within the framework of the project UP.03.1.1.03.0040 *Croatian Studies, Andragogy, Philosophy and Cultural Studies – Alignment with the Croatian Qualifications Framework (KAFKa)*.

The study programme is oriented towards scientific, artistic, and cultural excellence, the advancement of knowledge, the promotion of fundamental humanistic values, tolerance, openness, inclusiveness, and the preservation of the intangible cultural heritage of the Republic of Croatia. The quality of the study programme is guaranteed through the strategic objectives of the *Development Strategy*, pursuant to which the range of elective courses is continuously modernised in accordance with students' needs and interests and the demands of the labour market, cooperation with business partner institutions is strengthened, and workshops and popular science events are organised. The programme quality evaluation system is continuously improved, while outgoing and incoming mobility among teaching staff and students is continuously increased. Lifelong learning and close scientific cooperation between students and teachers are encouraged (the members of the Department of Croatian Language and Literature have repeatedly organised popular science events in cooperation with students and co-authored scientific and professional papers). Furthermore, with the aim of improving the quality of the study programme, a mentoring

system was introduced in the academic year 2023/2024, whereby each student is assigned a mentor who monitors and supports the student throughout their course of study.

The undergraduate study programme *Croatian Language and Literature* equips students with competencies primarily in the field of Croatian philology; however, the acquired knowledge and skills are also applicable within a broader cultural context. This means that competencies acquired through the undergraduate study programme *Croatian Language and Literature* enable graduates to seek employment in various cultural and public institutions, associations dedicated to the promotion of national identity, culture and tourism, as well as public and private companies engaged in publishing, public relations, advertising, and related activities. A broad humanities education is essential for work in cultural and other institutions that are unable to find experts of this profile on the labour market. The undergraduate programme constitutes a prerequisite for continuing to graduate teacher education programmes, for which there is also an insufficient number of qualified professionals on the labour market, as well as for the education of future researchers. At a time when the Croatian language is facing a decreasing number of young experts in Croatian philology familiar with dialectology, language history, and the teaching of its etymology, the undergraduate study programme *Croatian Language and Literature* represents a safeguard against the spread of linguistic incompetence, i.e. insufficient knowledge of the linguistic system of one's own language and the neglect of the mother tongue. The need for experts who will preserve the linguistic and orthographic norm of the Croatian language is particularly emphasised today, when Croatian has become the twenty-fourth official language of the European Union.

Alongside the continuous development and enhancement of teaching-related strategic objectives, the teaching staff of the Department of Croatian Language and Literature systematically work on advancing their scientific objectives by promoting interdisciplinarity and transdisciplinarity through encouraging incoming and outgoing staff mobility, increasing the number of international conferences and published scientific and professional papers in relevant humanities databases, mentoring teaching assistants and doctoral students, organising international scientific conferences, publishing scientific monographs, and implementing other forms of scientific advancement based on the *Development Strategy* and the *Strategic Programme* (https://www.ffst.unist.hr/_download/repository/Strateski_program_znanstvenih_istrazivanja_FFS_T_2021._-_2025..pdf).

Scientific research activity constitutes the very essence of the mission and operation of the Department of Croatian Language and Literature, which serves as a generator of new scientific knowledge, the acquisition and dissemination of knowledge, and the initiation of new constructive developments, including those in the economic sector. This connection extends across all projects, including those within the economic sector related to the study, promotion, and presentation of national movable and immovable heritage, history, and language, as well as to all themes that make the Adriatic region a millennia-long link and meeting point of cultures, languages, civilisations, and even continents. The Department of Croatian Language and Literature cooperates with a large number of institutions connected with education, culture, media, and tourism. Particularly significant is its cooperation with the Agency for Mobility and EU Programmes and the Ministry of Science, Education and Youth. Teaching staff employed at the Department of Croatian Language and Literature are members of numerous professional associations and bodies in Croatia and abroad (*Matica hrvatska*, *Croatian Applied Linguistics Society*, *Croatian Philological Society*, *Književni krug Split*, *RSE (Rhetoric Society of Europe)*, *the Association for the Cultural Heritage of Split Chakavian "Marko Uvodić Splićanin"*, *the Committee for Literary Studies of the Croatian Science Foundation*, *the Committee for Dialectology of the Division of Philological Sciences of the Croatian Academy of Sciences and Arts*, *the Commission for the Development of Standards and Examinations for Croatian as a Foreign Language at the National Centre for External Evaluation of Education*, *the Governing Board of the International Committee of Slavists: Komisja Badań Porównawczych nad Literaturami Słowiańskimi Międzynarodowego Komitetu Słowistów*, *the Croatian Society for Science and Arts of Bosnia and Herzegovina*, *the Academy of Educational Sciences of Croatia*, *the Reading Primers Special Interest Group of the International Society for Historical and Systematic*

Research on Schoolbooks (RP-SIG), Germany, and the Association of Croatian University Language Instructors.

The teaching staff of the Department of Croatian Language and Literature continuously engage in scientific advancement, as evidenced by the large number of published monographs and scientific papers in A1 and A2 publications as well as journals indexed in the WoS and Scopus databases. Furthermore, in October 2021, the Department of Croatian Language and Literature organised the international scientific conference *The Mediterranean as a Determinant of Identity*, which was held again in 2024, thereby becoming a traditional gathering of scholars from Croatia and abroad.

All activities of the Department of Croatian Language and Literature are aligned with the latest guidelines in scientific and teaching activities, as well as with the conclusions adopted within the framework of the project UP.03.1.1.03.0040 *Croatian Studies, Andragogy, Philosophy, and Cultural Studies – Alignment with the Croatian Qualifications Framework (KAFKa)*. It is considered that a study programme aligned with the project's conclusions will increase the quality of the programme as well as the graduate employment rate within the profession. Teaching methods and techniques implemented within the undergraduate study programme *Croatian Language and Literature* are based on the application of modern technologies and tools, while course syllabi are based on the latest scientific findings and recent literature.

Teaching staff of the Department of Croatian Language and Literature continuously work on the development of their professional and teaching competencies by participating in various professional development programmes organised by the Faculty of Humanities and Social Sciences in Split, the University of Split, its constituent units, the Ministry, and various projects such as EU-SEA, Erasmus+, and other international projects and programmes. Among other activities, they have participated in workshops including *Effective Team Management* (Faculty of Economics, Business and Tourism, University of Split), *Active Learning and Critical Thinking in Higher Education Teaching* (Forum for Freedom in Education, Zagreb) and *Reading and Writing for Critical Thinking* (Forum for Freedom in Education, Zagreb). In cooperation with the Department of Italian Language and Literature, the *Workshop for Mentors of Doctoral Dissertations in the Humanities* was organised at the Faculty of Humanities and Social Sciences, University of Split.

As a study programme in national philology, the undergraduate study programme *Croatian Language and Literature* maintains intensive cooperation with the local and wider regional community, and partner institutions such as the *University Library in Split*, *Marko Marulić City Library*, *Književni krug Split*, and *Radio Dalmacija* are involved in student education. Furthermore, the Department of Croatian Language and Literature closely cooperates with other institutions such as the *Croatian National Theatre Split*, various educational institutions, and institutions in which students may engage in humanitarian and volunteer activities.

The undergraduate study programme *Croatian Language and Literature* has been implemented in accordance with the Bologna Declaration since the academic year 2005/2006. The long-standing continuity in the implementation of the programmes, high evaluation scores in self-assessment procedures, and the fulfilment of student enrolment quotas demonstrate that the Department of Croatian Language and Literature, as well as the Faculty of Humanities and Social Sciences in Split as the programme executor, possess substantial experience in the implementation of humanities study programmes.

1.2. Analysis of minimum institutional requirements for comparability of the proposed study programmes with related accredited study programmes in the Republic of Croatia and EU member states

The institutional prerequisites for the comparability of the undergraduate study programme *Croatian Language and Literature* with related accredited study programmes in the Republic of Croatia and the Member States of the European Union have been fulfilled in accordance with the relevant legal framework (Act on Higher Education and Scientific Activity, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_10_119_1834.html; Act on Quality Assurance in Higher Education and Science, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_12_151_2330.html), as well as with the University (<https://www.unist.hr/ustroj-sustava-osiguravanja-kvalitete/15538>) and Faculty documents (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta). Since its initial accreditation granted in 2001, the proposed study programme has been aligned with the general development strategy, action plans, and other documents of the Faculty of Humanities and Social Sciences in Split that were valid at the respective time. Improvements, amendments, and supplements to the programme documentation have been based on the development documents of the Faculty of Humanities and Social Sciences in Split that were current and relevant during the respective period (*the Development Strategy of the Faculty of Humanities and Social Sciences 2014–2018, the Development Strategy of the Faculty of Humanities and Social Sciences 2015–2020, the Self-analysis of the Faculty of Humanities and Social Sciences 2014, the Action Plan for Quality Improvement Following the Re-accreditation of the Faculty of Humanities and Social Sciences in Split 2014, the Action Plan of the Faculty of Humanities and Social Sciences in Split 2019, the Action Plan of the Faculty of Humanities and Social Sciences in Split 2020*), whereas new amendments and supplements have been prepared in accordance with the current and relevant documents (*the Development Strategy of the Faculty of Humanities and Social Sciences 2021–2025, the Action Plan of the Faculty of Humanities and Social Sciences in Split 2022–2027, the Action Plan of the Faculty of Humanities and Social Sciences in Split 2023*). All the aforementioned documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/strategije.

The undergraduate study programme *Croatian Language and Literature* is comparable with related Croatian studies programmes at universities in the Republic of Croatia, for example, the study programmes offered by the universities of Zagreb, Osijek, Rijeka, and Zadar (<http://www.ffzg.hr/>, <http://www.ffri.hr/>, <https://kroatistika.unizd.hr/>, <https://www.ffos.unios.hr/odsjek-za-hrvatski-jezik-i-knjizevnost/>). This enables unobstructed mobility both after completion of the undergraduate study programme and during the course of study itself. The programme is comparable with regard to its proposed concept, content and organisational components, study dynamics, student mobility, and the ECTS credits that students are required to obtain during their studies (an example is provided below), in accordance with the legal framework and a series of strategic documents:

- *The Act on Higher Education and Scientific Activity*, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_10_119_1834.html);
- *The Act on Quality Assurance in Higher Education and Science*, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_12_151_2330.html);
- *The Rulebook on the Quality Control System of the University of Split* (<https://www.unist.hr/ustroj-sustava-osiguravanja-kvalitete/15538>);
- various institutional documents (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta).

As an example of a related programme at Croatian universities, the undergraduate study programme *Croatian Language and Literature* of the Faculty of Humanities and Social Sciences of the University of Zagreb has been selected for comparison (<https://theta.ffzg.hr/ECTS/Studij/Index/950>). The selected undergraduate study programme *Croatian Language and Literature* lasts 6 semesters and amounts to 90 ECTS credits allocated on an annual basis, and the programme is organised through semester-based courses carrying between 2 and 5 ECTS credits and structured as lectures, seminars, and practicals. The core of the programme in the first year consists of four compulsory courses in each semester; in the second

year there are five compulsory courses in each semester; while in the third year there are again four compulsory courses in each semester. The undergraduate study programme *Croatian Language and Literature* at the Faculty of Humanities and Social Sciences of the University of Split also lasts 6 semesters and amounts to 90 ECTS credits, and the programme is organised through semester-based courses carrying between 2 and 5 ECTS credits and structured as lectures, seminars, and practicals. The core of the programme in the first year, in both the first and second semesters, consists of 4 compulsory and 3 optional courses; in the second and third years each semester includes 3 compulsory, 6 elective, and 3 optional courses. From the second year onwards, one elective course is offered exclusively for incoming ERASMUS students. A specific feature of the study programme *Croatian Language and Literature* offered at the Faculty of Humanities and Social Sciences of the University of Split is that it offers optional courses focused on the Mediterranean component.

The undergraduate study programme *Croatian Language and Literature* is not comparable with Croatian language programmes at foreign universities (or is comparable only to a limited extent), because Croatian language and literature at foreign universities is generally studied only within Slavic Studies programmes (for example, *Russian and Slavic Studies at the University of Amsterdam*), and owing to differences in programme concept, scope, and other activities, such programmes cannot be compared. This is certainly one of the main reasons why our students participate in exchanges (through the ERASMUS+ programme) only within Slavic Studies programmes at foreign universities. However, it is also one of the reasons why the overwhelming majority of foreign students participating in various mobility programmes come specifically to the *Department of Croatian Language and Literature*. Foreign students, therefore, come not only to learn Croatian, but also to acquire more comprehensive knowledge of Croatian Studies necessary for scientific research and other activities.

However, the undergraduate study programme *Croatian Language and Literature* at the Faculty of Humanities and Social Sciences in Split may be compared with programmes at EU universities where national language and literature are studied. As an example, the study programme *Slovene Studies* of the Faculty of Arts, University of Ljubljana may be considered (<https://slov.ff.uni-lj.si/univerzitetni-studijski-program-prve-stopnje-slovenistika>).

The undergraduate study programme *Slovene Studies* also lasts 3 years (6 semesters), and the maximum number of ECTS credits is 180. The difference lies in the fact that at the Faculty of Arts in Ljubljana students may choose a single-major Slovene Studies, whereas at the Faculty of Humanities and Social Sciences in Split there is no single-major study programme *Croatian Language and Literature*. Compulsory courses in the double-major undergraduate study programme *Slovene Studies* are structured as lectures, seminars, and practicals, and may be either one or two-semester courses. In the first year there are 6 compulsory courses (in language and literature), and students are required to obtain 6 ECTS credits from optional courses; in the second year there are 8 compulsory courses and 1 external elective course; in the third year there are 7 compulsory courses, 1 elective course, and 1 external elective course.

Since its initial accreditation in 2001, the undergraduate study programme *Croatian Language and Literature* has been aligned with the strategic documents of the Faculty of Humanities and Social Sciences in Split valid at the respective time: *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2014–2018*, *Development Strategy of the Faculty of Humanities and Social Sciences 2015–2020*, *Self-analysis of the Faculty of Humanities and Social Sciences in Split 2014*, *Action Plan for Quality Improvement of the Faculty of Humanities and Social Sciences in Split after the Re-accreditation 2014*, *Action Plan of the Faculty of Humanities and Social Sciences in Split 2019*, *Action Plan of the Faculty of Humanities and Social Sciences in Split 2020*. In order to ensure the continuous updating of the programme, amendments are introduced on the basis of new documents that are essential for alignment with the latest standards and guidelines: the *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025*, the *Strategy of the University of Split 2015–2020*, the *Scientific Strategy of the University of Split 2017–2021*, and the *Strategy of the University of Split 2021–2025*. All the aforementioned documents are

available on the Faculty website:
https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/strategije.

The study programme is fully aligned with the vision of the Faculty of Humanities and Social Sciences in Split and is directed towards scientific, artistic and cultural excellence, the advancement of knowledge, the promotion of fundamental humanistic values, tolerance, openness and inclusiveness, and the preservation of intangible cultural heritage of the Republic of Croatia. The quality of the entire learning and teaching process within the undergraduate study programme *Croatian Language and Literature* is based on the application of knowledge acquired at the undergraduate level and subsequently acquired and developed at the graduate level.

The particular value of the undergraduate study programme *Croatian Language and Literature* is reflected in the strong integration of theory and practice, whereby students, within compulsory and elective courses, achieve learning outcomes based on a scientific-research approach and the resolution of problem-based and project-based tasks, while simultaneously being trained for professional work within an authentic educational environment. At the undergraduate level, students acquire fundamental knowledge of the history of the Croatian language, as well as of contemporary Croatian language and literature, together with selected interdisciplinary knowledge from both the humanities and social sciences through the possibility of choosing elective courses offered by other departments or even by other constituent units of the University of Split. All examination procedures and methods of knowledge assessment are prescribed in the syllabi of individual courses and are also specified in course repositories. At the same time, students are provided with an additional opportunity to connect the learning outcomes of the study programme with direct labour market tasks through the elective course *Work-based Learning at a Partner Institution*.

(<https://www.ffst.unist.hr/download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf>).

The undergraduate study programme *Croatian Language and Literature* has defined and published standards and regulations for the assessment of acquired learning outcomes, including assessment methods, quality assurance, impartiality, transparency, complaint procedures, and other relevant areas.

Quality assurance at the level of the study programme and individual courses is defined in the section *Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences* competencies based on:

- Standards and Guidelines for Quality Assurance in the European Higher Education Area (<https://www.ffst.unist.hr/images/50023366/Standardi%20i%20smjernice%20za%20osiguravanje%20kvalitete%20u%20europskom%20prostoru%20visokog%20obrazovanja.pdf>),
- Quality Policy of the University of Split (https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete_svibanj%202023..pdf),
- Quality Policy of the Faculty of Humanities and Social Sciences in Split (<https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete%203.5.2024..pdf>),
- Rulebook on the Quality Control System of the University of Split (https://www.ffst.unist.hr/images/50023323/Pravilnik%20o%20sustavu%20osiguravanja%20kvalitete_svibanj%202023..pdf),
- Rulebook on the Quality Control System of the Faculty of Humanities and Social Sciences in Split (<https://www.ffst.unist.hr/download/repository/Pravilnik%20o%20kvaliteti-%20za%20objavu.pdf>),
- Quality Control Handbook of the University of Split (https://marjan.unist.hr/UserDocsImages/Kvaliteta/Prirucnik%20osiguravanja%20kvalitete%20Sveucilista%20u%20Splitu_4.%20izdanje_travanj%202024..pdf?vel=1492902),

- Quality Control Handbook of the Faculty of Humanities and Social Sciences in Split (<https://www.ffst.unist.hr/images/50023323/Prijedlog%20Prirucnika%20kvalitete%20FFST%202021.pdf>),
- Study Rulebook of the University of Split (<https://www.ffst.unist.hr/images/50023366/Pravilnik%20o%20studiranju%20Sveucilista%20u%20Splitu.pdf>),
- Rulebook on Business Partner Institutions of the Faculty of Humanities and Social Sciences in Split: (<https://www.ffst.unist.hr/download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf>)

and other key documents posted on the website of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/o_fakultetu/sustav_osiguranja_kvalitete/odbor_za_unaprijedenje_kvalitete; https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta).

Standards and regulations for the assessment of acquired learning outcomes are defined in the syllabus of each individual course within the sections *Student obligations*, *Monitoring student work*, *Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course*. Detailed guidelines and instructions for each assessment element are provided in the respective course repositories.

Students enrolled in this undergraduate study programme are supported by Faculty centres that provide educational and counselling activities, including confidential individual and/or group counselling aimed at providing support and assistance in the personal, academic, and professional domains. Students are also supported by the Office for Student Affairs, which provides timely information on student obligations and offers assistance by ensuring access to the necessary administrative procedures and documentation. In addition, students receive support from the Department of Croatian Language and Literature through a mentoring system. Each student is assigned a member of the Department teaching staff as a mentor who monitors the student's progress throughout the entire course of study and provides guidance and support whenever needed. The mentor serves as the student's first point of contact in cases of uncertainty or questions related to their studies.

With regard to other student needs, the undergraduate study programme *Croatian Language and Literature* ensures impartiality and transparency in all procedures and has established mechanisms for handling student complaints and grievances. Students may contact their Department mentor, the Head of Department, the Vice-Dean for Teaching and Student Affairs, the Ethics Committee, and the Student Ombudsperson of the Faculty of Humanities and Social Sciences and the Student Ombudsperson of the University of Split. Students are introduced to their assigned mentor and all other relevant information by the Head of Department at the beginning of their studies. The aforementioned mechanisms are based on relevant documents available on the Faculty website:

- Code of Ethics (https://www.ffst.unist.hr/download/repository/Eticki_kodeks.pdf);
- other documents governing ethical conduct in the planning and implementation of the study programme and the achievement of study outcomes (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/eticki_kodeks), including mechanisms for the internal reporting of irregularities (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/unutarnje_prijavljivanje_nepravilnosti);
- Rulebook on the Procedure for Internal Reporting of Irregularities and the Appointment of a Confidential Person (https://www.ffst.unist.hr/download/repository/Pravilnik_o_prijavljivanju_nepravilnosti.pdf);

- and mechanisms for protection against discrimination and harassment (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/zastita_od_diskriminacije_i_u_znemiravanja).

Within the undergraduate study programme *Croatian Language and Literature*, an information system for collecting, maintaining, processing, and reporting statistical data related to the organisation and implementation of the study programme, as well as data required for quality assurance, has also been established. The undergraduate study programme *Croatian Language and Literature* is fully defined and implemented within the ISVU system.

Standards and regulations concerning the periodic revision of study programmes involving external experts are regularly published, as prescribed by Faculty regulations, and revisions of study programmes are regularly published on the websites of the respective departments. Members of the Department of Croatian Language and Literature carry out the revision and improvement of the study programme in cooperation with the Association of Alumni and Friends of the Faculty of Humanities and Social Sciences (Alumni FFST) and employers, particularly through the exchange of information with partner institutions where students gain their first professional experience. These activities aim to ensure that, upon graduation, students are prepared to meet the increasingly complex challenges of the labour market.

Students are informed about the rights they may exercise at the Faculty. The applicable regulations governing student rights and obligations are published on the Faculty website and the Department website. In addition, at the beginning of their studies, first-year students are informed by the Head of Department and other members of the Department teaching staff about the relevant regulations, their provisions, and the procedures for exercising the rights arising from these regulations. Students are also informed about the appropriate contact persons to whom they may address questions depending on the nature of the issue, either during office hours or through electronic communication. The structure of the Faculty Administration is also presented to students, with particular emphasis on the areas of responsibility of individual members.

Students are active stakeholders in quality assurance and, in accordance with applicable Faculty regulations aligned with national-level regulations, participate in the work of bodies in which student representation and engagement are envisaged.

Students are informed about the relevant people, bodies, centres, and committees they may contact, depending on their area of responsibility, in order to seek assistance in exercising both their rights and fulfilling their obligations. These include the mentor/advisor, the Head of Department, the Vice-Dean for Teaching and Student Affairs, the Ethics Committee, and the Student Ombudsperson of the University of Split.

Students are also informed about the work of the Student Counselling Centre at the Faculty (https://www.ffst.unist.hr/centri/centar_za_savjetovanje_studenata), which provides individual and group counselling services, assistance in addressing personal difficulties and improving quality of life, public lectures, forums, thematic workshops and training sessions aimed at enhancing academic and life skills, as well as psychoeducational courses and training programmes.

Students are also informed about the work of the Career Planning and Development Centre at the Faculty (https://www.ffst.unist.hr/centri/centar_za_planiranje_i_razvoj_karijera), which supports human resource development with an emphasis on career planning and management skills, connects students with potential employers, and contributes to the establishment of a unified database for monitoring data on graduation, internships, and student employment.

Students are also acquainted with the work and scope of activities of the Office for Student Affairs (https://www.ffst.unist.hr/za_studente/studentska_sluzba), which provides students with timely information regarding student obligations, rights, and opportunities, and supports them throughout their studies by ensuring access to the necessary procedures, forms, decisions, etc.

Since the academic year 2023/2024, the Department of Croatian Language and Literature has introduced a mentor/advisor system for newly enrolled first-year students of Croatian Language

and Literature. Students may contact their Department mentor/advisor regarding any issue related to their studies.

In cases requiring the protection of student rights, students may contact the mentor/advisor, the Head of Department, the Vice-Dean for Teaching and Student Affairs, the Ethics Committee, as well as the Student Ombudsperson of the Faculty of Humanities and Social Sciences. In order to ensure the effective functioning of student protection mechanisms, the system is based on the Code of Ethics and related documents available at the following links:

https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/eticki_kodeks,
https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/unutarnje_prijavljivanje_nepravilnosti,
https://www.ffst.unist.hr/download/repository/Pravilnik_o_prijavljivanju_nepravilnosti.pdf,
https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/zastita_od_diskriminacije_i_uznemiravanja.

Teaching staff involved in the undergraduate study programme *Croatian Language and Literature* participate in numerous national and international scientific conferences, as well as workshops conducted within scientific research projects in the areas of their scholarly interests and activities (general and applied linguistics, phonetics, sociolinguistics, pragmalinguistics, onomastics, Croatian studies, literary theory, literary history, etc.). They also participate in various forms of lifelong learning (for example, the Croatian Language and Culture for Foreigners programme and the International Split Summer School – I3S). Furthermore, teaching staff develop their teaching competences through programmes organised by the Faculty of Humanities and Social Sciences in Split and other institutions that provide workshops and innovative educational programmes focused on contemporary learning and teaching strategies, creative and critical thinking, and the development of advanced communication and argumentation skills.

Records of professional development activities of teaching staff in the field of their scientific research are supported by certificates of participation in scientific conferences, research projects, workshops, and lifelong learning programmes. With regard to the development of teaching competencies, Faculty documentation contains records of participation in programmes organised by the Faculty, and other relevant institutions.

The undergraduate study programme *Croatian Language and Literature* educates future holders of bachelor's degree in Croatian language and belongs to the group of regulated professions (<http://reguliraneprofesije.azvo.hr/hr/profesije/?profession=431>) for which Directive 2005/36/EC of the European Parliament and of the Council on the recognition of professional qualifications of 7 September 2005 (hereinafter: the Directive) prescribes automatic recognition of professional qualifications. The programme complies with the minimum training requirements prescribed by the Directive and the Act on Regulated Professions and Recognition of Foreign Professional Qualifications. Recognition of foreign professional qualifications falls within the competence of the Ministry of Science, Education and Youth, and information on the recognition procedure is available at <https://mzom.gov.hr/odgoj-i-obrazovanje/priznavanje-inozemnih-strucnih-kvalifikacija-regulirane-profesije/priznavanje-inozemnih-strucnih-kvalifikacija-za-obavljanje-reguliranih-profesija-u-republici-hrvatskoj/3196>.

The study programme includes mechanisms for involving students in partner institutions and connecting them with the labour market (Rulebook on Business Partner Institutions of the Faculty of Humanities and Social Sciences in Split available at <https://www.ffst.unist.hr/download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf>). Students enrolled in the undergraduate study programme *Croatian Language and Literature* have the opportunity to connect the learning outcomes of the study programme with practical labour market tasks through the elective course *Work-based Learning at a Partner Institution*. At the partner institution, students become acquainted with authentic professional working conditions and apply the knowledge and skills acquired during their undergraduate studies to solving work-related tasks in a real working environment. These activities include publishing and editorial work (e.g. participation in editorial tasks, preparation and presentation of publishing projects, proofreading and editing), library

activities (e.g. participation in the organisation and implementation of cultural programmes, preparation of content for social media, proofreading and editing of library materials), as well as activities in culture, media, and other fields requiring the professional profile developed through the undergraduate study programme *Croatian Language and Literature*. Students are currently offered the following partner institutions: the University Library in Split, the Marko Marulić City Library in Split, the Museum of Croatian Archaeological Monuments – Museum Library, the Literary Circle Split, and Radio Dalmacija (listed among the Faculty partner institutions available at https://www.ffst.unist.hr/studiji/nastavne_baze). Agreements with partner institutions are concluded for a period of five years with the possibility of extension, and the list of partner institutions is updated in accordance with newly concluded agreements.

1.3. Mechanisms to ensure horizontal and vertical student mobility in the national and European Higher Education Area

In accordance with the principles of the Bologna Process, curriculum adaptability within the undergraduate study programme *Croatian Language and Literature* is ensured through horizontal and vertical permeability.

The undergraduate study programme *Croatian Language and Literature* is comparable with related Croatian Studies programmes at universities in the Republic of Croatia, thereby enabling unobstructed horizontal student mobility. Horizontal permeability is achieved through the possibility of changing the higher education institution during the course of study by transferring to another study programme leading to the acquisition of the same qualification (e.g. identical and/or equivalent learning outcomes). Students may thus complete part of their studies at the Faculty of Humanities and Social Sciences of the University of Zagreb, the Faculty of Humanities and Social Sciences of the University of Rijeka, the University of Zadar, the Faculty of Humanities and Social Sciences of the University of Osijek, the University of Ljubljana, and the Faculty of Humanities and Social Sciences of the University of Mostar. In accordance with the Rulebook on the Recognition and Evaluation of Prior Learning of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/download/repository/Pravilnik_o_priznavanju_prethodnog_ucenja_7-2022%5B1%5D.pdf), such horizontal mobility requires the implementation of a procedure for the recognition and validation of prior learning. Students may also be required to complete certain differential courses in order to continue their education within the study programme *Croatian Language and Literature*.

Croatian Language and Literature programmes at foreign universities, where Croatian language and literature are generally studied within broader Slavic Studies programmes, are not fully comparable with equivalent programmes at Croatian universities. Nevertheless, through international mobility within the Erasmus+ programme, students are provided with the possibility to study at foreign higher education institutions for one semester or longer by enrolling in equivalent courses and other courses selected in accordance with their to academic interests and the principles of the Rulebook on International Mobility of the University of Split (https://www.kbf.unist.hr/images/dok/pravilnici/unist/KBFST-DOK-2022-Pravilnik_o_medjunarodnoj_mobilnosti_Sveucilista_u_Splitu_2022.pdf).

Students enrolled in other study programmes at the Faculty of Humanities and Social Sciences are also offered the possibility to enrol in elective courses within the undergraduate study programme *Croatian Language and Literature*.

Through vertical permeability, upon completion of the undergraduate study programme *Croatian Language and Literature* students may continue their education in related graduate study programmes at other national (Croatian Studies) and international higher education institutions.

1.4. Admission criteria, criteria for enrolment in the subsequent semester, trimester or year of studies, as well as criteria for undertaking other student obligations

Enrolment in the undergraduate study programme *Croatian Language and Literature* requires successful completion of the State Matura exam, including Croatian Language at A level. The undergraduate study programme *Croatian Language and Literature* is organised and delivered as a full-time double-major study programme and may be freely combined with other double-major study programmes at the Faculty of Humanities and Social Sciences in Split. The programme lasts three years comprising two semesters per academic year (a total of 6 semesters). One academic year corresponds to the acquisition of 30 ECTS credits. Student obligations throughout the course of study are defined by the curricula of individual courses, including any specific prerequisites for enrolment in particular courses. Requirements concerning class attendance, the organisation of studies, and assessment procedures are regulated by the relevant acts of the Faculty of Humanities and Social Sciences in Split.

1.5. Competences acquired on completion of the study module and study programme

Upon completion of the study programme, students will be able to:

1. define the fundamental concepts of the discipline and apply them in further study of the Croatian language;
2. analyse the meaning and structure of literary and non-literary texts;
3. study scientific and professional literature on the Croatian language and literature, taking into account comparative factors, and adapt to new situations;
4. apply reflective and critical approaches in developing personal perspectives on literary concepts, poetics, literary value, and the influence of ideologies and hegemonies on the meaning/interpretation of texts;
5. analyse and interpret texts from the perspective of literary theory and cultural theory;
6. discuss key issues in the field of Croatian language and literature at the local, national, and international levels;
7. apply acquired knowledge to writing on literature and teaching literature;
8. explain and interpret the structure of language;
9. apply acquired linguistic knowledge and analyse linguistic material;
10. interpret and compare different linguistic theories and critically evaluate new theoretical approaches;
11. proofread and edit professional, scientific, and popular texts in the Croatian language;
12. conduct original field research in Croatian oral literature, ethnology, and anthropology;
13. formulate personal views on the relationship between national literature and auxiliary disciplines (ethnology, anthropology, history, archaeology, theology, art history), as well as on the position of national literature within the context of European literature;
14. interpret the development of Croatian literature from diachronic and synchronic perspectives;
15. engage in argument-based discussions on the dominant poetic characteristics of different literary-historical periods;
16. acquire competences related to Croatian intangible cultural heritage;

17. understand the structure of the Old Church Slavonic language and independently read and analyse Glagolitic texts;
18. apply acquired knowledge by developing research curiosity regarding the historical development and formation of national idioms;
19. explain the structure of the contemporary standard Croatian language;
20. discuss open issues related to the emergence and development of national literacy, as well as the languages and scripts in which it developed;
21. interpret linguistic theories and apply their insights and methodologies in practice;
22. analyse texts belonging to all functional styles of the Croatian language;
23. explain the principal directions and concepts in the study of world literature;
24. apply scientific methodology in the study of Croatian and world literatures;
25. identify the circulation of literary works within the context of translation activities;
26. recognise and explain regularities in the structure of general and specialised lexis;
27. discuss contemporary concepts in Croatian lexicology, lexicography, and onomastics, and critically approach the processing of different corpora;
28. distinguish theoretical approaches in Croatian dialectological literature;
29. participate in the development of models for field-based linguistic and literary research and explain and describe the analysed material;
30. apply phonological and phonetic transcription to samples of native-language speech.

1.6. Structure and form of delivery

The undergraduate study programme *Croatian Language and Literature* is organised and delivered as a full-time double-major study programme and can be freely combined with other double-major undergraduate study programmes offered by the Faculty of Humanities and Social Sciences in Split. The programme lasts three years comprising two semesters per academic year (a total of 6 semesters). One academic year corresponds to the acquisition of 30 ECTS credits. Student obligations throughout the course of study are defined by the curricula of individual courses (see course descriptions), while obligations regarding class attendance, the pace of study and assessment procedures, and the size of student groups for all forms of teaching, are regulated by the relevant acts of the Faculty of Humanities and Social Sciences in Split. During their studies, students of the undergraduate study programme *Croatian Language and Literature* may enrol in one elective course carrying a minimum of 3 ECTS credits from other study programmes offered by the Faculty of Humanities and Social Sciences in Split, depending on their individual academic interests. The list of available courses is published on the Faculty website.

1.7. Manner of completing the study programme

<i>Manner of completing the study programme</i>	Final thesis ☒ Diploma thesis ☐	Final exam ☐ Diploma exam ☐
<i>Requirements for final/diploma thesis or final/diploma exam</i>	In accordance with the <i>Thesis Regulations: Undergraduate and Graduate Studies of the Faculty of Humanities and Social Sciences in Split</i> , students select and register the topic of their final thesis in consultation with their supervisor in the final year of study, and no later than the end of classes in the winter semester. The Department Council approves the student's thesis topic and supervisor. Successful completion of the fifth semester of the third year of studies, five consultations with the supervisor, and submission of the final version of the thesis to the supervisor at least 15 days before the application deadline are required.	

Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis

The mentor, together with two additional members of the Final Thesis Evaluation Committee, evaluates the final thesis and assigns the final grade. Assessment is based solely on the written thesis, and no oral defence is required.

2. LIST AND DESCRIPTION OF COURSES

2.1. List of compulsory and elective courses

LIST OF COURSES						
Year of study: 1						
Semester: 1.						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Phonetics and Phonology	Anita Runjić-Stoilova, PhD, full professor	30	30	0	4	C
Theory of Literature	Boris Škvorc, PhD, full professor	30	0	30	4	C
Theory of Language	Anita Runjić-Stoilova, PhD, full professor	30	0	30	4	C
Croatian Language Exercises	Marijana Tomelić Ćurlin, PhD, full professor Tanja Brešan Ančič, PhD, associate professor	15	30	0	3	C
English for Academic Purposes ¹	Siniša Ninčević, senior language instructor	15	15	0	2	C/E

LIST OF COURSES						
Year of study: 1						
Semester: 2.						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Morphology and Word Formation	Tanja Brešan Ančič, PhD, associate professor	30	30	0	4	C
Croatian Oral Literature	Nikola Sunara, PhD, assistant professor	30	0	30	4	C
Old Church Slavonic Language	Katarina Lozić Knezović, PhD, associate professor	30	0	30	4	C
Croatian Language in Writing and Speech	Katarina Lozić Knezović, PhD, associate professor Anita Runjić-Stoilova, PhD, full professor	15	15	15	3	C

¹ For students enrolled in degree programmes other than English, Italian, or German.

Introduction to the Latin Language ²	Inga Vilogorac Brčić, PhD, assistant professor	10	20	0	2	C/E
Croatian Language for Foreigners A1 ³	Helena Burić, PhD, senior lecturer Josipa Korljan Bešlić, PhD, senior language instructor Ina Bilonić, language instructor	0	140	0	5	E

LIST OF COURSES						
Year of study: 2						
Semester: 3						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Syntax of the Croatian Language	Tanja Brešan Ančič, PhD, associate professor	30	30	0	4	C
Croatian Medieval and Renaissance Literature	Gordana Galić Kakkonen, PhD, associate professor	30	0	30	4	C
European Literary Traditions	Gordana Galić Kakkonen, PhD, associate professor	30	0	30	4	C
Basics of Poetics: Literary Genres and Periods with Examples	Eni Buljubašić, PhD, assistant professor	30	0	15	3	E ⁴
Norm and Codification of the Croatian Language	Tanja Brešan Ančič, PhD, associate professor	30	0	15	3	E
Croatian Myths, Folktales, and Legends	Nikola Sunara, PhD, assistant professor	30	0	15	3	E
Introduction to the Cognitive Grammar of the Croatian Language	Helena Burić, PhD, senior lecturer	30	0	15	3	E
Introduction to Croatian Culture and Civilization	Helena Burić, PhD, senior lecturer	30	0	15	3	E
Croatian Language for Foreigners A2 ⁵	Helena Burić, PhD, senior lecturer Josipa Korljan Bešlić, PhD, senior language instructor Ina Bilonić, language instructor	0	140	0	5	E

LIST OF COURSES						
Year of study: 2						
Semester: 4						

² The course is compulsory for students who did not study Latin in secondary school.

³ This elective course is offered exclusively to incoming Erasmus students.

⁴ Students are required to select one elective course. Students may also enrol in elective courses from other semesters, in accordance with the approved course schedule.

⁵ This elective course is offered exclusively to incoming Erasmus students.

COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
History of the Croatian Languages	Marijana Tomelić Ćurlin, PhD, full professor	30	0	30	4	C
Croatian Literature from the Catholic Revival to Romanticism	Nikola Sunara, PhD, assistant professor	30	0	30	4	C
Lexicology and Onomastics	Katarina Lozić Knezović, PhD, associate professor	30	0	30	4	C
Non-western Literary Traditions	Gordana Galić Kakkonen, PhD, associate professor	30	0	15	3	E
Croatian Hagiographic Heritage	Nikola Sunara, PhD, assistant professor	30	0	15	3	E
Orthoepy of the Croatian Language	Anita Runjić-Stoilova, PhD, full professor	30	0	15	3	E
Rhetoric	Anita Runjić-Stoilova, PhD, full professor	30	0	15	3	E
Croatian Language for Foreigners B1.1 ⁶	Helena Burić, PhD, senior lecturer Josipa Korljan Bešlić, PhD, senior language instructor	0	140	0	5	E

LIST OF COURSES							
Year of study: 3							
Semester: 5							
COURSE	LEAD INSTRUCTOR	L	P	S	FW	ECTS	STATUS
Dialectology	Marijana Tomelić Ćurlin, PhD, full professor	30	0	30	0	4	C
Romanticism, Realism and the Modern Age in Croatian Literature	Lucijana Armanda Šundov, PhD, associate professor	30	0	30	0	4	C
Methodological Approaches to the Literary Text	Boris Škvorc, PhD, full professor	30	0	30	0	4	C
Reading Novels	Boris Škvorc, PhD, full professor	30	0	15	0	3	E
Croatia and Europe – Literary and Cultural Relations	Gordana Galić Kakkonen, PhD, associate professor	30	0	15	0	3	E
The Fantastic in Croatian Literature	Lucijana Armanda Šundov, PhD, associate professor	30	0	15	0	3	E
Contrastive Phraseology	Josipa Korljan Bešlić, PhD, senior language instructor	30	0	15	0	3	E
Croatian Language for Foreigners B1.2 ⁷	Helena Burić, PhD, senior lecturer	0	140	0	0	5	E

⁶ This elective course is offered exclusively to incoming Erasmus students.

⁷ This elective course is offered exclusively to incoming Erasmus students.

	Josipa Korljan Bešlić, PhD, senior language instructor						
Work-based Learning at a Partner Institution ⁸	All teaching instructors with a scientific-teaching title involved in delivering the course	0	40	30	80	5	E

LIST OF COURSES							
Year of study: 3							
Semester: 6							
COURSE	LEAD INSTRUCTOR	L	P	S	FW	ECTS	STATUS
Croatian Literature of the 20 th Century	Lucijana Armanda Šundov, PhD, associate professor	30	0	30	0	4	C
Stylistics	Eni Buljubašić, PhD, assistant professor	30	0	30	0	4	C
Bachelor`s Thesis		0	0	0	0	5	C
Stylistic Analysis of Poetry and Prose	Eni Buljubašić, PhD, assistant professor	30	0	15	0	3	E
Slavic Language (Russian)	Anita Runjić-Stoilova, PhD, full professor	15	15	0	0	2	E
Feminism and Literature	Boris Škvorc, PhD, full professor	15	0	15	0	2	E
Croatian Language for Foreigners B2 ⁹	Helena Burić, PhD, senior lecturer Josipa Korljan Bešlić, PhD, senior language instructor	0	140	0	0	5	E
Work-based Learning at a Partner Institution ¹⁰	All teaching instructors with a scientific-teaching title involved in delivering the course	0	40	30	80	5	E

⁸ Work-based Learning at a Partner Institution – this elective course may be taken in either semester. It is not compulsory and does not count towards the ECTS requirement for elective courses. Students may apply for a work-based learning placement and earn an additional 5 ECTS credits upon completion.

⁹ This elective course is offered exclusively to incoming Erasmus students.

¹⁰ Work-based Learning at a Partner Institution – this elective course may be taken in either semester. It is not compulsory and does not count towards the ECTS requirement for elective courses. Students may apply for a work-based learning placement and earn an additional 5 ECTS credits upon completion.

2.2. Course description

Course name	Phonetics and Phonology					
ID	HZH001	Study year	1.			
Lecturer	prof. dr. sc. Anita Runjić-Stoilova	ECTS workload	4.0			
Associates		Number of hours	L	S	E	P
			30	0	30	0
Course status	Compulsory	Online percentage	0%			
Course description						
Course aims	The aim of the course is to introduce students to one language levels - phonetics and phonology. Their intellectual skills in terms of distinguishing the basic units of language and speech will be developed. Also defining phonetics and phonology as a science, and their relationship to other scientific fields will be studied. The main objectives of the course are to master the comparative study of the theoretical framework of phonetic and phonological norms of the Croatian standard language and their application in practice (especially auditory exercises).					
Enrolment requirements	None.					
Learning outcomes	Upon completion of this course students will be able to: - define the basic concepts - phonetics / phonology, speech / language, speech sound / phoneme and apply them in further study of language - analyse and interpret the process of speech production and perception - categorize and describe the Croatian standard language sounds acoustically and articulatory - recognize and reproduce the orthoepic norm of the Croatian standard language - define and recognize speech disorders					
Syllabus	1. Introduction – the course content and literature. Introduction to the course obligations and the exam. Definition of phonetics / phonology, speech / language, sound / phoneme. (2L) Tonic and atonic words. Phonetic word. (2E) (2V) 2. Definition of speech (multimedia). Communication process. (2L) Distribution of accents in the Croatian standard language. Falling accents. (2E) 3. Speech organs. Nervous system, executive speech organs, sensory system. (2P) Rising accents (2E) 4. Acoustics phonetics: speech sound (periodic and aperiodic sound) (2L) Falling accents in multisyllabic words (2E) 5. Articulatory phonetics: place and manner of articulation (2L) Falling accents in multisyllabic words (2E) 6. Speech perception (2L) Dictation (accents in isolated words) (2E) 7. Syllable (structure and distribution). Accent. Croatian accent system (2L) Post-accentual length (2E) 8. Phonetics and phonology –phoneme. Complementary distribution. (2L) Dictation (accents and post-accentual length). (2E) 9. Phonological system. Phoneme distribution. Allophone. Combinatorial phonetics. (2L) Accent retraction on proclitic. (2E) 10. Assimilation as an obligatory phonological process in Croatian standard language (2L) Alternations across the morphemes boundaries (2E) 11. Prosodic (suprasegmental) features: stress, lexical tone and intonation. (2L) Alternation across the words boundaries. (2E) 12. Prosodic features: voice, spectrum, rhythm, rate (2P)					

	Assimilations (2E) 12. Orthoepic norm and dialectology. (2L) Transcription (2E) 13. Speech disorders (2L) Sound transcription (2E) 14. Speech organization of the text (interpretation, intonation units). (2L) Text accentuation. (2E)					
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐ ☐	
Student obligations	Students are required to: - actively, regularly and constructively participate in classes (students are required to attend a minimum of 80% of lectures and 80% of exercises) - respect the ethical and scientific principles of the higher education institution - take the colloquium (test) and pass the written and oral part of the exam - to be informed about the classes he / she missed with other students or in consultations with the professor					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	Considering the learning outcomes and students' obligations, the final grade is based on the following elements: - passed colloquium or written exam - 30% (the passed colloquium replaces the written part of the exam) - passed oral exam - 70% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Brozović, D.(1991). Fonologija hrvatskoga književnog jezika. U: S.Babić, D. Brozović, M. Moguš, S. Pavešić, I. Škarić, S. Težak: Povijesni pregled, glasovi i oblici hrvatskoga književnog jezika. 379-452. Zagreb: HAZU-Globus. Ili Brozović, D. (2007). Fonologija hrvatskoga standardnog jezika. U: S. Babić, D. Brozović, I. Škarić, S. Težak: Glasovi i oblici hrvatskoga književnoga jezika. 161-206. Zagreb: Nakladni zavod Globus.			1	-	
	Moguš, M. (1971). Fonološki razvoj hrvatskoga jezika. Zagreb: Matica hrvatska. Ili Moguš, M. (2010). Povijesna fonologija hrvatskoga jezika. Zagreb: Školska knjiga.			1	-	

	<p>Škarić, I. (1991). Fonetika hrvatskoga književnog jezika. U: S. Babić, D. Brozović, M. Moguš, S. Pavešić, I. Škarić, S. Težak: Povijesni pregled, glasovi i oblici hrvatskoga književnog jezika. 61-377. Zagreb: HAZU-Globus. Ili Škarić, I. (2007). Fonetika hrvatskoga književnog jezika. U: S. Babić, D. Brozović, I. Škarić, S. Težak: Glasovi i oblici hrvatskoga književnoga jezika. 17-151. Zagreb: Nakladni zavod Globus.</p>	1	-
	<p>Barić, E., Lončarić, M., Malić, D., Pavešić, S., Peti, M., Zečević, V., Znika, M. (1997). Hrvatska gramatika. Zagreb: Školska knjiga. (Poglavlja: Razvoj hrvatskoga književnoga jezika, 9-39; Fonetika i fonologija, 39-76; Povijesne jezične promjene, 601-651.</p>	2	
Supplementary literature	<p>The student chooses one book of their choice and two / three articles</p> <p>Books:</p> <p>Ashby, M., and Maidment, J. (2011). Introducing Phonetic Science. New York: Cambridge University press.</p> <p>Bakran, J. (1996). Zvučna slika hrvatskoga govora. Zagreb: IBIS.</p> <p>Garde, P. (1993). Naglasak. Zagreb: Školska knjiga.</p> <p>Guberina, P. (1967). Zvuk i pokret u jeziku. Zagreb: Zavod za fonetiku Filozofskog fakulteta u Zagrebu.</p> <p>Handbook of the International Phonetic Association: A Guide to the use of the International Phonetic Alphabet. (1999). Cambridge University Press.</p> <p>Horga, D. (1996). Obrada fonetskih obavijesti. Zagreb: Hrvatsko filološko društvo.</p> <p>Jakobson, R., and Halle, M. (1988). Temelji jezika. Zagreb: Globus.</p> <p>Jelaska, Z. (2004). Fonološki opisi hrvatskoga jezika: glasovi, slogovi, naglasci. Zagreb: Hrvatska sveučilišna naklada.</p> <p>Kent, R. D. (1997). The Speech Sciences. San Diego-London: Singular Publishing Group, Inc.</p> <p>Malmberg, I. (1995). Fonetika. Zagreb: Ivor.</p> <p>Mildner, V. (2003). Govor između lijeve i desne hemisfere. Zagreb: IPC grupa.</p> <p>Olsson, J. (2008). Forenzička lingvistika. Zagreb: Nakladni zavod Globus.</p> <p>Roach, P. (2002). Phonetics. Oxford: Oxford University Press.</p> <p>Runjić-Stoilova, A. (2011). Asimilacije na granici fonoloških riječi unutar govorne riječi. Zagreb: doktorski rad.</p> <p>Škarić, I. (1988). Govorne poteškoće i njihovo uklanjanje. Zagreb: Mladost.</p> <p>Škarić, I. (2006). Hrvatski govorili! Zagreb: Školska knjiga.</p> <p>Turk, M. (1992). Fonologija hrvatskoga jezika. Rijeka: Izdavački centar Rijeka.</p> <p>Varošanec-Škarić, G. (2005). Timbar. Zagreb: FF press.</p> <p>Varošanec-Škarić, G. (2010). Fonetska njega glasa i izgovora. Zagreb: FF press.</p> <p>Vuletić, B. (2005). Fonetika pjesme. Zagreb: FF press.</p> <p>Vuletić, B. (1980). Gramatika govora. Zagreb: GZH.</p> <p>Vuletić, D. (1987). Govorni poremećaji. Zagreb: Školska knjiga.</p> <p>Articles:</p> <p>Horga, D. (2005). Izgovorni zglobovi u spontanom govoru. U: Pranjković, I. (ur.). Od fonetike do etike. 63-74. Zagreb: Disput.</p> <p>Landau, E., Lončarić, M., Horga, D., Škarić, I. (1999). Illustration of the IPA: Croatian. U: Handbook of the International Phonetic Association: A Guide to the Use of the International Phonetic Alphabet. 66-69. Cambridge: Cambridge University Press.</p> <p>Runjić-Stoilova, A. (2006). Asimilacije unutar govorne riječi. Kvalifikacijski rad. Zagreb: Filozofski fakultet.</p>		

	<p>Runjić-Stoilova, A. (2010). Razlike u glasničkim preinakama kod profesionalnih i neprofesionalnih govornika. <i>Croatica et Slavica Iadertina</i>, 6, 73-88.</p> <p>Runjić-Stoilova, A. (2017). Klasična i uporabna naglasna norma u onima aloglotskog postanja. <i>Govor</i>, 34, 2, 153-170.</p> <p>Runjić-Stoilova, A., Bartulović, I. (2011). Odstupanja od standardnog naglasnog sustava u govoru profesionalnih govornika na HTV-u. <i>Zbornik radova Filozofskog fakulteta u Splitu</i>, 153-168.</p> <p>Runjić-Stoilova, A. (2011). Asimilacije na granici fonoloških riječi unutar govorne riječi. Doktorski rad. Zagreb: Filozofski fakultet.</p> <p>Runjić-Stoilova, A. i Tomelić Ćurlin, M. (2008). Gube li se dentali ispred afrikata? rasprava o jednom pravogovornom pitanju. <i>Croatica et Slavica Iadertina</i>, 4, 4, 43-63.</p> <p>Runjić-Stoilova, A. i Tomelić Ćurlin, M. (2009). Gube li se dentali ispred afrikata? rasprava o jednom pravopisnom pitanju. U: Mrdeža Antonina, D. (ur.). <i>Zadarski filološki dani II</i>. 405-419. Zadar: Sveučilište u Zadru.</p> <p>Runjić-Stoilova, A., Vrbanić Zrinski, K. (2019). Prelaženja naglasaka na prislonjenice u suvremenom glumačkom govoru na primjeru dviju kazališnih predstava. <i>Zbornik Filozofskog fakulteta u Splitu</i>, 12, 113-125.</p> <p>Or some other papers on appropriate topics published in following journals <i>Govor</i>, <i>Suvremena lingvistika</i>, <i>Jezik</i>, <i>Filologija</i> i sl.</p>
Quality assurance	<ul style="list-style-type: none">- class attendance, class activity, successfully completing tasks- active participation in class discussions- individual consultations- passed exam and the fulfillment of the other obligations prescribed by the syllabus- student questionnaire on the quality of teaching and teachers at the university level
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	1. Introduction – the course content and literature. Introduction to the course obligations and the exam. Definition of phonetics / phonology, speech / language, sound / phoneme.	2	P8
Govorne vježbe	Tonic and atonic words. Phonetic word.	2	P17
Week: 2.			
Predavanja	Definition of speech (multimedia). Communication process.	2	P8
Govorne vježbe	Distribution of accents in the Croatian standard language. Falling accents.	2	P17
Week: 3.			
Predavanja	Speech organs. Nervous system, executive speech organs, sensory system.	2	P8
Govorne vježbe	Rising accents.	2	P17
Week: 4.			
Predavanja	Acoustics phonetics: speech sound (periodic and aperiodic sound).	2	P8

Govorne vježbe	Falling accents in multisyllabic words.	2	P17
Week: 5.			
Predavanja	Articulatory phonetics: place and manner of articulation	2	P8
Govorne vježbe	Falling accents in multisyllabic words.	2	P17
Week: 6.			
Predavanja	Speech perception.	2	P8
Govorne vježbe	Dictation (accents in isolated words).	2	P17
Week: 7.			
Predavanja	Syllable (structure and distribution). Accent. Croatian accent system.	2	P8
Govorne vježbe	Post-accentual length.	2	P17
Week: 8.			
Predavanja	Phonetics and phonology –phoneme. Complementary distribution.	2	P8
Govorne vježbe	Dictation (accents and post-accentual length).	2	P17
Week: 9.			
Predavanja	Phonological system. Phoneme distribution. Allophone. Combinatorial phonetics.	2	P8
Govorne vježbe	Accent retraction on proclitic.	2	P17
Week: 10.			
Predavanja	Assimilation as an obligatory phonological process in Croatian standard language.	2	P8
Govorne vježbe	Alternations across the morphemes boundaries.	2	P17
Week: 11.			
Predavanja	Prosodic (suprasegmental) features: stress, lexical tone and intonation.	2	P8
Govorne vježbe	Alternation across the words boundaries.	2	P17
Week: 12.			
Predavanja	Prosodic features: voice, spectrum, rhythm, rate	2	P8
Govorne vježbe	Assimilations.	2	P17
Week: 13.			
Predavanja	Orthoepic norm and dialectology.	2	P8
Govorne vježbe	Transcription.	2	P17
Week: 14.			
Predavanja	Speech disorders.	2	P8
Govorne vježbe	Sound transcription.	2	P17
Week: 15.			

Predavanja	Speech organization of the text (interpretation, intonation units).	2	P8
Govorne vježbe	Text accentuation.	2	P17

Course name	Croatian Language Exercises						
ID	HZH002	Study year	1.				
Lecturer	izv. prof. dr. sc. Tanja Brešan Ančić prof. dr. sc. Marijana Tomelić Ćurlin	ECTS workload	3.0				
Associates	Ina Bilonić, lekt. doc. dr. sc. Jelena Đorđević	Number of hours	L	S	E	P	
			15	0	30	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	The aim of the course is to acquaint students with the orthographic norm of the Croatian standard language and with the notion of language culture. The student will also be introduced to the regularities in implementing voice changes.						
Enrolment requirements	No pre-conditions.						
Learning outcomes	At the end of this course student will be able to: – acquire basic habits and skills in the use of language manuals (dictionaries, grammars, spelling) as a basis for further continuous development of language culture – master the orthographic norm – to get acquainted with the principles of norm and standardization of the Croatian standard – distinguish standard from non-standard language form – apply the acquired knowledge in written and spoken practice						
Syllabus	1. Introduction: course content, plan and program; student responsibilities 2. Language culture and language tolerance 3. Norms in Croatian language 4. Writing and pronouncing č, ć, dž, đ 5. Alternation ije/je/i/e 6. Phonemic changes 7. Phonemic changes 8. Capital and small letters 9. Assembled and disassembled word writing 10. Sentence signs 11. Spelling conventions 12. Spelling conventions 13. Abbreviations 14. "Learning Croatian" 15. Summary.						
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision			☐ ☐ ☐ ☐	
Student obligations	Students are required to: – participate in the teaching process (80 % of lectures and 80 % of exercises – pass mid-term exams (written exam)						

	– behave in accordance with ethical and scientific principles in higher education process					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☐
	Written exam	☒	Project	☒	Participation in class	☐
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the stated learning outcomes and the obligations of students in the course, the final assessment is based on the following elements: – passed mid-term exams (or written exam) – 75 % – attending class – 25 % Criteria for assessment and evaluating individual elements are described in course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Babić, S., Finka, B., Moguš, M. (2002). Hrvatski pravopis. Zagreb: Školska knjiga.			2	ne	
	Jozić, Ž. (ur.). (2013). Hrvatski pravopis. Zagreb: Institut za hrvatski jezik i jezikoslovlje.			5	ne	
	Barić i dr., E., Lončarić, M., Malić, D., Pavešić, S., Peti, M., Zečević, V., Znika, M. (1995). Hrvatska gramatika. Zagreb: Školska knjiga.			3	ne	
	Anić, V. (1991. i dr. izdanja). Rječnik hrvatskog jezika. Zagreb: Novi liber.			3	ne	
Supplementary literature	Language advisors and journals.					
Quality assurance	- class attendance - class activity - individual consultations - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus.					
Other (in the opinion of the proponent)						
Syllabus						
Class type	Topic			Teaching hours	Location	
Week: 1.						
Predavanja	Introduction: course content, plan and programm; student responsibilities			1	P8	
Lektorske vježbe	Introduction: course content, plan and programm; student responsibilities			2		
Week: 2.						
Lektorske vježbe	Language culture and language tolerance			1	P8	
Lektorske vježbe	Language culture and language tolerance			2		

Week: 3.			
Predavanja	Norms in Croatian language	1	P8
Lektorske vježbe	Norms in Croatian language	2	
Week: 4.			
Predavanja	Writing and pronouncing č, ć, dž, đ	1	P8
Lektorske vježbe	Writing and pronouncing č, ć, dž, đ	2	
Week: 5.			
Predavanja	Alternation ije/je/i/e	1	P8
Lektorske vježbe	Alternation ije/je/i/e	2	
Week: 6.			
Predavanja	Phonemic changes	1	P8
Lektorske vježbe	Phonemic changes	2	
Week: 7.			
Predavanja	Phonemic changes	1	P8
Lektorske vježbe	Phonemic changes	2	
Week: 8.			
Predavanja	Capital and small letters	1	P8
Lektorske vježbe	Capital and small letters	2	
Week: 9.			
Predavanja	Assembled and disassemblec word writing	1	P8
Lektorske vježbe	Assembled and disassemblec word writing	2	
Week: 10.			
Predavanja	Sentence signs	1	P8
Lektorske vježbe	Sentence signs	2	
Week: 11.			
Predavanja	Spelling conventions	1	P8
Lektorske vježbe	Spelling conventions	2	
Week: 12.			
Predavanja	Spelling conventions	1	P8
Lektorske vježbe	Spelling conventions	2	
Week: 13.			
Predavanja	Abbreviations	1	P8
Lektorske vježbe	Abbreviations	2	
Week: 14.			
Predavanja	"Learning Croatian"	1	P8

Lektorske vježbe	"Learning Croatian"	2	
Week: 15.			
Predavanja	Summary	1	P8
Lektorske vježbe	Summary	2	

Course name	Theory of Language							
ID	HZH004		Study year		1.			
Lecturer	doc. dr. sc. Jelena Đorđević		ECTS workload		4.0			
Associates			Number of hours		L	S	E	P
					30	30	0	0
Course status	Compulsory		Online percentage		0%			
Course description								
Course aims	To present the students with metalanguage necessary for researching language and its structure. The objective is also to teach them to think abstractly about language as a phenomenon. Furthermore, to present them with contemporary linguistic theory and its terminology in order for them to understand language and language functions better. The objective is to acquire interdisciplinary approach to language with an emphasis on the principles of general linguistics and to learn the procedures which describe language structure in detail.							
Enrolment requirements	No requirements.							
Learning outcomes	Upon completing the course, students will be able to: - explain and interpret language structure - apply the acquired knowledge and analyse language material - interpret and compare different theories of language - evaluate new theories of language.							
Syllabus	1. Introduction – course content and literature. Linguistics. Definition of language. Language and speech. Basic linguistic terminology. 2. Language and language activity. Language and metalanguage. Language and scripts. From pictogram to alphabet. 3. Linguistic variety in the world. Linguistic relatedness. Language classification. About language by language: ancient linguistics. 4. Universal grammar. Non-structuralist reflections on language: comparative approach. W. von Humboldt vs. the Neogrammarians. 5. Biologism, psychologism, sociologism, and aesthetic idealism in linguistic research. Sources of Saussurean linguistic theory. 6. Contemporary structuralist linguistics. The Prague school and Martinet's functionalism. 7. New theory of language: glossematics. Saussure and his epigones: similarities and differences. 8. American linguistics and anthropology. Sapir's and Bloomfield's theory of language. Language and culture. 9. Transformational-generative grammar (TGG). Syntactic description according to TGG. 10. Formalisations in linguistics. Mathematical linguistics. Mathematical language models. 11. Contemporary Chomskian language architecture. Theoretical and applied linguistics. 12. Linguistics and other sciences: interdisciplinary approach to language research. Linguistics as sociolinguistics. 13. Psycholinguistics. Sociolinguistic, ethnolinguistic and psycholinguistic view of language and society. 14. Cognitive linguistics and neurolinguistics.							

	Clinical and forensic linguistics. 15. Perspectives of the theory of language. Pragmalinguistics: linguistics of public communication.		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision	☐ ☐ ☐ ☐
Student obligations	- class activity (min 80% attendance at lectures and seminars is required) - seminar paper presenting (following the guidelines) - passed two tests - passed oral exam		
Assessment and evaluation of student work	In accordance with the stated learning outcomes and student obligations in the course, the final grade is based on the following elements: 1. both midterm exams passed – 40% 2. seminar paper presented and written – 15% 3. oral exam passed – 45% The evaluation and grading criteria are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Glovacki-Bernardi, Z. et al. (2001). Uvod u lingvistiku. Zagreb: Školska knjiga.	2	
	Škiljan, D. (1994). Pogled u lingvistiku. Rijeka: Naklada Benja. // (1985). Zagreb: Školska knjiga	3	yes
	Trask, R. L. (2005). Temeljni lingvistički pojmovi. Zagreb: Školska knjiga.	4	
Supplementary literature	1. Aronoff, M. & Rees-Miller, J. (eds.) (2003). The Handbook of Linguistics. Oxford: Blackwell. Badurina, L., Pranjković, I., Silić, J. (ur.) (2009). Jezični varijeteti i nacionalni identiteti. Prilozi proučavanju standardnih jezika utemeljenih na štokavštini. Zagreb: Disput. 2. Barber, A. (ed.) (2003). Epistemology in Language. Oxford: Oxford University Press. 3. Chomsky, N. (2000). New Horizons in the Study of Language and Mind. Cambridge: Cambridge University Press. 4. Chomsky, N. (1991). Jezik i problemi znanja. Zagreb: SOL. 5. Chomsky, N. (1979). Gramatika i um. Beograd: Nolit. 6. Clyne, M. (2003). Dynamics of Language Contact. Cambridge: Cambridge University Press. 7. Coşeriu, E. (2011). Teorija jezika i opća lingvistika: pet studija. Zagreb: Disput; Rijeka: Filozofski fakultet. 8. Granić, J. (ur.) (2005). Semantika prirodnog jezika i metajezik semantike. Zagreb-Split: HDPL. 9. Guillaume, G. (1988). Principi opće lingvistike. Zagreb: Globus. 10. Hagège, C. (2005). Zauzaviti izumiranje jezika. Zagreb: Disput.		
	11. Halliday, M.A.K. (2003). On Language and Linguistics. London-New York: Continuum. 12. Hjelmslev, L. (1980). Prolegomena teoriji jezika. Zagreb: GZH. 13. Jackendoff, R. (2016). Praktični vodič kroz mišljenje i značenje. Zagreb: Institut za 14. hrvatski jezik i jezikoslovlje. 15. Jakobson, R. (2008). O jeziku. Zagreb: Disput. 16. Kačić, M. (2000). Jezikoslovna promišljanja. Zagreb: Pergamena. 17. Katičić, R. (1971). Jezikoslovni ogledi. Zagreb: Školska knjiga.		

	18. Lyons, J. (1984). Language and Linguistics. Cambridge: Cambridge University Press. 19. Malmberg, B. (1979). Moderna lingvistika. Beograd: Slovo ljubve. 20. Martinet, A. (1982). Osnove opće lingvistike. Zagreb: GZH. 21. Matasović, R. (2005). Jezična raznolikost svijeta: podrijetlo, razvitak, izgledi. Zagreb: Algoritam 22. Ottenheimer, H. J. (2006). The Anthropology of Language: An Introduction to Linguistic Anthropology. Toronto: Thomson Wadsworth. 23. Mihaljević, M. (1998). Generativna sintaksa i semantika. Zagreb: Hrvatsko filološko društvo. 24. Sapir, E. (1971). Language: An Introduction to the Study of Language. London-Toronto-Sydney-New York: Granada Publishing. 25. Saussure, F. de (2000). Tečaj opće lingvistike. Zagreb: ArTresor naklada, Institut za hrvatski jezik i jezikoslovlje. 26. Schendl, H. (2001). Historical Linguistics. Oxford: Oxford University Press. 27. Silić, J. (1984). Od rečenice do teksta – teoretsko-metodološke pretpostavke nadrećeničnog jedinstva. Zagreb: Sveučilišna naklada Liber. 28. Škiljan, D. (2000). Javni jezik. Zagreb: Izdanja Antibarbarus. 29. Yule, G. (2022). The Study of Language, 8th ed. Cambridge: Cambridge University Press. 30. Winkler, E. G. (2010). Understanding Language: A Basic Course in Linguistics. London-New York: Continuum.		
Quality assurance	- class attendance, class activity - seminar paper presented and submitted - quizzes and oral exam passed - individual consultations - collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction – course content and literature. Linguistics. Definition of language.	2	
Seminar	Language and speech. Basic linguistic terminology. (2S)	2	
Week: 2.			
Predavanja	2. Language and language activity. Language and metalanguage.	2	
Seminar	Language and scripts. From pictogram to alphabet.	2	
Week: 3.			
Predavanja	Linguistic variety in the world. Linguistic relatedness. Language classification.	2	
Seminar	About language by language: ancient linguistics.	2	
Week: 4.			
Predavanja	Universal grammar. Non-structuralist reflections on language: comparative approach.	2	
Seminar	W. von Humboldt vs. the Neogrammarians.	2	
Week: 5.			

Predavanja	Biologism, psychologism, sociologism and aesthetic idealism in linguistic research.	2	
Seminar	Sources of Saussurean linguistic theory.	2	
Week: 6.			
Predavanja	Contemporary structuralist linguistics.	2	
Seminar	The Prague school and Martinet's functionalism.	2	
Week: 7.			
Predavanja	New theory of language: glossematics.	2	
Seminar	Saussure and his epigones: similarities and differences.	2	
Week: 8.			
Predavanja	American linguistics and anthropology. Sapir's and Bloomfield's theory of language.	2	
Seminar	Language and culture.	2	
Week: 9.			
Predavanja	Transformational-generative grammar (TGG).	2	
Seminar	Syntactic description according to TGG.	2	
Week: 10.			
Predavanja	Formalisations in linguistics. Mathematical linguistics.	2	
Seminar	Mathematical language models.	2	
Week: 11.			
Predavanja	Contemporary Chomskian language architecture.	2	
Seminar	Theoretical and applied linguistics.	2	
Week: 12.			
Predavanja	Linguistics and other sciences: interdisciplinary approach to language research.	2	
Seminar	Linguistics as sociolinguistics.	2	
Week: 13.			
Predavanja	13. Psycholinguistics.	2	
Seminar	Sociolinguistic, ethnolinguistic and psycholinguistic view of language and society.	2	
Week: 14.			
Predavanja	Cognitive linguistics and neurolinguistics.	2	
Seminar	Clinical and forensic linguistics.	2	
Week: 15.			
Predavanja	Perspectives of the theory of language.	2	
Seminar	Pragmalinguistics: linguistics of public communication.	2	

Course name	Theory of Literature						
ID	HZH003	Study year	1.				
Lecturer	prof. dr. sc. Boris Škvorc	ECTS workload	4.0				
Associates	dr. sc. Ivana Dizdar	Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	25%				
Course description							
Course aims	<p>The aim of the course is to introduce students to the basic concepts and ideas of literature through history, as well as to the fundamentals of poetics, rhetoric, literary theory, and literary criticism. The main goal is to present, and in practice examine, different conceptions of interpreting a literary work, to understand the essential relationship between a literary work and the poetics and politics of discourse, and to clarify the significance of situating literary works within the frameworks of literature, history, and culture.</p> <p>The emphasis is on enabling students to acquire the knowledge and skills needed for philological textual analysis, rhetorical and poetic analysis, and critical reading of different forms of text. One of the goals is also to recognize the ideological, political, and other hegemonic layers inscribed in literary and other historically situated texts. In addition, students should become familiar with the basic foundations of various methodological approaches to literary and non-literary texts, with an emphasis on theoretical approaches to literature and culture from the second half of the twentieth century. They should be prepared for practical analysis and understanding of historically situated texts based on methodologically clearly defined assumptions of reading.</p>						
Enrolment requirements	No prerequisites						
Learning outcomes	<p>By the end of this course, students will be able to:</p> <p>investigate the meaning and structure of literary and non-literary texts;</p> <p>study scholarly and professional literature while taking comparative factors into account and navigate new situations;</p> <p>apply reflective and critical methods in forming their own assumptions about literary concepts, poetics, literary value, and the influence of ideologies and hegemonies on the meaning/reading of texts;</p> <p>discuss research approaches used in the field of literary theory and cultural theory;</p> <p>discuss key questions in theoretical thought and humanistic paradigms at the local, national, and international levels;</p> <p>apply the knowledge gained in this course to the study of literary and linguistic history, and later to writing about literature and teaching literature.</p>						
Syllabus	<p>1. What is literature? The nature and function of literary and non-literary texts The science of literature: structure and history. Reading theoretical texts.</p> <p>2. Literary theory, literary studies, theory The function of literature (what literature is for, literature as expression, literature as the art of words). Reading texts and seminar discussions.</p> <p>3. The literary work: different conceptions of understanding Questions of poetics; selected texts. Reading texts and seminar discussions.</p> <p>4. Studying literature (poetics, rhetoric, stylistics) Questions of rhetoric and stylistics; selected texts. Reading texts and seminar discussions.</p> <p>5, Analysis and interpretation: approaches to the literary text Poetry: epic poetry, lyric poetry, epic genres, lyric genres. Reading texts and seminar discussions.</p> <p>6, The question of the author</p>						

	Lyric poetry and the author, problems of versification. Reading texts and seminar discussions. 7. The death of the author, authorial intention, the author as a function of the text Figures and tropes: metaphor, metonymy, synecdoche. Reading texts and seminar discussions. 8, Reading, reader, text: phenomenological and empirical approaches Figures and tropes: irony, allegory. Reading texts and seminar discussions. 9, Semiotic and structuralist approaches to the question of text and reader Literary genres and kinds: overview and problems. Reading texts and seminar discussions. 10, Theory of interpretation and poststructuralist conceptions of text and authorship Prose literary forms (simple and shorter forms). Reading texts and seminar discussions. 11. Conceptions of the reader Structure of the novel. Reading texts and seminar discussions. 12. Stylistic formations (styles and periods) History of the novel. Reading texts and seminar discussions. 13, The novel: structure and history; modernity and postmodernity Final discussion: methods of studying literature. Completion of seminar papers and exam questions. 14. and 15. Online presentations and discussion: literary theories in the twentieth century Online discussions, checks, and assignments: Literary theories — student presentations.					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	1. Attendance at classes and seminars Note: Attendance in the course does not count toward the final grade, but it is a prerequisite for taking the exam. Minimum attendance for lectures: 80%. Minimum attendance for seminars: 80%. 2. Stay informed about classes the student missed by consulting the instructor during office hours and by checking with other students. 3. Seminar paper and e-tasks. 4. Respect the ethical and scholarly principles of the higher education institution. Adhere to the timeframes required for completing course activities. 5. Take the written exam.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☒
	Seminar paper	☒	Midterm exam	☐	Oral exam	☐
	Written exam	☒	Project	☐	Participation in class	☐
		☐		☐		☐
		☐				
Assessment and evaluation of student work						

Required literature	Title	Number of copies available	Availability via other media
	Jonathan Culler (2001). Teorija književnosti. Vrlo kratak uvod. Zagreb: AGM.	2	Da
	Antoine Compagnon (2007). Demon teorije. Zagreb: AGM.	2	Da
	Zdenko Lešić (2005). Teorija književnosti. Sarajevo: Sarajevo Publishing.	2	Da
	Milivoj Solar (2012). Teorija književnosti sa rječnikom književnog nazivlja. Beograd: Službeni glasnik. 5 62	5	Da
Supplementary literature	Preporučena za ispit i rasprave: Bagić, K. (2012). Rječnik stilskih figura. Zagreb: Školska knjiga. Biti, V. (2000). Pojmovnik suvremene književne i kulturne teorije. Zagreb: Matica hrvatska. Eagleton, T. (1987). Teorija književnosti. Zagreb: Liber. Stamać, A. i Škreb, Z. (1986). Uvod u književnost. Zagreb: Liber. Izborna uz seminare: Burzyńska, A. i Markowski, M. P. (2011). Književne teorije dvadesetog veka. Beograd: Službeni glasnik. (odabrana poglavlja) Joles, A. (1978). Jednostavni oblici. Zagreb: BiblioTeka. Gajo Peleš (1999). Tumačenje romana. Zagreb: ArTresor. Slamnig, I. (1981). Hrvatska versifikacija. Zagreb: Liber. Solar, M. (2004). Ideja i priča. Zagreb: Golden marketing – Tehnička knjiga. Staiger, E. (1996). Temeljni pojmovi poetike. Zagreb: Ceres. Stamać, A. (1983). Teorija metafore. Zagreb: Centar za kulturnu djelatnost.		
Quality assurance	1, Class attendance, activity in class, and successful completion of assignments. 2, The student survey on the quality of teaching and instructors at the university level. 3, Passing the exam and completing other obligations prescribed by the syllabus. 4. ndividual consultations. 5. Students' self-assessment of achieved learning outcomes. 6. Peer evaluation of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	1. Što je književnost? Priroda i funkcija književnog (i neknjiževnog) teksta Znanost o književnosti: struktura i povijest. Čitanje teorijskih tekstova	2	P8
Seminar	Znanost o književnosti: struktura i povijest. Čitanje teorijskih tekstova	2	P
Week: 2.			
Predavanja	2. Teorija književnosti, književna teorija, teorija Funkcija književnosti (čemu služi književnost, književnost kao ekspresija, književnost kao umjetnost riječi). Čitanje tekstova i seminara	2	P8
Seminar	Čitanje tekstova i seminara	2	P

Week: 3.			
Predavanja	3. Književno djelo – različite koncepcije razumijevanja Pitanja poetike – odabrani tekstovi. Čitanje tekstova i seminara	2	
Predavanja	Čitanje tekstova i seminara	2	
Week: 4.			
Predavanja	4. Proučavanje književnosti (poetika, retorika, stilistika) Pitanja retorike i stilistike – odabrani tekstovi.	2	
Seminar	Pitanja retorike i stilistike – odabrani tekstovi. Čitanje tekstova i seminara	2	
Week: 5.			
Predavanja	5. Analiza i interpretacija – pristupi književnom tekstu Poezija: Epska pjesma, Lirska pjesma, epske vrste, lirske vrste. Čitanje tekstova i seminara	2	
Seminar	Čitanje tekstova i seminara	2	
Week: 6.			
Predavanja	6. Pitanje autora Lirika i autor, problemi versifikacije.	2	
Seminar	Lirika i autor, problemi versifikacije. Čitanje tekstova i seminara	2	
Week: 7.			
Predavanja	7. Smrt autora, autorska intencija, autor kao funkcija teksta	2	
Seminar	Figure i tropi (metafora, metonimija, sinegdoha). Čitanje tekstova i seminara	2	
Week: 8.			
Predavanja	8. Čitanje, čitatelj, tekst; fenomenološki i empirijski pristup	2	
Predavanja	Figure i tropi (ironija, alegorija). Čitanje tekstova i seminara	2	
Week: 9.			
Predavanja	9. Semiotički i strukturalistički pristup pitanju teksta i čitatelja	2	
Seminar	Književni rodovi i vrste – pregled i problemi. Čitanje tekstova i seminara	2	
Week: 10.			
Predavanja	10. Teorija interpretacije i poststrukturalističke koncepcije teksta i autorstva	2	
Seminar	Prozne književne forme (jednostavni i kraći oblici). Čitanje tekstova i seminara	2	
Week: 11.			
Predavanja	11. Koncepcije čitatelja Struktura romana.	2	
Predavanja	Struktura romana. Čitanje tekstova i seminara	2	
Week: 12.			
Predavanja	12. Stilske formacije (stilovi i razdoblja) Povijest romana. Čitanje tekstova i seminara	2	
Seminar	Povijest romana. Čitanje tekstova i seminara	2	
Week: 13.			

Predavanja	13. Roman; struktura i povijest; modernost i postmodernost Zaključna rasprava: Metode proučavanja književnosti.	2	
Seminar	Zaključivanje seminarskih radnji i pitanja za ispit	2	
Week: 14.			
Predavanja	14. On-line prezentacije i rasprava: književne teorije u dvadesetom stoljeću On-line rasprave, provjere i zadaci: Književne teorije – studentske prezentacije	2	
Seminar	On-line rasprave, provjere i zadaci: Književne teorije – studentske prezentacije	2	
Week: 15.			
Predavanja	On-line prezentacije i rasprava: književne teorije u dvadesetom stoljeću	2	
Seminar	On-line rasprave, provjere i zadaci: Književne teorije – studentske prezentacije	2	

Course name	English for Academic Purposes						
ID	HZY009		Study year		1.		
Lecturer	mr. sc. Ilonka Peršić, pred.		ECTS workload		2.0		
Associates			Number of hours		L	S	E
					15	0	15
Course status	Compulsory		Online percentage		0%		
Course description							
Course aims							
Enrolment requirements							
Learning outcomes							
Teaching types	☐ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐		
Student obligations							
Assessment and evaluation of student work							
Required literature	Title	Number of copies available		Availability via other media			
	-						
Supplementary literature							
Quality assurance							
Other (in the opinion of the proponent)							

Course name	Croatian Oral Literature						
ID	HZH102	Study year	1.				
Lecturer	doc. dr. sc. Nikola Sunara	ECTS workload	4.0				
Associates		Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	The aim of the course is to familiarize students with the history and poetics of Croatian oral literature within the context of world oral literature, as well as to enable students to experience and understand the aesthetic, ethical, cognitive, and other values of oral literary works. Special emphasis is placed on the didactic and educational aspects of the subject, as well as on the preservation of language, toponymy, anthroponymy, poetics, customs, rituals, processions, and Croatian identity within the European context.						
Enrolment requirements	There are no prerequisites.						
Learning outcomes	Upon completion of the course, students will be able to: - conduct original field research in Croatian oral literature, ethnology, and anthropology - study professional and academic literature - recognize the aesthetic and life values of Croatian oral literature - use the method of analysis to form their own opinions on the relationship between oral literature and related disciplines such as ethnology, anthropology, history, archaeology, theology, and art history - use the method of comparison to form their own opinions on Croatian oral literature within the context of European and world oral literature - study the interferences between oral and written literature - discuss the educational and didactic aspects of Croatian oral literature - develop the ability to present Croatian traditional culture and literature to tourists through storytelling - acquire knowledge about Croatian intangible cultural heritage - promote and popularize the values of oral literature						
Syllabus	Week 1: Introduction. Terminology for oral literature and the system of oral literature. Week 2: Genres of oral lyric poetry. Week 3: Mythological songs. Ritual songs: Christmas caroling songs, Veselanje songs, St. George's Day songs, Ladarice songs, May Day songs, Kraljice songs, Dodola (rain-invoking) songs, St. John's Day songs, and Vukar songs. Week 4: Work songs: peasant songs, mowing songs, harvesting songs, shepherd songs, fishermen's songs, travel songs, kiridžija caravan songs, wine-drinking songs, millstone songs, and historical songs. Week 5: Love songs: courtship, wooing, engagement songs, wedding songs, dance and circle-dance songs, married life songs, lullabies and songs for small children, songs of an orphan to a deceased mother, and laments (dirges). Week 6: Patriotic songs. Romances. Ballads. Humorous songs. Bećarac and ganga. Week 7: Advent and Christmas songs. Lenten and Easter songs. Oral prayer songs. Prenja. Versified legends. Pilgrimage songs. Week 8: Oral epic poetry (history and poetics of Croatian and world oral epic poetry; the relationship between epic poetry and historical sciences; collectors and performers of epic songs; the most common figures in Croatian oral epic poetry; historical context). Week 9: Uskoks and hajduks in epic poetry.						

	Week 10: Oral prose – the history and poetics of Croatian and world oral prose; genres of oral prose. Fairy tales. Fables. Week 11: Oral tales: historical tales, etiological tales, eschatological tales, mythological tales, demonological tales, and life stories. Week 12: Legends. Novellas. Anecdotes. Short forms: jokes and witticisms. Interference of oral prose in the works of great Croatian written authors; fairy tales, fables, anecdotes, jokes, and witticisms. Week 13: Folk theatre (terminology, anthropological and ethnological significance of this type of oral literature; origins; contemporary customs, etc.). Week 14: Oral-rhetorical forms (genres, history, specific features of their poetics, their interference in written literature, etc.). Week 15: Proverbs and riddles (history and poetics, the influence of the Bible on Croatian paremiology; the didactic, educational, and utilitarian aspects of these and other forms of oral literature).					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	1. Attendance at lectures and seminars. Note: - Attendance in the course does not contribute to the final grade, but it is a prerequisite for taking the exam. - Minimum attendance requirement: 80% for lectures and 80% for seminars. 2. Students are required to obtain information about missed classes during the instructor's office hours and from fellow students. 3. Prepare a seminar paper / field research paper (28,800 characters). 4. Pass the written exam. 5. Pass the oral exam. 6. Adhere to the ethical and academic principles of the higher education institution. 7. Respect the deadlines and timeframes required for completing course activities.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
	Terensko-istraživački rad	☒		☐		☐
		☐				
Assessment and evaluation of student work	1. Class participation and involvement in discussions during lectures and seminars – 10% 2. Completed and presented seminar paper / field research paper (28,800 characters) – 30% 3. Written exam, or successfully passing two midterm exams (a positive grade in both midterms is equivalent to passing the written exam) – 30% 4. Oral exam – 30% (The assessment and grading criteria for individual components are described in the course repository.)					
Required literature	Title			Number of copies available	Availability via other media	

	Dragić, M. (2008). Poetika i povijest hrvatske usmene književnosti. Fakultetski udžbenik. Split Filozofski fakultet Sveučilišta u Splitu.		Da
	Botica, S. (2013). Povijest hrvatske usmene književnosti. Zagreb: Školska knjiga.	2	
	Kekez, J. (1986). ili 5. izdanje., 1998.). Usmena književnost u: Uvod u književnost (priredili Zdenko Škreb-Ante Stamać). Zagreb: Globus.	9	
Supplementary literature	1. Dragić, M. (2014). Općedruštveni značaj usmene književnosti. Zbornik radova Utjecaj hrvatske usmene tradicije u suvremenoj književnosti za djecu i mlade. Split: Gradska knjižnica Marka Marulića Split. 2. Havelock, E. A. (2003). Muza uči pisati, Razmišljanja o usmenosti i pismenosti od antike do danas. Zagreb. 3. Botica, S. (2001). Biblija i hrvatska kulturna tradicija. Zagreb: Školska knjiga. 4. Kekez, J. (1988). Prva hrvatska rečenica. Zagreb: Matica hrvatska. 5. Kekez, J. (1992). Hrvatski književni oikotip. Zagreb: Zavod za znanost o književnosti Filozofskog fakulteta. 6. Bošković-Stulli, M.- Zečević, D. (1978). Usmena i pučka književnost. PHK knjiga I. Zagreb: Liber-Mladost. 7. Banov-Depope, E. (2000). Usmeno pjesništvo kvarnerskoga kraja. Rijeka. 8. Edicija SHK, kao i edicija PSHK. (Knjige o narodnoj/usmenoj književnosti). 9. Edicija MH Sarajevo, knj.4. i 5.		
Quality assurance	- Attendance, class participation, and successful completion of assignments. - Student evaluation survey on the quality of teaching and instructors at the university level. - Passed exam and fulfillment of other obligations prescribed by the syllabus. - Individual consultations. - Students' self-assessment of achieved learning outcomes. - Collaborative evaluation of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction. Terminology for oral literature and the system of oral literature.	2	P7
Seminar	Introduction. Terminology for oral literature and the system of oral literature.	2	P7
Week: 2.			
Predavanja	Genres of oral lyric poetry.	2	P7
Seminar	Genres of oral lyric poetry.	2	P7
Week: 3.			
Predavanja	Mythological songs. Ritual songs: Christmas caroling songs, Veselanje songs, St. George's Day songs, Ladarice songs, May Day songs, Kraljice songs, Dodola (rain-invoking) songs, St. John's Day songs, and Vukar songs.	2	P7
Predavanja	Mythological songs. Ritual songs: Christmas caroling songs, Veselanje songs, St. George's Day songs, Ladarice songs, May Day songs, Kraljice songs, Dodola (rain-invoking) songs, St. John's Day songs, and Vukar songs.	2	P7

Week: 4.			
Predavanja	Work songs: peasant songs, mowing songs, harvesting songs, shepherd songs, fishermen's songs, travel songs, kiridžija caravan songs, wine-drinking songs, millstone songs, and historical songs.	2	P7
Seminar	Work songs: peasant songs, mowing songs, harvesting songs, shepherd songs, fishermen's songs, travel songs, kiridžija caravan songs, wine-drinking songs, millstone songs, and historical songs.	2	P7
Week: 5.			
Predavanja	Love songs: courtship, wooing, engagement songs, wedding songs, dance and circle-dance songs, married life songs, lullabies and songs for small children, songs of an orphan to a deceased mother, and laments (dirges).	2	P7
Seminar	Love songs: courtship, wooing, engagement songs, wedding songs, dance and circle-dance songs, married life songs, lullabies and songs for small children, songs of an orphan to a deceased mother, and laments (dirges).	2	P7
Week: 6.			
Predavanja	Patriotic songs. Romances. Ballads. Humorous songs. Bećarac and ganga.	2	P7
Seminar	Patriotic songs. Romances. Ballads. Humorous songs. Bećarac and ganga.	2	P7
Week: 7.			
Predavanja	Advent and Christmas songs. Lenten and Easter songs. Oral prayer songs. Prenja. Versified legends. Pilgrimage songs.	2	P7
Seminar	Advent and Christmas songs. Lenten and Easter songs. Oral prayer songs. Prenja. Versified legends. Pilgrimage songs.	2	P7
Week: 8.			
Predavanja	Oral epic poetry (history and poetics of Croatian and world oral epic poetry; the relationship between epic poetry and historical sciences; collectors and performers of epic songs; the most common figures in Croatian oral epic poetry; historical context).	2	P7
Predavanja	Oral epic poetry (history and poetics of Croatian and world oral epic poetry; the relationship between epic poetry and historical sciences; collectors and performers of epic songs; the most common figures in Croatian oral epic poetry; historical context).	2	P7
Week: 9.			
Predavanja	Uskoks and hajduks in epic poetry.	2	P7
Seminar	Uskoks and hajduks in epic poetry.	2	P7
Week: 10.			
Predavanja	Oral prose – the history and poetics of Croatian and world oral prose; genres of oral prose. Fairy tales. Fables.	2	P7
Seminar	Oral prose – the history and poetics of Croatian and world oral prose; genres of oral prose. Fairy tales. Fables.	2	P7
Week: 11.			
Predavanja	Oral tales: historical tales, etiological tales, eschatological tales, mythological tales, demonological tales, and life stories.	2	P7
Seminar	Oral tales: historical tales, etiological tales, eschatological tales, mythological tales, demonological tales, and life stories.	2	P7

Week: 12.			
Predavanja	Legends. Novellas. Anecdotes. Short forms: jokes and witticisms. Interference of oral prose in the works of great Croatian written authors; fairy tales, fables, anecdotes, jokes, and witticisms.	2	P7
Seminar	Legends. Novellas. Anecdotes. Short forms: jokes and witticisms. Interference of oral prose in the works of great Croatian written authors; fairy tales, fables, anecdotes, jokes, and witticisms.	2	P7
Week: 13.			
Predavanja	Folk theatre (terminology, anthropological and ethnological significance of this type of oral literature; origins; contemporary customs, etc.).	2	P7
Seminar	Folk theatre (terminology, anthropological and ethnological significance of this type of oral literature; origins; contemporary customs, etc.).	2	P7
Week: 14.			
Predavanja	Oral-rhetorical forms (genres, history, specific features of their poetics, their interference in written literature, etc.).	2	P7
Seminar	Oral-rhetorical forms (genres, history, specific features of their poetics, their interference in written literature, etc.).	2	P7
Week: 15.			
Predavanja	Proverbs and riddles (history and poetics, the influence of the Bible on Croatian paremiology; the didactic, educational, and utilitarian aspects of these and other forms of oral literature).	2	P7
Seminar	Proverbs and riddles (history and poetics, the influence of the Bible on Croatian paremiology; the didactic, educational, and utilitarian aspects of these and other forms of oral literature).	2	P7

Course name	Croatian Language in Writing and Speech						
ID	HZH105	Study year	1.				
Lecturer	prof. dr. sc. Katarina Lozić Knezović prof. dr. sc. Anita Runjić-Stoilova	ECTS workload	3.0				
Associates	dr. sc. Helena Burić, v. pred. dr. sc. Jelena Đorđević dr. sc. Josipa Korljan Bešlić, v. lekt.	Number of hours	L	S	E	P	
			15	15	15	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	The main goal of this course is to introduce students to Croatian standard orthography and orthoepy. By solving different tasks and practicing orthography and orthoepy students will improve their knowledge of correct usage of Croatian standard language, and they will be able to apply that knowledge in writing and speaking, in public and other discourses. By analysing different language functional styles, students will become familiar with various aspects of the Croatian standard language. The main objective of this course will be achieved through teaching, practical exercises, and students' tasks solving.						
Enrolment requirements	Enrolment in 1st year of undergraduate study; completed Croatian language practice course.						
Learning outcomes	Upon the ending of this course students will: - increase their knowledge on orthography of Croatian standard language - increase their knowledge on orthoepy of Croatian standard language - increase their knowledge on lexical norm of Croatian standard language - develop their critical attitude on linguistic borrowing and purist endeavours - know and apply the principles of writing scientific, professional and academic papers - communicate orally and in writing in accordance with the adopted principles - apply the acquired knowledge and skills in their further education - study scientific and professional literature applying the acquired knowledge.						
Syllabus	1. Croatian standard language and normativity. Work on text templates. 2. Lexical norm: loanwords and their adaptation. Work on text templates. 3. Writing and spelling words from other languages. Work on text templates, and orthoepic tasks. 4. Language purism. Work on text templates. 5. Croatian standard language and linguistic diversity. Work on text templates. 6. Croatian standard language and linguistic diversity. Speaking standard language. 7. Functional styles: journalistic and administrative. Writing a journalistic article and administrative document. 8. Writing scientific, professional and academic papers. Exercises for writing papers according to the requirements of the paper category. 9. Oral scientific communication. Business communication. Scientific and business communication according to given templates. 10. Linguistic and spoken elegance: worn-out metaphors, pleonasms, messy word order, postulates. Assimilations. Exercises according to given templates. 11. Croatian standard accent. Prosody of words and sentences. 12. Distribution of accent and consonant length. Pronunciation exercises. 13. Nonverbal communication. Etiquette in communication. 14. Speech performance. Speech exercises. 15. Synthesis. Examination by working on a text template.						
Teaching types	☒ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory			☐ ☐ ☐ ☐	

	☐ Blended learning	☒ Supervision						
Student obligations	The student is obliged to: - actively, regularly, and constructively participate in classes (students are required to attend a minimum of 80% of lectures and 80% of seminars, i. e. exercises) - present the results of independent work at seminars and work at home - respect the ethical and scientific principles of the higher education institution - pass the written (or colloquium) and oral part of the exam - to be informed about the classes one missed with other students or in consultations with the professor.							
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☒		
	Experimental work	☐	Paper	☐	Essay	☐		
	Seminar paper	☒	Midterm exam	☒	Oral exam	☒		
	Written exam	☒	Project	☐	Participation in class	☒		
		☐		☐		☐		
		☐						
Assessment and evaluation of student work	In accordance with the stated learning outcomes and the obligations of students in the course, the final grade is based on the following elements: - hourly activity - 10% - passed colloquia, i. e. written exams - 45% - passed oral exam - 45% Criteria for evaluating and grading individual elements are described in the course repository.							
Required literature	Title		Number of copies available	Availability via other media				
	Barić, E. et al. (2005). Hrvatska gramatika. Zagreb: Školska knjiga. (poglavlja: Prozodijski sustav, Uloga prozodijskih jedinica, Rečenična intonacija i rečenični naglasak)		3					
	Gačić, M. (2012). Pisanje znanstvenih i stručnih radova. Zagreb: Školska knjiga.		1					
	Jozic, Ž. (ur.) (2013). Hrvatski pravopis. Zagreb: Institut za hrvatski jezik i jezikoslovlje		0	da				
	Silić, J. (2006). Funkcionalni stilovi hrvatskoga standardnog jezika. Zagreb: Disput.		5					
	Škarić, I. (2006). Hrvatski govorili. Zagreb: Školska knjiga.		0					
Supplementary literature	Alerić, M. (2013). Hrvatski u upotrebi: 121 lekcija za bolje ovladavanje hrvatskim jezikom. Zagreb: Profil knjiga. Badurina, L.; Marković, I.; Mićanović, K. (2007). Hrvatski pravopis. Zagreb: MH. Blagus Bartolec, G.; Hudeček, L.; Jozic, Ž.; Matas Ivanković, I.; Mihaljević, M. (2016). 555 jezičnih savjeta. Zagreb: Institut za hrvatski jezik i jezikoslovlje. Frančić, A.; Hudeček, L.; Mihaljević, M. (2006). Normativnost i višefunkcionalnost u hrvatskome standardnom jeziku. Zagreb: Hrvatska sveučilišna naklada. Kovačević, M.; Badurina, L. (2001). Raslojavanje jezične stvarnosti. Rijeka: ICR. Protuđer, I. (1998). Pravilno govorim hrvatski. Split: Naklada „Protuđer“. Opačić, N. (2006). Hrvatski u zgradama. Zagreb: Hrvatska sveučilišna naklada.							

	Opačić, N. (2007). Hrvatski jezični putokazi. Zagreb: Hrvatska sveučilišna naklada. Opačić, N. (2009). Reci mi to kratko i jasno: hrvatski za normalne ljude. Zagreb: Novi Liber. Opačić, N. (2012). Hrvatski ni u zgradama. Zagreb: Hrvatska sveučilišna naklada.Samardžija, M. (1995). Leksikologija hrvatskoga jezika. Zagreb: Školska knjiga. Škarić (2000). Temeljci suvremenog govorništva. Zagreb: Školska knjiga. Težak, S. (1990). Hrvatski naš svagda(š)nji. Zagreb: Školske novine. Težak, S. (1995). Hrvatski naš osebujni. Zagreb: Školske novine. Težak, S. (1999). Hrvatski naš (ne)zaboravljeni. Zagreb: Tipex.		
Quality assurance	- active and regular class attendance - active participation in class discussions - individual consultations - passed colloquia and written and oral exam - student survey on the quality of teaching and teachers at the university level - peer evaluation and reflection - international supervision		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Croatian standard language and normativity	1	
Seminar	Functional styles of the Croatian language	1	
Govorne vježbe	Work on text templates	1	
Week: 2.			
Predavanja	Lexical norm: loanwords and their adaptation	1	
Seminar	Degree of acquisition of foreign words	1	
Govorne vježbe	Work on text templates	1	
Week: 3.			
Predavanja	Writing and spelling words from other languages	1	
Seminar	Foreign words and loanwords	1	
Govorne vježbe	Work on text templates	1	
Week: 4.			
Predavanja	Language purism	1	
Seminar	Internationalisms	1	
Govorne vježbe	Work on text templates	1	
Week: 5.			
Predavanja	Croatian standard language and linguistic diversity 1	1	
Seminar	Standard and dialect relation	1	
Govorne vježbe	Work on text templates	1	
Week: 6.			

Predavanja	Croatian standard language and linguistic diversity 2	1	
Seminar	Speaking standard language	1	
Govorne vježbe	Work on text templates	1	
Week: 7.			
Predavanja	Functional styles: journalistic and administrative	1	
Seminar	Writing a journalistic article and administrative document	1	
Govorne vježbe	Work on text templates	1	
Week: 8.			
Predavanja	Writing scientific, professional and academic papers	1	
Seminar	The scientific functional style	1	
Govorne vježbe	Work on text templates	1	
Week: 9.			
Predavanja	Oral scientific communication	1	
Seminar	Business communication	1	
Govorne vježbe	Work on text templates	1	
Week: 10.			
Predavanja	Linguistic and spoken elegance	1	
Seminar	Pleonasms in language	1	
Govorne vježbe	Work on text templates	1	
Week: 11.			
Predavanja	Croatian standard accent	1	
Seminar	Developing of speaking skill	1	
Govorne vježbe	Speaking exercises	1	
Week: 12.			
Predavanja	Distribution of accent and consonant length	1	
Seminar	Prosodic features	1	
Govorne vježbe	Pronunciation exercises	1	
Week: 13.			
Predavanja	Nonverbal communication	1	
Seminar	Etiquette in communication	1	
Govorne vježbe	Speaking exercises	1	
Week: 14.			
Predavanja	Speech performance	1	
Seminar	Public speech	1	
Govorne vježbe	Speaking exercises	1	

Week: 15.			
Predavanja	Synthesis	1	
Seminar	Synthesis	1	
Govorne vježbe	Examination by working on a text template	1	

Course name	Morphology and Word Formation						
ID	HZH101	Study year			1.		
Lecturer	izv. prof. dr. sc. Tanja Brešan Ančić	ECTS workload			4.0		
Associates		Number of hours	L	S	E	P	
			30	0	30	0	
Course status	Compulsory	Online percentage			0%		
Course description							
Course aims	The aim of the course is to introduce students to basic terms and definitions in morphology and word formation, as well as to enable students to independently recognize basic morphological and formational models, as well as deviations from morphological and formational norms. Upon completion of the course, students will clearly recognize and distinguish changes that occur within words at the inflectional and derivational levels. They will also become familiar with the morphological system and paradigms in a synchronic and partly diachronic overview.						
Enrolment requirements	no conditions						
Learning outcomes	Upon completion of this course, students will be able to: - analyze the morphological system of the Croatian standard language in a synchronic overview - navigate recent professional and scientific literature - develop linguistic, editing and teaching competencies in the Croatian standard language - analyze deviations from the morphological and formational norms of the Croatian standard language - develop awareness of the importance of word formation in the Croatian standard language						
Syllabus	1st week: introduction to morphology, review of literature and basic terms exercises: initial test 2nd week: review of the history of morphology, linguistic theories and language trends and their application to morphology exercises: parts of speech, grammatical categories 3rd week: word, parts of speech exercises: parts of speech, grammatical categories 4th week: morph, morpheme, allomorph, morphic and morphological analysis exercises: morphic and morphological analysis 5th week: grammatical categories (gender, number, case, comparison) exercises: declension of noun parts of speech 6th week: nouns exercises: declension of noun parts of speech 7th week: adjectives, pronouns, numbers exercises: colloquium (cases) 8th week: verbs exercises: types and classes of verbs 9th week: verbs exercises: grammatical categories of verbs 10th week: invariable parts of speech exercises: verbs and invariable parts of speech 11th week: word formation exercises: colloquium (verbs) 12th week: noun and adjective formation exercises: formation models 13th week: verb formation exercises: formation models						

	14th week: neologisms and modern formation patterns exercises: formation models 15th synthesis exercises: synthesis					
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	- actively, regularly and constructively participate in classes - note: students are required to attend at least 80% of lectures and 80% of exercises, attendance at classes is not included in the grade, but is a necessary prerequisite for taking the exam - respect the ethical and scientific principles of the higher education institution - pass the preliminary exams and the written and oral parts of the exam - inquire about classes that have been missed from other students or in consultations with the professor - adhere to the time frames required for carrying out course activities					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☒	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the stated learning outcomes and student obligations in the course, the final grade is based on the following elements: - passed preliminary exam – 25% - passed written exam – 25% - passed oral exam – 50% The evaluation and grading criteria for individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Babić, S. (2002). Tvorba riječi u hrvatskome književnome jeziku. Zagreb: Nakladni zavod globus, HAZU.			3	ne	
	Barić i dr. (2005). Hrvatska gramatika. Zagreb: Školska knjiga. (poglavlja o morfologiji i tvorbi riječi)			2	ne	
	Marković, I. (2012). Uvod u jezičnu morfologiju. Zagreb: Disput.			1	ne	
	Silić, J., Pranjković, I. (2007). Gramatika hrvatskoga jezika. Zagreb: Školska knjiga. (poglavlje o morfologiji)			1	ne	
Supplementary literature	Brozović, D. (2006). O suvremenoj morfološkoj normi hrvatskoga jezičnog standarda i o morfološkim značajkama standardne novoštokavštine uopće. U: Brozović, D. (ur.). Neka bitna pitanja hrvatskoga jezičnog standarda. Zagreb: Školska knjiga. Marković, I. (2010). Uvod u pridjev. Zagreb: Disput.					

	Pišković, T. (2011). Gramatika roda. Zagreb: Disput. Raguž, D. (1997). Praktična hrvatska gramatika. Zagreb: Medicinska naklada. Košutar, P. (2009). Rječotvorni modeli u hrvatskom jeziku. Suvremena lingvistika, Vol. 35., br. 67. str. 87–107. Marković, I. (2007). Do kosti. Imenice hrvatske i-sklonidbe. Lahor. vol 1. br. 3.14–36. Tafr, B. (2007). Broj i rod ispočetka. Filologija 49, 211, 233. Turk, M. (2001). Tvorbene značajke kalkiranih imenica. Rasprave Instituta za hrvatski jezik i jezikoslovlje, knj. 27, 267–280.		
Quality assurance	active and regular class attendance - active participation in class discussions - individual consultations - passed midterms or written exam and oral exam - student survey on the quality of teaching and teachers at the university level		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	introduction to morphology, review of literature and basic terms	2	P7
Govorne vježbe	initial test	2	P12
Week: 2.			
Predavanja	overview of the history of morphology, linguistic theories and linguistic trends and their application to morphology	2	P7
Govorne vježbe	types of words, grammatical categories	2	P12
Week: 3.			
Predavanja	word, types of words	2	P7
Govorne vježbe	types of words, grammatical categories	2	P12
Week: 4.			
Predavanja	morph, morpheme, allomorph, morph and morphological analysis	2	P7
Govorne vježbe		2	
Week: 5.			
Predavanja	grammatical categories (gender, number, case, comparison)	2	P7
Govorne vježbe	declension of noun parts of speech	2	P7
Week: 6.			
Predavanja	nouns	2	P7
Govorne vježbe	declension of noun parts of speech	2	P7
Week: 7.			
Predavanja	adjectives, pronouns, numbers	2	P7

Govorne vježbe	colloquium (cases)	2	P7
Week: 8.			
Predavanja	verbs	2	P7
Govorne vježbe	verb classes	2	P7
Week: 9.			
Predavanja	verbs	2	P7
Govorne vježbe	grammatical categories of verbs	2	P7
Week: 10.			
Predavanja	invariable parts of speech	2	P7
Govorne vježbe	verbs and invariable parts of speech	2	P7
Week: 11.			
Predavanja	word formation	2	P7
Govorne vježbe	colloquium (verbs)	2	P7
Week: 12.			
Predavanja	formation of nouns and adjectives	2	P7
Govorne vježbe	formation models	2	P7
Week: 13.			
Predavanja	formation of verbs	2	P7
Govorne vježbe	formation models	2	P7
Week: 14.			
Predavanja	neologisms and contemporary creative patterns	2	P7
Govorne vježbe	formation models	2	P7
Week: 15.			
Predavanja	synthesis	2	P7
Govorne vježbe	synthesis	2	P7

Course name	Old Church Slavonic Language						
ID	HZH103	Study year	1.				
Lecturer	prof. dr. sc. Katarina Lozić Knezović	ECTS workload	4.0				
Associates		Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	<p>The aim of the course is to introduce to students the oldest among the standard Slavic languages and the most important texts in that language, as well as to train students for independent access to the oldest Slavic literary texts and linguistic understanding and interpretation of these texts.</p> <p>The main goals of the course will be achieved through independent study and processing of texts in Glagolitic and Cyrillic in the Old Church Slavonic language, ie in the Church Slavonic language of the Croatian redaction of the Church Slavonic language and the application of acquired knowledge, which also helps develop research curiosity. By direct research of texts and adoption of grammar of the Old Church Slavonic language, students will adopt the meaning it has for the culture and literature of all Slavis, including Croats, and it is so much that it is impossible to imagine a professor of any Slavic language without at least basic knowledge of that language.</p>						
Enrolment requirements	There are no course enrolment requirements.						
Learning outcomes	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none">- understand the structure of the Old Church Slavonic language- independently read and analyse Glagolitic texts- independently read and analyse Cyrillic texts- independently study and understand the national linguistic past- apply the acquired knowledge by adopting new ones, developing research curiosity, about the historical development and formation of national idioms- explain the structure of the modern standard Croatian language- understand the scientific and professional literature by applying the acquired knowledge- discuss open problems about the origin and development of the Old Church Slavonic language and scripts in which texts in that language were written						
Syllabus	<p>1. History of the Old Church Slavonic language; Cyril and Method and the Old Church Slavonic Language (L) Grapheme, letter and number system of the Glagolitic alphabet; principles of transliteration and transcription; peculiarities of Croatian Glagolitic manuscripts (S)</p> <p>2. Name and periodization of the Old Church Slavonic language; Old Church Slavonic redactions (L) Transliteration of a manuscript written in round Glagolitic script; graphic and linguistic features of the text (S)</p> <p>3. Origin and development of Slavic scripts (L) Old Church Slavonic canonical monuments in Glagolitic and Cyrillic (S)</p> <p>4. Old Church Slavonic language as a member of the wider language community; Indo-European language families (L) Old Church Slavonic spelling and orthography (capital letter, diacritical marks, punctuation, word breaks, abbreviations, ligatures) (S)</p> <p>5. Old Church Slavonic language as a member of the wider language community; 1st colloquium - history (L) Transliteration and analysis of a text written in round Glagolitic script; graphic and linguistic features of the text (S)</p>						

	6. Phonological system and phonetic changes of the Old Church Slavonic language (L) Transliteration and analysis of a text written in round Glagolitic script; graphic and linguistic features of the text (S) 7. Voice changes of the Old Church Slavonic language - changes typical only for Slavic languages (L) Transliteration and analysis of text written in square Glagolitic; graphic and linguistic features of the text (S) 8. Vowel shifts (alternations) of the Old Church Slavonic language; 2nd colloquium - phonology (L) Transliteration and analysis of text written in square Glagolitic script; graphic and linguistic features of the text (S) 9. Declension of nouns (L) Transliteration and analysis of text written in square Glagolitic; graphic and linguistic features of the text (S) 10. Declension of pronouns (L) Transliteration and analysis of text written in square Glagolitic script; graphic and linguistic features of the text; 1st colloquium – Glagolitic script (S) 11. Declension of adjectives and numbers (L) Grapheme, letter and number system of the Cyrillic alphabet; principles of transliteration and transcription; peculiarities of Cyrillic manuscripts (2C) 12. Old Church Slavonic verbs (L) Transliteration and analysis of text written in Cyrillic script; graphic and linguistic features of texts written in Cyrillic script (S) 13. Old Church Slavonic verbs (L) Transliteration and analysis of text written in Cyrillic script; graphic and linguistic features of the text (S) 14. Old Church Slavonic verbs and syntax of the Old Church Slavonic language (L) Transliteration and analysis of text written in Cyrillic script; graphic and linguistic features of the text (S) 15. Old Church Slavonic verbs and syntax of the Old Church Slavonic language; 3rd colloquium - morphology (L) Transliteration and analysis of text written in Cyrillic; graphic and linguistic features of the text; 2nd colloquium - Cyrillic script (S)					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	The student is obliged to: - actively, regularly and constructively participate in classes (students are required to attend a minimum of 80% of lectures and 80% of seminars) - present the results of independent work at seminars and work at home - respect the ethical and scientific principles of the higher education institution - pass the written (or colloquium) and oral part of the exam - to be informed about the classes one missed with other students or in consultations with the professor					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☒	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒

	praktični rad	☒	☐	☐
		☐		
Assessment and evaluation of student work	In accordance with the stated learning outcomes and the obligations of students in the course, the final grade is based on the following elements: - hourly activity - 10% - passed colloquia, ie. written exams - 45% - passed oral exam - 45% Criteria for evaluating and grading individual elements are described in the course repository.			
Required literature	Title	Number of copies available	Availability via other media	
	Bratulić, J. (1998). Žitja Konstantina Ćirila i Metodija i druga vrela. Zagreb: Kršćanska sadašnjost.	0	yes	
	Damjanović, S. (2003). Staroslavenski jezik. Zagreb: Hrvatska sveučilišna naklada.	2		
	Damjanović, S. (2002/2004). Slovo iskona: Staroslavenska/starohrvatska čitanka. (drugo izdanje). Zagreb: Matica hrvatska.	4	yes	
	Mihaljević, M. (2002). Slavska poredbena gramatika: 1. dio. Uvod i fonologija. Zagreb: Školska knjiga.	1	yes	
Supplementary literature	Damjanović, S. i ost. (2004). Mali staroslavensko-hrvatski rječnik. Zagreb: Matica hrvatska. Hamm, J. (1974). Staroslavenska gramatika. Zagreb: Školska knjiga. Hamm, J. Staroslavenska čitanka. Zagreb: Školska knjiga (bilo koje izdanje). Katičić, R. (1996). Uz pitanje o postanku i starosti glagoljice. Croatica, 42--44, 185-199. Mihaljević, M. (2014). Slavska poredbena gramatika: 2. dio. Morfologija, Prozodija, Slavska pradomovina. Zagreb: Školska knjiga. Radovi Staroslavenskog instituta (1952–). Slovo – časopis Staroslavenskog instituta (1952–). Štefanić, V. (1963). Tisuću i sto godina od moravske misije. Slovo, 13, 5-42.			
Quality assurance	- active and regular class attendance - active participation in class discussions - individual consultations - mentoring work - passed colloquia and written and oral exam - student survey on the quality of teaching and teachers at the university level - peer evaluation and reflection - international supervision			
Other (in the opinion of the proponent)				
Syllabus				
Class type	Topic	Teaching hours	Location	
Week: 1.				
Predavanja	History of the Old Church Slavonic language; Cyril and Method and the Old Church Slavonic Language	2	P7	
Seminar	Grapheme, letter and number system of the Glagolitic alphabet; principles of transliteration and transcription; peculiarities of Croatian Glagolitic manuscripts	2	P6	

Week: 2.			
Predavanja	Name and periodization of the Old Church Slavonic language; Old Church Slavonic redactions	2	P7
Seminar	Transliteration of a manuscript written in round Glagolitic script; graphic and linguistic features of the text	2	P6
Week: 3.			
Predavanja	Origin and development of Slavic scripts	2	P7
Seminar	Old Church Slavonic canonical monuments in Glagolitic and Cyrillic	2	P6
Week: 4.			
Predavanja	Old Church Slavonic language as a member of the wider language community; Indo-European language families	2	P7
Seminar	Old Church Slavonic spelling and orthography (capital letter, diacritical marks, punctuation, word breaks, abbreviations, ligatures)	2	P6
Week: 5.			
Predavanja	Old Church Slavonic language as a member of the wider language community; 1st colloquium - history	2	P7
Seminar	Transliteration and analysis of a text written in round Glagolitic script; graphic and linguistic features of the text	2	P6
Week: 6.			
Predavanja	Phonological system and phonetic changes of the Old Church Slavonic language	2	P7
Seminar	Transliteration and analysis of a text written in round Glagolitic script; graphic and linguistic features of the text	2	P6
Week: 7.			
Predavanja	Voice changes of the Old Church Slavonic language - changes typical only for Slavic languages	2	P7
Seminar	Transliteration and analysis of text written in square Glagolitic; graphic and linguistic features of the text	2	P6
Week: 8.			
Predavanja	Vowel shifts (alternations) of the Old Church Slavonic language; 2nd colloquium - phonology	2	P7
Seminar	Transliteration and analysis of text written in square Glagolitic script; graphic and linguistic features of the text	2	P6
Week: 9.			
Predavanja	Declension of nouns	2	P7
Seminar	Transliteration and analysis of text written in square Glagolitic; graphic and linguistic features of the text	2	P6
Week: 10.			
Predavanja	Declension of pronouns	2	P7
Seminar	Transliteration and analysis of text written in square Glagolitic script; graphic and linguistic features of the text; 1st colloquium – Glagolitic script	2	P6/P4
Week: 11.			
Predavanja	Declension of adjectives and numbers	2	P7

Seminar	Grapheme, letter and number system of the Cyrillic alphabet; principles of transliteration and transcription; peculiarities of Cyrillic manuscripts	2	P6/P4
Week: 12.			
Predavanja	Old Church Slavonic verbs	2	P7
Seminar	Transliteration and analysis of text written in Cyrillic script; graphic and linguistic features of texts written in Cyrillic script	2	P6/P4
Week: 13.			
Predavanja	Old Church Slavonic verbs	2	P7
Seminar	Transliteration and analysis of text written in Cyrillic script; graphic and linguistic features of the text	2	P6/P4
Week: 14.			
Predavanja	Old Church Slavonic verbs and syntax of the Old Church Slavonic language	2	P7
Seminar	Transliteration and analysis of text written in Cyrillic script; graphic and linguistic features of the text	2	P6/P4
Week: 15.			
Predavanja	Old Church Slavonic verbs and syntax of the Old Church Slavonic language; 3rd colloquium - morphology	2	P7
Seminar	Transliteration and analysis of text written in Cyrillic; graphic and linguistic features of the text; 2nd colloquium - Cyrillic script	2	P6/P4

Course name		Croatian Language for Foreigners A1				
ID		Study year	1.			
Lecturer	Ina Bilonić, lekt. dr. sc. Helena Burić, v. pred. dr. sc. Josipa Korljan Bešlić, v. lekt.	ECTS workload	5.0			
Associates		Number of hours	L	S	E	P
			0	0	140	0
Course status	Elective	Online percentage	0%			
Course description						
Course aims	To familiarize participants with the grammatical and orthographic rules of the Croatian language with the aim of applying this knowledge in everyday use of the Croatian language.					
Enrolment requirements	Knowledge of English at B1 level					
Learning outcomes	Completing this course/educational activity, students will be able to: 1. Identify the basic rules of the Croatian language in speech and writing. 2. Classify grammatical rules. 3. Recognize basic politeness formulas, as well as the topic and key information of shorter spoken and written texts. 4. Use simple sentences (introducing oneself, naming objects, people, events, and describing basic emotions; navigating basic life situations in conversation). 5. Describe personal wants and desires. 6. Interpret spoken and written texts. 7. Participate in conversations on everyday topics. 8. Write independently and from dictation (simple messages, postcards, greetings).					
Syllabus	week 1 (9 E) a) topics and vocabulary: introductions, getting to know one another b) grammatical units: individual sounds of Croatian (an alphabet, phonetic system), present tense of the verb biti (to be); personal pronouns; nominative case of nouns; gender and number of nouns; numbers 0-10; c) cultural topics: basic information on Croatia week 2 (9 E) a) topics and vocabulary: professions, countries and nationalities, shops b) grammatical units: numbers, present tense of the verb zvati se (to be called); plural of nouns; c) cultural topics: famous Croatians week 3 (9 E) a) topics and vocabulary: family, animals; b) grammatical units: nominative case of plural nouns, numbers up to a billion; possessive pronouns c) cultural topics: basic information on scripts, Croatia's toponyms week 4 (9 E) a) topics and vocabulary: features of things, people and animals; colours; students and their motherlands b) grammatical units: nominative case of possessive adjectives, descriptive adjectives (sound changes), introduction to present tense of the verbs ending in -ati > -am c) cultural topics: colours and flags, streets and squares in Zagreb, the biggest Croatian cities; monuments and sculptures in Zagreb; Ivan Meštrović week 5 (9 E) a) topics and vocabulary: hotel accommodation; souvenirs; museums; opposite adjectives					

	<p>b) grammatical units: accusative case of a direct object; present tense of the verbs ending in -ati > -am (continued) and -irati > -iram</p> <p>c) cultural topics: famous Croatian sportsmen and women; geography; tourism week 6 (9 E)</p> <p>a) topics and vocabulary: public places and public institutions; bans; Croatian and foreign traditions</p> <p>b) grammatical units: modal verbs in the present tense (morati, trebati, smjeti, htjeti); verbs that go with the infinitive of the movement verbs ići, otići, doći (to go, to leave, to arrive – meaning) and accusative case of the destination or goal (introduction)</p> <p>c) cultural topics: Gornji grad (the cannon of Grič); the most famous Croatian inventions and interesting facts week 7 (9 E)</p> <p>a) topics and vocabulary: professions; verbs in the infinitive connected to their modality and space or modality and professions; tourism; personal interests of students</p> <p>b) grammatical units: verbs (continued); present tense of the verbs ići (to go) and doći (to arrive); accusative case of the destination or goal</p> <p>c) cultural topics: customs and habits of the Croatians; typical regional products; most popular places to visit week 8 (9 E)</p> <p>a) topics and vocabulary: summer/winter holidays; hobbies; sport and sports equipment; days of the week; shopping and food (introduction)</p> <p>b) grammatical units: verbs jesti (to eat) and piti (to drink); accusative case for the purpose; prepositions in/on; accusative for the time; accusative case of personal pronouns (emphasised and non-emphasised); present tense of the verbs ending in -iti > -im and -jeti > -im (introduction)</p> <p>c) cultural topics: brochures on Croatian regions; regions and language (basic differences in dialect and interrogative pronouns što/ča/kaj); Easter week 9 (9 E)</p> <p>a) topics and vocabulary: food and drink; seasons; introduction to fashion habits; clothes</p> <p>b) grammatical units: verbs jesti (to eat) and piti (to drink); locative case for the location and topic, locative case for the time</p> <p>c) cultural topics: information on Croatian gastronomy, authentic Croatian products/organic food; seasons and clothes week 10 (9 E)</p> <p>a) topics and vocabulary: clothes; footwear; materials and accessories, work</p> <p>b) grammatical units: present tense of the verbs ending in -ovati, -evati, -ivati > -ujem; locative case for the location and topic</p> <p>c) cultural topics: traditional folk costumes; fashion styles week 11 (9 E)</p> <p>a) topics and vocabulary: living, description of interiors and exteriors, looking for apartments (advertisements); Croatian names for months, etymology of Croatian names for months, newspapers (a story)</p> <p>b) grammatical units: locative case for the place and topic, locative case for time; sibilisation; locative case of feminine nouns ending in -ska, -ška, -čka; locative case of personal pronouns</p> <p>c) cultural topics: Croatian calendar; geographical and cultural information week 12 (9 E)</p> <p>a) topics and vocabulary: free time, going out, film</p> <p>b) grammatical units: the perfect tense; introduction to dative case (preposition that go with the dative)</p> <p>c) cultural topics: important festivals and manifestations in Croatia; information on Croatian immigration; Medvednica week 13 (9E)</p> <p>a) topics and vocabulary: travelling; weather; to hear, to feel, to taste, to smell (body parts, organs, senses); weather forecast</p>
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	b) grammatical units: revision of perfect tense of the verbs, the dative case, future tense I c) cultural topics: Croatian islands; major Croatian companies; economy and trade fairs in Croatia; Zadar week 14 (9 E) a) topics and vocabulary: post office; bank; writing cards and postcards; means of transport; science and inventions b) grammatical units: dative and accusative cases (sentences with a direct and indirect object); present tense of the verbs to write and to send; verbs with a dative reaction; instrumental case for the society, agency, time, place and description c) cultural topics: information on Hrvatsko zagorje; the first tram in Zagreb week 15 (9 E) a) topics and vocabulary: directions (giving and understanding directions; getting around; manners (when visiting someone); arguments (for/against); why am I learning Croatian (reasons) b) grammatical units: genitive case for place, partitive genitive case, material genitive case, genitive case with numbers, possessive genitive case, objective genitive case, subjective genitive case, genitive case for the cause and purpose, imati/nemati (to have/not to have) with the genitive case c) cultural topics: information on Croatian National Theatre in Zagreb; Ruđer Bošković and his hometown Dubrovnik Preparation for the final exam					
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	Attendance at classes, active participation in classes, completing assignments, taking exams					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☒	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	Written and oral exams at the end of the term. Written and oral midterm exams. Short presentation on a previously agreed topic. Class attendance.					
Required literature	Title			Number of copies available	Availability via other media	
	Korljan Bešlić, J.; Burić, H. (2020) Prijeđimo na ti 1, udžbenik i vježbenica. Split: Filozofski fakultet Sveučilišta u Splitu			1		
	Bilingual dictionary (Croatian-English, Croatian-German, Croatian-Spanish etc)					
Supplementary literature	Babić, Moguš. Hrvatski pravopis. Zagreb: Školska knjiga, 2011. Anić, Vladimir. Rječnik hrvatskog jezika. Zagreb: Novi liber, 1994.					

	Cesarec, Mirjana. Učimo hrvatski – gramatička vježbenica I. dio. Zagreb : FF Press. 2003.		
Quality assurance	attendance, class participation, and successful completion of assignments student survey on the quality of teaching and instructors at the university level passing the examination and fulfilling other obligations prescribed by the syllabus individual consultations students' self-assessment of achieved learning outcomes collaborative evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lektorske vježbe	a) topics and vocabulary: introductions, getting to know one another b) grammatical units: individual sounds of Croatian (an alphabet, phonetic system), present tense of the verb biti (to be); personal pronouns; nominative case of nouns; gender and number of nouns; numbers 0-10; c) cultural topics: basic information on Croatia	9	
Week: 2.			
Lektorske vježbe	a) topics and vocabulary: professions, countries and nationalities, shops b) grammatical units: numbers, present tense of the verb zvati se (to be called); plural of nouns; c) cultural topics: famous Croatians	9	
Week: 3.			
Lektorske vježbe	a) topics and vocabulary: family, animals; b) grammatical units: nominative case of plural nouns, numbers up to a billion; possessive pronouns c) cultural topics: basic information on scripts, Croatia's toponyms	9	
Week: 4.			
Lektorske vježbe	a) topics and vocabulary: features of things, people and animals; colours; students and their motherlands b) grammatical units: nominative case of possessive adjectives, descriptive adjectives (sound changes), introduction to present tense of the verbs ending in -ati > -am c) cultural topics: colours and flags, streets and squares in Zagreb, the biggest Croatian cities; monuments and sculptures in Zagreb; Ivan Meštrović	9	
Week: 5.			
Lektorske vježbe	a) topics and vocabulary: hotel accommodation; souvenirs; museums; opposite adjectives b) grammatical units: accusative case of a direct object; present tense of the verbs ending in -ati > -am (continued) and -irati > -iram c) cultural topics: famous Croatian sportsmen and women; geography; tourism	9	
Week: 6.			

Lektorske vježbe	a) topics and vocabulary: public places and public institutions; bans; Croatian and foreign traditions b) grammatical units: modal verbs in the present tense (morati, trebati, smjeti, htjeti); verbs that go with the infinitive of the movement verbs ići, otići, doći (to go, to leave, to arrive – meaning) and accusative case of the destination or goal (introduction) c) cultural topics: Gornji grad (the cannon of Grič); the most famous Croatian inventions and interesting facts	9	
Week: 7.			
Lektorske vježbe	a) topics and vocabulary: professions; verbs in the infinitive connected to their modality and space or modality and professions; tourism; personal interests of students b) grammatical units: verbs (continued); present tense of the verbs ići (to go) and doći (to arrive); accusative case of the destination or goal c) cultural topics: customs and habits of the Croats; typical regional products; most popular places to visit	9	
Week: 8.			
Lektorske vježbe	a) topics and vocabulary: summer/winter holidays; hobbies; sport and sports equipment; days of the week; shopping and food (introduction) b) grammatical units: verbs jesti (to eat) and piti (to drink); accusative case for the purpose; prepositions in/on; accusative for the time; accusative case of personal pronouns (emphasised and non-emphasised); present tense of the verbs ending in -iti > -im and -jeti > -im (introduction) c) cultural topics: brochures on Croatian regions; regions and language (basic differences in dialect and interrogative pronouns što/ ča/kaj); Easter	9	
Week: 9.			
Lektorske vježbe	a) topics and vocabulary: food and drink; seasons; introduction to fashion habits; clothes b) grammatical units: verbs jesti (to eat) and piti (to drink); locative case for the location and topic, locative case for the time c) cultural topics: information on Croatian gastronomy, authentic Croatian products/organic food; seasons and clothes	9	
Week: 10.			
Lektorske vježbe	a) topics and vocabulary: clothes; footwear; materials and accessories, work b) grammatical units: present tense of the verbs ending in -ovati, -evati, -ivati > -ujem; locative case for the location and topic c) cultural topics: traditional folk costumes; fashion styles	9	
Week: 11.			
Lektorske vježbe	a) topics and vocabulary: living, description of interiors and exteriors, looking for apartments (advertisements); Croatian names for months, etymology of Croatian names for months, newspapers (a story) b) grammatical units: locative case for the place and topic, locative case for time; sibilisation; locative case of feminine nouns ending in -ska, -ška, -čka; locative case of personal pronouns c) cultural topics: Croatian calendar; geographical and cultural information	9	

Week: 12.			
Lektorske vježbe	a) topics and vocabulary: free time, going out, film b) grammatical units: the perfect tense; introduction to dative case (preposition that go with the dative) c) cultural topics: important festivals and manifestations in Croatia; information on Croatian immigration; Medvednica	9	
Week: 13.			
Lektorske vježbe	a) topics and vocabulary: travelling; weather; to hear, to feel, to taste, to smell (body parts, organs, senses); weather forecast b) grammatical units: revision of perfect tense of the verbs, the dative case, future tense I c) cultural topics: Croatian islands; major Croatian companies; economy and trade fairs in Croatia; Zadar	9	
Week: 14.			
Lektorske vježbe	a) topics and vocabulary: post office; bank; writing cards and postcards; means of transport; science and inventions b) grammatical units: dative and accusative cases (sentences with a direct and indirect object); present tense of the verbs to write and to send; verbs with a dative reaction; instrumental case for the society, agency, time, place and description c) cultural topics: information on Hrvatsko zagorje; the first tram in Zagreb	9	
Week: 15.			
Lektorske vježbe	a) topics and vocabulary: directions (giving and understanding directions; getting around; manners (when visiting someone); arguments (for/against); why am I learning Croatian (reasons) b) grammatical units: genitive case for place, partitive genitive case, material genitive case, genitive case with numbers, possessive genitive case, objective genitive case, subjective genitive case, genitive case for the cause and purpose, imati/nemati (to have/not to have) with the genitive case c) cultural topics: information on Croatian National Theatre in Zagreb; Ruđer Bošković and his hometown Dubrovnik Preparation for the final exam Field classes	14	

Course name	Introduction to the Latin Language							
ID	HZY003		Study year		1.			
Lecturer	doc. dr. sc. Inga Vilogorac Brčić		ECTS workload		2.0			
Associates	mr. sc. Jure Hrgović		Number of hours		L	S	E	P
					10	0	20	0
Course status	Compulsory		Online percentage		0%			
Course description								
Course aims	The aim of the course is to introduce students to the Latin alphabet, sounds and accents, and to the traditional and classical pronunciation of the Latin language. The aim is to teach them the basics of Latin grammar; changeable parts of speech (nouns, verbs, adjectives, numerals, pronouns), declension, conjugation, comparison of adjectives, then invariable parts of speech and sentence types in order to be able to translate simpler texts. The aim is also to enrich oratory skills with Latin paremiologisms and to practice the correct pronunciation of Latin words and sentences.							
Enrolment requirements	no conditions							
Learning outcomes	Upon completion of the course, students will be able to: - Read Latin correctly - List and define parts of speech - Decline and conjugate Latin words - Compare adjectives - Recognize the significance of Latin paremiologisms in the speeches of statesmen - Recognize the educational and didactic nature of Latin paremiology - Identify Croatian words of Latin origin - Identify internationalisms of Latin origin - Better understanding of the Croatian language - Develop oratory skills							
Syllabus	1. Latin language system; reading shorter Latin texts 2. Variable parts of speech 3. Reading and translating shorter Latin texts 4. Declinations 5. Conjugations 6. Verb forms 7. Verb adjectives, adverbs, moods 8. Adjectives. Comparison of adjectives 9. Numbers 10. Pronouns 11. Invariable parts of speech 12. Simple and simple-extended sentences 13. Independent-complex sentences 14. Dependent-complex sentences 15. Paremiology							
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐			
Student obligations	1. Attendance at classes and seminars Note: - Attendance at the course is not included in the grade, but is a prerequisite for taking the exam.							

	- Attendance at lectures – minimum 80%, seminars – minimum 80%. 2. Inform yourself about the classes that the student has missed during consultations with teachers and other students. 3. Respect the ethical and scientific principles of the higher education institution. 4. Adhere to the time frames required for performing activities					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☒	Essay	☐
	Seminar paper	☐	Midterm exam	☒	Oral exam	☒
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	1. Activity in class, participation in discussions during classes and seminars – 10% 2. Prepared and presented paper – 10% 3. Written exam, or two successfully passed midterms (a positive grade from both midterms is equivalent to the written exam) – 40% 4. Oral exam – 40% (The criteria for evaluating and grading individual elements are described in the course repository.)					
Required literature	Title			Number of copies available	Availability via other media	
	Gortan V., Gorski, O., Pauš, P., (1995. ili bilo koje drugo izdanje) Elementa Latina, Zagreb: Školska knjiga.			5		
	Knezović, P.; Demo, Š. (2005): Latinski jezik – Scylla Zagreb: Hrvatski studiji Sveučilišta u Zagrebu.			5		
Supplementary literature	Gortan V., Gorski, O., Pauš, P., (2005): "Latinska gramatika", XII. izdanje, Zagreb: Školska knjiga. (poglavlja sukladna sadržaju predmeta). Pejčinović, P. (1955. i 1957.) "Initia Latina". Sarajevo. Pejčinović, P. (1955. i 1957.) "Vox Latina". Sarajevo. Salopek, D.; Škiljan, D.; Šešelj, Z., "Orbis Romanus", Zagreb: Profil Internacional. Žepić, M. (1979. ili bilo koje drugo izdanje) "Latinsko-hrvatski ili srpski rječnik". Zagreb: Školska knjiga.					
Quality assurance	- Class attendance, class activity, success in completing assignments. - Student survey on the quality of teaching and teachers at the university level. - Exam passed and other obligations prescribed by the syllabus fulfilled. - Individual consultations. - Student self-assessment of achieved learning outcomes. - Collaborative assessment of the implementation and quality of the teaching process.					
Other (in the opinion of the proponent)						
Syllabus						
Class type	Topic			Teaching hours	Location	
Week: 1.						
Predavanja	Sustav latinskoga jezika; čitanje kraćih latinskih tekstova			1		

Week: 2.			
Predavanja	Promjenjive vrste riječi	1	
Week: 3.			
Predavanja	Čitanje i prevođenje kraćih latinskih tekstova	1	
Week: 4.			
Predavanja	Deklinacije	1	
Week: 5.			
Predavanja	Konjugacije	1	
Week: 6.			
Predavanja	Glagolski oblici	1	
Vježbe iz stranog jezika	Glagolski oblici	2	
Week: 7.			
Predavanja	Glagolski pridjevi, prilozi, načini	1	
Vježbe iz stranog jezika	Glagolski pridjevi, prilozi, načini	2	
Week: 8.			
Predavanja	Pridjevi, komparacija pridjeva	1	
Vježbe iz stranog jezika	Pridjevi, komparacija pridjeva	2	
Week: 9.			
Predavanja	Brojevi, Zamjenice	1	
Vježbe iz stranog jezika	Brojevi, zamjenice	2	
Week: 10.			
Predavanja	Nepromjenjive vrste riječi	1	
Vježbe iz stranog jezika	Nepromjenjive vrste riječi	2	
Week: 11.			
Vježbe iz stranog jezika	Proste i prostoproširene rečenice	2	
Week: 12.			
Vježbe iz stranog jezika	Nezavisnosložene rečenice	2	
Week: 13.			
Vježbe iz stranog jezika	Nezavisnosložene rečenice	2	
Week: 14.			
Vježbe iz stranog jezika	Zavisnosložene rečenice	2	

Week: 15.			
Vježbe iz stranog jezika	Paremiologija	2	

Course name	European Literary Traditions						
ID	HZH203	Study year	2.				
Lecturer	izv. prof. dr. sc. Gordana Galić Kakkonen	ECTS workload	4.0				
Associates		Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	In the course titled European Literary Traditions students will be trained to think critically about world literature, first and foremost the literature of the Western civilizational circle. They will be acquainted with the most relevant writers and works of European literary tradition and the place and significance of world literature as the subject of study within literary theory. Students will perceive similarities and differences among various European national literatures as well as characteristics of shifts of literary periods and directions. Special focus will be on the problematics of the formation of the literary canon, levels of influence, reception, translation, dynamics of relationship between 'big' and 'small' European literatures and social, political and cultural forces which affect different aspects of literary activity.						
Enrolment requirements	None.						
Learning outcomes	Upon completing this course, the students will be able to: - Explain the main characteristics and concept of world literature/s; - Apply scientific methodology in the approach to and study of world literature/s; - Understand how literary works circulate and recognize the importance of translation and reception; - Classify and compare literary works and authors by applying different approaches; - Differentiate between literary periods and styles, analyze and point out characteristics of the shifts of periods and styles and in this manner also reflect on on the most important problems of periodization; - Define and analytically approach questions relating to the literary canon; - Comprehend and reflect on the role of certain social, political, economic and cultural factors in various aspects of literary activity, with the focus on the dynamics of the relationship between 'big' and 'small' European literatures.						
Syllabus	Week 1: Introduction to the course. Goals and objectives. Topics for seminar papers. Conceptions of world literature / world literatures from J. W. Goethe's idea to contemporary theoretical and critical reflections on the nature and task of literature (e.g. D. Damrosch, F. Moretti, P. Casanova). The national and/or the global. Week 2: The status of non-European literatures in relation to European ones (traditional and contemporary approaches). Comparative literature and literary influence. Production, translation, circulation, comparison/comparability. The literary canon – the literary tradition of Europe. The concept of the classic. Anthologies of world literature. Week 3: At the sources: the Bible and the European literary tradition; Myth/Mythology: the social and psychological function of myths, an overview of mythological systems and comparison (Jewish, Christian, Greek, Roman mythology); ancient literature (Greece and Rome): mythology and literature (themes and motifs, heroes and gods); analysis of the genres and forms of ancient literature. Week 4: Aristotle's Poetics and the development of theatre in ancient Greece (tragedy and comedy); the distinctive features of epic and lyric poetry and their function: a comparison between Greece and Rome; social critique in the						

literature of ancient Rome; the ancient novel; prose: philosophy, oratory, historiography; analysis and comparison of selected literary texts of the period.

Week 5: Medieval literature: the Christian tradition and the birth of Europe; intellectual centres: monasteries and the first universities; medieval literary forms and questions of genre; literature in Latin and literature in the vernacular languages: relationship and development; analysis and comparison of selected literary texts of the period.

Week 6: The early modern period (1500–1800): a transitional era – the socio-political and cultural situation in Italy in the 14th century; the poetics of humanism and the influence of Italian intellectuals and artists on the direction of literary currents and dominant ideas of the period throughout the rest of Europe; questions of language; the cultural and literary life of the Mediterranean world; Renaissance genres and forms; the relationship to the ancient heritage and the medieval legacy; the discovery of new worlds, colonial conquests; the invention of the printing press; the emergence of Protestantism.

Week 7: The wars with the Ottomans; the Counter-Reformation; Baroque literary forms; rhetorical and poetic literature of the 17th century; problems of periodization, terminology, style, and the social function of Baroque literature.

Week 8: Classicism and the Enlightenment: the same or different? The cult of reason; the philosophy of rationalism and science; literary salons; classicist tragedy: politics and poetics; the age of absolutist monarchs and philosopher-social reformers; the Encyclopédie project; literature in the service of enlightenment; novelistic forms in the 18th century; analysis and comparison of selected literary texts of the period.

Week 9: Romanticism: terminology, periodization; the birth of nation-states and national consciousness; Romanticism or romanticisms? The industrial and French revolutions: socio-political, economic, and cultural preconditions; the birth of the modern subject, individualism; the lyric principle; escapism; world-weariness; literary forms; themes and material.

Week 10: The concept of individual genius; a shift in the understanding of the role of reason; imagination and the irrational as key concepts of the period; the exotic, folklore, history (national, medieval); the supernatural as inspiration; nature in the works of the Romantics; Prometheus as the embodiment of the ideal rebel; revolt against Enlightenment norms and worldview; analysis and comparison of selected literary texts of the period.

Week 11: Realism (naturalism and verism): terminology, periodization; realism as a stylistic epoch and as an ahistorical concept; science and scientific methods in the 19th century, literature and science; literature and reality, the metaphor of the "mirror of reality" in realism; the realist novel; literature and its social function.

Week 12: Positivism, evolutionism, materialism, determinism; naturalism – the experimental novel; analysis and comparison of selected literary texts of the period.

Week 13: Modernism (decadence, the avant-garde, late modernism): modernism – the term, periodization; a departure from realism and naturalism; a loss of faith in science and its methods; revolt against society and tradition, bourgeois conventions, moral decline, spleen; aestheticism – the ideal of purposeless beauty, metaphysics, spiritualism; fear of the collapse of Western civilization, the loss of ideals.

Week 14: Modernism as an umbrella term for several different movements and schools: l'art pour l'art, the Parnassians, Symbolism; poetry and the cult of form, objectivity, detachment, the aesthetics of ugliness; innovations in narrative techniques in the novel; drama in the context of modernist currents; alienation – the city and the individual in the modern age, technology and progress; resistance to tradition, revolt, provocation; psychoanalysis and literature; experiment; the position of the artist in society; the influence of philosophy (existentialism); discursive literary forms; the return to plot-driven novels and grand themes; analysis and comparison of selected literary texts of the period.

	Week 15: Postmodernism: the term, periodization; a critique of modernism; the end of "grand narratives"; universal relativization and the loss of stable ground; the problematization and re-examination of the reach of knowledge and cognition; resistance to authorities and received truths; intertextuality, intermediality, hybridity, citation, rewriting, dialogue, irony, play; analysis and comparison of selected literary texts of the period.					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	<p>In addition to active participation in lectures and seminars, students will demonstrate their knowledge of the material by preparing (in written form) and presenting an agreed seminar paper, for which a thorough knowledge of the relevant literature and a critical-analytical approach to the assigned topic are required.</p> <p>Depending on the number of students in a given seminar group and the pace of work, individual seminar papers may be replaced by group projects. In addition, students will take an oral examination at the end of the semester.</p> <p>Note: attendance is not included in the grade, but is a prerequisite for taking the examination and receiving a final grade (lectures: min. 80%; seminars: min. 80%).</p> <p>Students are required to inform themselves about any classes they have missed, either from fellow students or from the instructor during office hours. Students are also obliged to adhere to the deadlines required for completing course activities.</p> <p>Students are expected to conduct themselves in accordance with the ethical and academic standards of higher education.</p>					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☐	Project	☒	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	<p>The final grade is based on the successful completion of the following elements: monitoring of student participation and preparedness in discussions during lectures and seminars – 20%</p> <p>a seminar paper (project) in which students must demonstrate strong familiarity with the subject of analysis, research initiative, and academic competence (both in terms of content and form) – 30%</p> <p>an oral examination – 50%</p> <p>The evaluation and grading criteria for each individual element are described in the course repository.</p>					
Required literature	Title			Number of copies available	Availability via other media	
	Blažina, D. (ed.). Književna smotra. Zagreb: Hrvatsko filološko društvo. (selected parts)			1		

	Čale, F. (ed.). (1971 and later). Povijest svjetske književnosti, 1-7, Zagreb: Mladost. (selected parts)	2	
	Solar, M. (2011). Povijest svjetske književnosti. Zagreb: Golden marketing.	4	
	Slamnig, I. (1999). Svjetska književnost zapadnoga kruga. Zagreb: Školska knjiga.	1	
Supplementary literature	<p>READING LIST:</p> <ul style="list-style-type: none"> - The Bible, The Ilyiad and the Odyssey (Homer), The Birth of the Gods (Hesiod) Greek tragedies (selection): Aeschylus/Euripides/Sophocles, Greek comedies (selection): Aristophanes, selected works of poetry (Alcaeus, Sappho, Anacreont, Pindar, Catullus, Horace, Tibullus, Propertius), Aeneid (Vergil), Metamorphoses (Ovid), Roman comedy (selection): Plautus, Satyricon or the Book of Satyrlike Adventures (Petronius), Epigrams (Martialis), The Golden Ass (Apuleius). - Confessions (Augustin), Divine Comedy (Dante), selection of poetry: Carmina Burana, troubadour poetry; chivalric romance: Tristan and Isolde, Roman de la Rose, lives of saints (selection), medieval epic poetry (The Song of Roland, The Poem of the Cid, The Saga of the Nibelungs, Beowulf, The Tale of Igor's Campaign, Kalevala), legends of king Arthus, visions (selection), church plays (selection). - Decameron (Boccaccio), Il Canzoniere (Petrarca), The Canterbury Tales (Chaucer), Mad Orlando (Ariosto), The Lusiads (Camões), Mandragola (Machiavelli), Gargantua and Pantagruel (Rabelais), Don Quijote (Cervantes), Shakespeare – plays (selection), selected works of poetry (poets of the Pleiade, Marino, Gongora), Jerusalem Delivered (Tasso), Lope de Vega/Tirso de Molina/Calderon de la Barca - drama of the Baroque period (selection), Paradise Lost (Milton), Cid (Corneille), Fedra (Racine), The Miser (Molière), Mirandolina Locandiera (Goldoni), Fables (La Fontaine), Candide (Voltaire), The Nun (Diderot), Gulliver's Journeys (Swift), Tom Jones (Fielding), Tristram Shandy (Sterne), Robinson Crusoe (Defoe). - Julie or the New Heloise (Rousseau), Sufferings of Young Werther (Goethe), selected works of poetry (Novalis, Blake, Coleridge, Wordsworth, Shelley, Keats, Byron, Leopardi, Lamartine, Vigny), The Robbers (Schiller), The Hunchback of Notre-Dame (Hugo), The Betrothed (Manzoni), Jewgeni Onegin (Puschkin), A Hero of Our Time (Lermontov), The Devil's Elixir (Hoffmann), Childe Harold (Byron). - Madam Bovary (Flaubert), The Red and the Black (Stendhal), Father Goriot (Balzac), Great Expectations (Dickens), Vanity Fair (Thackeray), Dead Souls (Gogol), The Hunting Sketches (Turgenev), Brothers Karamazov (Dostoevski), Ana Karenina (Tolstoy), The Turn of the Screw (James), Germinal (Zola), Dunda Maupassant, Mastro-Don Gesualdo (Verga), Ibsen/Strindberg – Scandinavian plays (selection), Three Sisters (Chekhov). - The Flowers of Evil (Baudelaire), a selection from poetry (Mallarmé/Rimbaud/Verlaine), The Portrait of Dorian Gray (Wilde), The Heart of Darkness (Conrad), Rilke (selection), Combray (Proust), a selection from poetry (Marinetti/ Majakovski/Traki/Benn/ Breton/Tzara/Aragon/ Eluard/Eliot/Lorca), The Portrait of an Artist as a Young Man (Joyce), Death of the Burgoeois Man (Werfel), Metamorphosis (Kafka), Miss Dalloway (Woolf), Vergili's Death (Broch), Six Characters in Search of an Author (Pirandello), Caucasian Chalk Circle (Brecht), Master and Margarita (Bulgakov), Doctor Faustus (Mann), Nausea (Sartre), The Stranger (Camus), theatre of the absurd – a selection (Ionesco/Beckett), Hadrian's Memoirs (Yourcenar). - Lolita (Nabokov), If on a Winter's Night a Traveler (Calvino), The Name of the Rose (Eco), The Unbearable Lightness of Being (Kundera), The Goalkeeper's Fear of the Penalty (Handke), French Lieutenant's Woman (Fowles), A Summer Before the Dark (Lessing), Childhood (Sarraute). 		

Quality assurance	<ul style="list-style-type: none">- class attendance and active participation in class (preparedness for discussions in lectures and seminars, required reading completed according to the schedule of seminar topics)- well-prepared and presented seminar papers meeting the given parameters (oral; written)- a passed oral examination- individual office hours/consultations- exchange of experience within and beyond the Department- student survey on the quality of teaching and instruction at university level		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction to the course. Goals and objectives. Conceptions of world literature / world literatures from J. W. Goethe's idea to contemporary theoretical and critical reflections on the nature and task of literature (e.g. D. Damrosch, F. Moretti, P. Casanova). The national and/or the global.	2	P25
Seminar	Topics for seminar papers.	2	P25
Week: 2.			
Predavanja	The status of non-European literatures in relation to European ones (traditional and contemporary approaches). Comparative literature and literary influence. The literary canon – the literary tradition of Europe. The concept of the classic.	2	P25
Seminar	Production, translation, circulation, comparison/comparability. Anthologies of world literature.	2	P25
Week: 3.			
Predavanja	The Bible and the European literary tradition; Myth/Mythology: the social and psychological function of myths; ancient literature (Greece and Rome): mythology and literature (themes and motifs, heroes and gods); analysis of the genres and forms of ancient literature.	2	P25
Seminar	An overview of mythological systems and comparison (Jewish, Christian, Greek, and Roman mythology).	2	P25
Week: 4.			
Predavanja	Aristotle's Poetics and the development of theatre in ancient Greece (tragedy and comedy); the distinctive features of epic and lyric poetry and their function: a comparison between Greece and Rome; social critique in the literature of ancient Rome; the ancient novel; prose: philosophy, rhetoric, historiography.	2	P25
Seminar	Analysis and comparison of selected literary texts of the period.	2	P25
Week: 5.			
Predavanja	Medieval literature: the Christian tradition and the birth of Europe; intellectual centres: monasteries and the first universities; medieval literary forms and questions of genre; literature in Latin and literature in the vernacular languages: relationship and development.	2	P25
Seminar	Analysis and comparison of selected literary texts of the period.	2	P25

Week: 6.			
Predavanja	The early modern period (1500–1800): a transitional era – the socio-political and cultural situation in Italy in the 14th century; the poetics of humanism and the influence of Italian intellectuals and artists on the direction of literary currents and dominant ideas of the period throughout the rest of Europe; questions of language; the cultural and literary life of the Mediterranean world; Renaissance genres and forms; the relationship to the ancient heritage and the medieval legacy; the discovery of new worlds, colonial conquests; the invention of the printing press; the emergence of Protestantism.	2	P25
Seminar	Analysis and comparison of selected literary texts of the period.	2	P25
Week: 7.			
Predavanja	The wars with the Ottomans; the Counter-Reformation; Baroque literary forms; rhetorical and poetic literature of the 17th century; problems of periodization, terminology, style, and the social function of Baroque literature.	2	P25
Seminar	Analysis and comparison of selected literary texts of the period.	2	P25
Week: 8.			
Predavanja	Classicism and the Enlightenment: the same or different? The cult of reason; the philosophy of rationalism and science; literary salons; classicist tragedy: politics and poetics; the age of absolutist monarchs and philosopher-social reformers; the Encyclopedia project; literature in the service of enlightenment; novelistic forms in the 18th century.	2	P25
Seminar	Analysis and comparison of selected literary texts of the period.	2	P25
Week: 9.			
Predavanja	Romanticism: terminology, periodization; the birth of nation-states and national consciousness; Romanticism or romanticisms? The industrial and French revolutions: socio-political, economic, and cultural preconditions; the birth of the modern subject, individualism; the lyric principle; escapism; world-weariness; literary forms; themes and material.	2	P25
Seminar	Analysis and comparison of selected literary texts of the period.	2	P25
Week: 10.			
Predavanja	The concept of individual genius; a shift in the understanding of the role of reason; imagination and the irrational as key concepts of the period; the exotic, folklore, history (national, medieval); the supernatural as inspiration; nature in the works of the Romantics; Prometheus as the embodiment of the ideal rebel; revolt against Enlightenment norms and worldview.	2	P25
Seminar	Analysis and comparison of selected literary texts of the period.	2	P25
Week: 11.			
Predavanja	Realism (naturalism and verism): terminology, periodization; realism as a stylistic epoch and as an ahistorical concept; science and scientific methods in the 19th century, literature and science; literature and reality, the metaphor of the "mirror of reality" in realism; the realist novel; literature and its social function.	2	P25
Seminar	Analysis and comparison of selected literary texts of the period.	2	P25
Week: 12.			

Predavanja	Positivism, evolutionism, materialism, determinism; naturalism – the experimental novel.	2	P25
Seminar	Analysis and comparison of selected literary texts of the period.	2	P25
Week: 13.			
Predavanja	Modernism (decadence, the avant-garde, late modernism): modernism – the term, periodization; a departure from realism and naturalism; a loss of faith in science and its methods; revolt against society and tradition, bourgeois conventions, moral decline, spleen; aestheticism – the ideal of purposeless beauty, metaphysics, spiritualism; fear of the collapse of Western civilization, the loss of ideals.	2	P25
Seminar	Analysis and comparison of selected literary texts of the period.	2	P25
Week: 14.			
Predavanja	Modernism as an umbrella term for several different movements and schools: l'art pour l'art, the Parnassians, Symbolism; poetry and the cult of form, objectivity, detachment, the aesthetics of ugliness; innovations in narrative techniques in the novel; drama in the context of modernist tendencies; alienation – the city and the individual in the modern age, technology and progress; resistance to tradition, revolt, provocation; psychoanalysis and literature; experiment; the position of the artist in society; the influence of philosophy (existentialism); discursive literary forms; the return to plot-driven novels and grand themes.	2	P25
Seminar	Analysis and comparison of selected literary texts of the period.	2	P25
Week: 15.			
Predavanja	Postmodernism: the term, periodization; a critique of modernism; the end of "grand narratives"; universal relativization and the loss of stable ground; the problematization and re-examination of the limits of knowledge and cognition; resistance to authorities and received truths; intertextuality, intermediality, hybridity, citationality, rewriting, dialogue, irony, play.	2	P25
Seminar	Analysis and comparison of selected literary texts of the period.	2	P25

Course name	Croatian Medieval and Renaissance Literature						
ID	HZH202	Study year	2.				
Lecturer	izv. prof. dr. sc. Gordana Galić Kakkonen	ECTS workload	4.0				
Associates	dr. sc. Ivana Dizdar	Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	Introduction to the Croatian literary heritage, in Croatian and Latin, including the Middle Ages, Classical Humanism and Renaissance, with particular emphasis on canonical works and authors, their excellent forming practices and traditions.						
Enrolment requirements	None						
Learning outcomes	Upon completing this course, the students will be able to: - Develop a personal literary diachronic projection of the national literature - Distinguish between key and marginal canonical works and their authors - Coherently elucidate the stylistic, artistic and cultural dimensions of these works - Understand the key determinants of governing normative poetics in specific periods - Have the knowledge of the scholarly literature - Independently interpret and evaluate literary-historical discourses dealing with specific works - Recognize their European condition and their specifics resulting from intertwining with the national oral tradition or works in Latin or other languages - Recognize such literary works as cultural assets						
Syllabus	1. first week: about classification, periodization, study of older Croatian literature 2. second week: trilateracy and multilingualism in Croatian literature 3. third week: The Cyril and Methodius tradition in the Mediterranean context 4. fourth week: Literary forms ranging from theological to secular topics 5. fifth week: prevalence of interest in secular disciplines in 15th and 16th century classical humanists 6. sixth week: Latin and Croatian works by Marko Marulić 7. seventh week: Christian tradition and Virgilian epic 8. eighth week: Petrarchism and domestic lyric traditions 9. ninth week: Croatian renaissance drama (Marin Držić and others) 10. tenth week: Croatian renaissance comedy (Marin Držić and others) 11. eleventh week: Masquerades (Marin Držić and others) 12. twelfth week: renaissance tragedy (Marin Držić and others) 13. thirteen week: Dubrovnik mannerist poets and theory of mannerism 14. fourteen week: Zoranić and Hektorović 15. fifteen week: Črnko and Brne Karnarutić						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐		
Student obligations	In addition to active participation in lectures and seminars, students' level of content acquisition will be reflected in the composition and presentation of a seminar essay, which includes thorough knowledge of literature relevant for the course as well as critical and analytical approach to the subject matter. In order to meet all requirements for the lecturer's signature and the final, oral examination, the students need to attend class regularly (minimum of 80%						

	attendance , take all of the colloquia exams as outlined in the course programme (3) and give and oral presentation of their seminar essay that will also have to be turned in written form by the end of the semester. Depending on the number of students in each seminar group and the dynamic of group work, individual seminar essays can also be replaced with a single group project. A student who misses a lecture is obliged to get acquainted with the content that was covered by asking a fellow student or lecturer. Students must follow all the deadlines for tasks and activities in order to successfully complete the course. Students are expected to behave in accordance with ethical principles in scientific research and higher education.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☐
	Written exam	☐	Project	☒	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	<p>Konačna ocjena temelji se na uspješno ostvarenim sljedećim elementima:</p> <p>1. praćenju sudjelovanja i pripremljenosti studenata u raspravama na predavanjima i seminarima – 20%</p> <p>2. ocjenama iz kolokvija (3) – 60%</p> <p>3. seminarskom radu u kojem studenti trebaju pokazati dobru upućenost u predmet analize, istraživačku inicijativu i znanstvenu kompetenciju (sadržajnu i formalnu) – 20%</p> <p>Kriteriji vrednovanja i ocjenjivanja pojedinih elemenata opisani su u repozitoriju kolegija.</p> <p>The final grade is based on the following criteria:</p> <ul style="list-style-type: none">- Monitoring of student participation in lectures and seminars - 20%;- Colloquium grades (3) – 60%;- Seminar paper in which students must demonstrate strong familiarity with the subject of analysis, research initiative, and academic competence (in terms of content and form) – 20% <p>The evaluation and grading criteria for each individual element are described in the course repository.</p>					
Required literature	Title			Number of copies available	Availability via other media	
	Kombol, M. i Novak, S. P. (1992). Hrvatska književnost do narodnog preporoda. Zagreb: Školska knjiga.			1		
	Novak, S. P. (1996). Povijest hrvatske književnosti. Od početka do Krbavske bitke 1493. (I. knjiga). Zagreb: Antibarbarus.			1		
	Novak, S. P. (1997). Povijest hrvatske književnosti. Od humanističkih početaka do Kašićeve ilirske gramatike 1604. (II. knjiga). Zagreb: Antibarbarus.			1		
Supplementary literature	<p>Bogdan, T. (2012). Ljubavi razlike : tekstualni subjekt u hrvatskoj ljubavnoj lirici 15. i 16. stoljeća. Zagreb: Disput.</p> <p>Bogdan, T. (2002). Lica ljubavi. Zagreb: ZZK.</p> <p>Čale, F. (1971). Petrarca i petrarkizam. Zagreb: ŠK.</p> <p>Fališevac, D. (1987). Poetika Lucićeva kanconijera. Dani hvarskog kazališta, 113. 181-202. Split: Književni krug.</p>					

	<p>Fališevac, D. (1980). Hrvatska srednjovjekovna proza. Zagreb: Hrvatsko filološko društvo.</p> <p>Fališevac, D. (1989). Stari pisci hrvatski i njihove poetike. Zagreb: Liber.</p> <p>Hercigonja, E. (2009). Tisućljeće hrvatskoga glagoljaštva. Zagreb: Hrvatska sveučilišna naklada.</p> <p>Hercigonja, E. (1975). Srednjovjekovna književnost, 2 (odabrana poglavlja), PSHK. Zagreb: Matica hrvatska, Zora.</p> <p>Katičić, R. (2005). Na ishodištu. Književnost u hrvatskim zemljama od 7. do 12. stoljeća. Zagreb: Matica hrvatska.</p> <p>Kravar, Z. (1995). Najstarija hrvatska ljubavna lirika, Dubrovnik: časopis za književnost, nauku i umjetnost, 6, 4, O humanizmu i renesansi u Dubrovniku, Marko Polo, str. 171-180.</p> <p>Malić, D. (2004). Najstariji hrvatski latinički spomenici: (do sredine 15. stoljeća). Zagreb: Hrvatska akademija znanosti i umjetnosti, 2004.</p> <p>Malić, D. (1972). Jezik prve hrvatske pjesmarice. Zagreb: Liber.</p> <p>Novak, S. P. (2009). Slaveni u renesansi. Zagreb: Matica hrvatska.</p> <p>Novak, S. P. (1977). Teatar u Dubrovniku prije Marina Držića. Split: Čakavski sabor.</p> <p>Pavličić, P. (1993). Stih i značenje. Zagreb: ZZK.</p> <p>Perillo, F. S. (1978). Hrvatska crkvena prikazanja. Split: Mogućnosti.</p> <p>Petrarka i petrarkizam u slavenskim zemljama. Radovi Međunarodnog simpozija, Petrarca e il petrarchismo nei paesi slavi. Atti del convegno internazionale. Dubrovnik, 6-9. XI. 1974, Zagreb, JAZU, 1984, sv. 1, XLIV + 462 str., 2, 463-857.</p> <p>Petrović, S. (1968). Problem soneta u starijoj hrvatskoj književnosti. Rad JAZU, 350. Zagreb, JAZU, 5-304.</p> <p>Slamnig, I. (1981). Hrvatska versifikacija. Zagreb: Liber.</p> <p>Slamnig, I. (1973). Svjetska književnost zapadnoga kruga. Zagreb: Školska knjiga.</p> <p>Štefanić, V. (1969). Hrvatska književnost srednjega vijeka, 1, (odabrana poglavlja), PSHK. Zagreb: Matica hrvatska, Zora.</p> <p>Tomasović, M. (1978). Hrvatska renesansna književnost u europskom kontekstu. Hrvatska književnost u europskom kontekstu, 167-192. Zagreb.</p> <p>Tomasović, M. (1991). Poeti i začinjavci. Dubrovnik: Ogranak Matice hrvatske.</p> <p>Torbarina, J. (1931). Italian Influence on the Poets of the Ragusan Republic, London, Williams and Norgate. The Slavonic and East European Review, 10, 29.</p>		
Quality assurance	<ul style="list-style-type: none">- attendance and active participation in classes (preparedness for discussions at lectures and seminars, read the given literature according to the schedule of seminar topics);- quality presented seminar topics according to the given parameters (orally and in writing),- passed colloquia;- passed the oral exam;- individual consultations;- exchange of experiences inside and outside the Department;- student survey on the quality of teaching and teachers at the university level.		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction to the course. On the classification, periodization, and study of early Croatian literature.	2	P5

Seminar	Topics for seminar presentations and working methods in the course. Compare two different periodizations from the literature. Find a problematic example of the classification of a single text.	2	P23
Week: 2.			
Predavanja	The three-script nature and multilingualism of Croatian literature.	2	P5
Seminar	Examples of texts that combine script/language. Analysis of one text with regard to script and language. Discussion: how does script influence the identity of a literature?	2	P23
Week: 3.			
Predavanja	The Cyrillo-Methodian tradition in a Mediterranean context.	2	P5
Seminar	Map the spread of the Cyrillo-Methodian tradition. A brief comparison with other Mediterranean literary/scrabal traditions.	2	P23
Week: 4.			
Predavanja	Literary forms spanning from theological to secular themes. The medieval worldview.	2	P5
Seminar	Choose one theological and one secular text and compare them. Discussion: where is the boundary between "religious" and "secular"?	2	P23
Week: 5.			
Predavanja	Prose, dramatic, and poetic genres of Croatian medieval literature.	2	P5
Seminar	Analysis of one prose and one poetic genre/form. Comparison of the function of the text (instruction vs. aesthetics). Discussion: does "autonomous literature" exist in the Middle Ages?	2	P23
Week: 6.			
Predavanja	The predominance of interest in secular disciplines among humanists of the 15th and 16th centuries.	2	P5
Seminar	Analyze one humanist text as both "scholarly" and "literary". Discussion: the relationship between the Middle Ages and humanism (continuation, continuity, or rupture?).	2	P23
Week: 7.			
Predavanja	The Latin and Croatian works of Marko Marulić.	2	P5
Seminar	Comparison of Judita with ancient epic poetry; analysis of its moral-didactic function. Discussion: Is Marulić a humanist or a medieval author?	2	P23
Week: 8.			
Predavanja	The Christian tradition and Virgilian epic.	2	P5
Seminar	Virgil as a model for Renaissance writers Christian and ancient elements in Judita The figure of the hero in ancient and Christian epic	2	P23

	<p>The humanist reading of the ancient tradition</p> <p>Epic style and the moral function of literature in Marko Marulić</p> <p>Discussion:</p> <p>Can Christian literature use ancient models without contradiction?</p> <p>Is Judita more of a biblical or an epic heroine?</p> <p>Why do Renaissance authors reach for ancient epic?</p>		
Week: 9.			
Predavanja	Petrarchism and native poetic traditions.	2	P5
Seminar	<p>Basic features of Petrarchan love poetry</p> <p>Francesco Petrarca and his influence on Croatian poets</p> <p>Love motifs in the Ragusan Petrarchists</p> <p>Native elements in Croatian Petrarchism</p> <p>The ideal of woman in Petrarchan poetry</p> <p>Discussion:</p> <p>Is Petrarchan love a genuine emotion or a literary convention?</p> <p>In what ways does Croatian Petrarchism differ from the Italian?</p> <p>Are Petrarchan poems more personal or more formal?</p>	2	P23
Week: 10.			
Predavanja	Croatian Renaissance comedy (Marin Držić and others).	2	P5
Seminar	<p>1. The figure of the miser and greed in Renaissance comedy</p> <p>Analysis of the character of Skup in Skup</p> <p>Comparison with the European Renaissance tradition (Plautus, Italian comedy)</p> <p>2. Dubrovnik as a stage for social satire</p> <p>How Dubrovnik functions as a space for social critique in Držić's works</p> <p>The relationship between the authorities, merchants, and commoners</p> <p>3. Individual freedom and social norms in Držić's comedies</p> <p>Love, marriage, and generational conflict</p> <p>The young against authority</p> <p>4. Female characters in Croatian Renaissance comedy</p> <p>Active and resourceful women in the works of Marin Držić</p> <p>5. Humor and language in Renaissance comedy</p> <p>The role of vernacular speech, wit, and irony</p> <p>The difference between the speech of the nobility and the commoners</p> <p>6. The influence of the Italian Renaissance on Croatian comedy</p> <p>Connections with the commedia erudita and commedia dell'arte</p> <p>Cultural ties between Dubrovnik and Italy</p> <p>7. Dundo Maroje as social critique</p> <p>Money as the driving force of the plot</p> <p>Moral values and hypocrisy</p> <p>8. The Renaissance view of man in the works of Marin Držić</p> <p>Humanism and individualism</p> <p>"People in earnest" and "people in the wrong"</p>	2	P23

	<p>Discussion:</p> <p>Is Marin Držić more of an entertainer or a social critic?</p> <p>How relevant are the issues in Držić's comedies today?</p> <p>Are his "people in the wrong" present in contemporary society as well?</p> <p>Why was comedy a suitable vehicle for social critique?</p> <p>Can humor be more effective than serious criticism?</p> <p>How does Renaissance comedy depict the relationship between the young and the old?</p> <p>Who is the most cunning character in Držić's works, and why?</p> <p>Are miserliness and greed portrayed as personal or social problems?</p> <p>How free are women in Renaissance comedies?</p> <p>Can Dundo Maroje be considered a universal comedy?</p>		
Week: 11.			
Predavanja	Carnival masquerade verse (Marin Držić and others).	2	P5
Seminar	<p>Trgovci Armeni i Indijani, Dvije robinjice, Lanci Alemani, trumbetari i pifari - Mavro Vetranović</p> <p>Masquerades of Nikola Nalješković</p> <p>Jeđupka by Mikša Pelegrinović</p> <p>Tripče de Utoľče by Marin Držić</p> <p>Vrtari by Antun Sasin</p> <p>Discussion:</p> <p>Who is the masquerade addressed to?</p> <p>What are the structural elements of the masquerade - can one speak of a generic schema?</p> <p>Why must the speaker be a stranger or exotic figure?</p> <p>Where is the boundary between the comic and the lascivious?</p> <p>Is the masquerade a subversive form?</p>	2	P23
Week: 12.			
Predavanja	Renaissance tragedy (Marin Držić and others).	2	P5
Seminar	<p>Držić's Hekuba</p> <p>Mannerist elements in Hekuba</p> <p>The tragic and the comic in Držić's opus</p> <p>Hekuba as a political figure</p> <p>The female voice and the rhetoric of suffering in Hekuba</p> <p>Discussion:</p> <p>Why does Držić translate/adapt precisely Hekuba?</p> <p>The reception of ancient tragedy in the 16th century</p> <p>Tragic elements in Ragusan literature of the 16th century</p> <p>Who is Hekuba addressed to?</p>	2	P23
Week: 13.			
Predavanja	Ragusan Mannerist poets and the theory of Mannerism.	2	P5
Seminar	<p>Držić, Ranjina, Vetranović, Baraković - selected works</p> <p>Curtius, Hocke, Čale, Kolumbić - Mannerism in literature</p> <p>The Mannerist repertoire</p> <p>The self-thematization, convention, dialogue with tradition</p> <p>Worldview and style</p>	2	P23
Week: 14.			
Predavanja	Zoranić and Hektorović	2	P5

Seminar	Generic hybridity of Planine Intertextuality in Planine Form and content of Planine Fairies/Vile, oral tradition The realism of Ribanje Generic definition of Ribanje Oral tradition in Ribanje Nature in Ribanje The class question in Ribanje The eclogue as a form Hektorović as ethnographer Language and writing in the Renaissance	2	P23
Week: 15.			
Predavanja	Črnko and Brne Karnarutić	2	P5
Seminar	Vazetje Sigeta grada, Posjedanje i osvajanje Sigeta Rhetorical devices in the description of battle The first Croatian epic with a contemporary theme The anti-Ottoman theme The religious and national dimension The historical and the fictional Chronicle and epic	2	P23

Course name	Syntax of the Croatian Language							
ID	HZH201	Study year			2.			
Lecturer	izv. prof. dr. sc. Tanja Brešan Ančić	ECTS workload			4.0			
Associates		Number of hours			L	S	E	P
					30	0	30	0
Course status	Compulsory	Online percentage			0%			
Course description								
Course aims	The aim of the course is to familiarize students with the syntactic norms of the modern standard Croatian language. By analyzing a wide corpus of texts, students will gain a deeper insight into the functioning of relationships within the text at different levels – words, word combinations, phrases, sentences.							
Enrolment requirements	Completed and passed the course Morphology and Word Formation.							
Learning outcomes	Upon completion of this course, students will be able to: - define basic syntactic concepts - review knowledge of the syntactic norm of the Croatian standard language and identify possible deviations from it - analyze the syntactic structure of a sentence - recognize members of the sentence structure - review syntactic relationships within a sentence (relationship of co-sentences) and between different sentences							
Syllabus	1st week: introduction to syntax, familiarization with terminology exercises: initial test 2nd week: linguistic theories and their influence on syntax exercises: members of sentence structure 3rd week: grammatical properties of a sentence, members of sentence structure exercises: members of sentence structure 4th week: members of sentence structure: predicate, predicate expansion exercises: members of sentence structure 5th week: members of sentence structure: subject exercises: members of sentence structure 6th week: members of sentence structure: object (direct, indirect), adverbial markers, expression of circumstances exercises: members of sentence structure 7th week: members of sentence structure: attribute, apposition colloquium 8th week: word compounds, relations between word compounds exercises: relations between word compounds 9th week: sentence construction, independent clauses (coordination) exercises: sentence analysis 10th week: sentence construction, dependent clauses sentences (subordination), predicate, subject, object, attributive sentences exercises: sentence analysis week 11: sentence construction, dependent clauses (subordination), dependent clauses exercises: sentence analysis week 12: implicit sentence construction exercises: sentence analysis week 13: word order in a sentence exercises: word order in a sentence, text analysis week 14: text syntax exercises: analysis of different texts week 15: synthesis exercises: synthesis							

Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	<ul style="list-style-type: none">- actively, regularly and constructively participate in classes- note: students are required to attend at least 80% of lectures and 80% of exercises, attendance at classes is not included in the grade, but is a necessary prerequisite for taking the exam- respect the ethical and scientific principles of the higher education institution- pass the preliminary exams and the written and oral parts of the exam- inquire about classes that have been missed from other students or in consultations with the professor- adhere to the time frames required for carrying out course activities					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☒	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the stated learning outcomes and student obligations in the course, the final grade is based on the following elements: <ul style="list-style-type: none">- passed preliminary exam – 25%- passed written exam – 25%- passed oral exam – 50% The evaluation and grading criteria for individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Barić, E. i dr. (1995). Hrvatska gramatika, Zagreb.			2	ne	
	Katičić, R. (1991). Sintaksa hrvatskoga književnog jezika, Zagreb.			1	ne	
	Silić, J. i Pranjković, I. (2005). Gramatika hrvatskoga jezika. Zagreb: Školska knjiga.			1	ne	
	Pranjković, I. (1993). Hrvatska skladnja. Zagreb: Hrvatska sveučilišna naklada			0	ne	
Supplementary literature	<p>Barić, E. i dr. (1999). Hrvatski jezični savjetnik. Zagreb: Zavod za hrvatski jezik.</p> <p>Težak, S. i Babić, S. (1992). Gramatika hrvatskoga jezika. Zagreb: Školska knjiga.</p> <p>Chomsky, N. (1957). Syntactic Structures. Mouton Publishers – The Hague – Paris.</p> <p>Chomsky, N. (1965). Aspects of the Theory of Syntax. Cambridge: The Massachusetts Institute of Technology Press.</p> <p>Peti, M. (1979). Predikatni proširak. Zagreb: Sveučilišna naklada Liber.</p> <p>Pranjković, I. (1984). Koordinacija u hrvatskom književnom jeziku. Zagreb: Sveučilišna naklada Liber.</p> <p>Raguž, D. (1997). Praktična hrvatska gramatika. Zagreb: Medicinska naklada.</p> <p>Sintaksa padeža – zbornik radova (2010). B. Kuna (ur). Osijek – Zagreb: Filozofski fakultet – Institut za hrvatski jezik i jezikoslovlje.</p>					

	Sintaktičke kategorije – zbornik radova (2007). B. Kuna (ur). Osijek – Zagreb: Filozofski fakultet – Institut za hrvatski jezik i jezikoslovlje. Stolac, D. (2005). Sintaksa u hrvatskim gramatikama u 20. st.. Rasprave Instituta za hrvatski jezik i jezikoslovlje, 31, str. 249-276. Veber, A. (2005). Skladnja ilirskoga jezika za niže gimnazije. Pretisak izdanja iz 1859. godine. Zagreb: Institut za hrvatski jezik i jezikoslovlje. Znika, M. (2006). Sintaktička norma hrvatskoga jezika u 20. stoljeću. U: M. Samardžija, I. Pranjković (ur.). Hrvatski jezik u XX. stoljeću, Zagreb. Matica hrvatska, str. 109–144.		
Quality assurance	- active and regular class attendance - active participation in class discussions - individual consultations - passed midterms or written exam and oral exam - student survey on the quality of teaching and teachers at the university level		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	introduction to syntax, familiarization with terminology	2	P7
Govorne vježbe	initial test	2	P7
Week: 2.			
Predavanja	linguistic theories and their influence on syntax	2	P7
Govorne vježbe	members of the sentence structure	2	P7
Week: 3.			
Predavanja	grammatical properties of a sentence, sentence elements	2	P7
Govorne vježbe	parts of the sentence structure	2	P7
Week: 4.			
Predavanja	sentence parts: predicate, predicate expansion	2	P7
Govorne vježbe	parts of the sentence structure	2	P7
Week: 5.			
Predavanja	sentence parts: subject	2	P7
Govorne vježbe	parts of the sentence structure	2	P7
Week: 6.			
Predavanja	sentence parts: object (direct, indirect), adverbial markers, expression of circumstances	2	P7
Govorne vježbe	parts of the sentence structure	2	P7
Week: 7.			
Predavanja	sentence parts: attribute and apposition	2	P7
Govorne vježbe	colloquium	2	P7
Week: 8.			

Predavanja	word compounds, relationships between word compounds	2	P7
Govorne vježbe	relations between word compounds	2	P7
Week: 9.			
Predavanja	sentence construction, independent clauses (coordination)	2	P7
Govorne vježbe	sentence analysis	2	P7
Week: 10.			
Predavanja	sentence structure, dependent clauses (subordination), predicate, subject, object, attributive clauses	2	P7
Govorne vježbe	sentence analysis	2	P7
Week: 11.			
Predavanja	sentence structure, dependent clauses (subordination), subordinate clauses	2	P7
Govorne vježbe	sentence analysis	2	P7
Week: 12.			
Predavanja	implicit sentence construction	2	P7
Govorne vježbe	sentence analysis	2	P7
Week: 13.			
Predavanja	word order in a sentence	2	P7
Govorne vježbe	word order in a sentence, text analysis	2	P7
Week: 14.			
Predavanja	text syntax	2	P7
Govorne vježbe	analysis of different texts	2	P7
Week: 15.			
Predavanja	synthesis	2	P7
Govorne vježbe	synthesis	2	P7

Course name		Croatian Language for Foreigners A2				
ID		Study year	2.			
Lecturer	Ina Bilonić, lekt. dr. sc. Helena Burić, v. pred. dr. sc. Josipa Korljan Bešlić, v. lekt.	ECTS workload	5.0			
Associates		Number of hours	L	S	E	P
			0	0	140	0
Course status	Elective	Online percentage	0%			
Course description						
Course aims	To familiarize participants with the basics of the Croatian language with the aim of applying this knowledge in everyday use of the Croatian language.					
Enrolment requirements	Completed Croatian Language for Foreigners A1 or certificate of knowledge of the Croatian language at the A1 level					
Learning outcomes	Upon completing and passing the course, participants will be able to: 1. Identify the basic rules of the Croatian language in speech and writing. 2. Classify grammatical rules. 3. Recognize grammatical constructions, as well as the topic and key information in shorter spoken and written texts. 4. Use the Croatian language in familiar situations. 5. Describe wishes, dreams and hopes. 6. Interpret spoken and written texts. 7. Participate in conversations on everyday topics. 8. Write independently and from dictation.					
Syllabus	week 1 (9 E) a) topics and vocabulary: introduction and basic phrases related to introduction; professions; countries and nationalities b) grammatical units: Croatian sounds; present tense of the verb to be; personal pronouns; nominative case of nouns – masculine, feminine and neuter, singular and plural; numbers 0-10 c) cultural topics: basic information on Croatian (state symbols, the currency, etc.) week 2 (9 E) a) topics and vocabulary: family; animals; colours b) grammatical units: present tense of the verb zvati se (to be called), plural of nouns; interrogative pronouns; numbers up to a billion; descriptive adjectives; possessive adjectives for inanimate c) cultural topics: famous Croats (people from the public sphere and history, Croats on banknotes); Women's day; Carnival; Croatian immigration; Croatian toponyms; the parks of Zagreb week 3 (9 E) a) topics and vocabulary: features of objects, people and animals b) grammatical units: possessive adjectives for animate; present tense for the verbs ending in -ati > -am, -irati > -iram; accusative case c) cultural topics: the streets and squares of Zagreb; famous Croats week 4 (9 E) a) topics and vocabulary: vocabulary connected to hotel accommodation (booking, checking-in, etc.); reading maps; Croatian regions; students and their motherlands (languages, souvenirs from different countries...) b) grammatical units: genitive case (quantity and special relations – introduction) c) cultural topics: Croatian political system; counties; souvenirs week 5 (9 E) a) topics and vocabulary: public places and buildings; needs, wishes, bans b) grammatical units: modal verbs c) cultural topics: information on Zagreb (the town symbols, museums, etc.)					

	<p>week 6 (9 E)</p> <p>a) topics and vocabulary: time – days of the week; hobbies and travels</p> <p>b) grammatical units: the verb ići (to go), prepositions with the accusative case; personal pronouns in accusative case</p> <p>c) cultural topics: Croatian travel destinations</p> <p>week 7 (9 E)</p> <p>a) topics and vocabulary: food, recipes, how to order food and beverages in a restaurant</p> <p>b) grammatical units: verbs jesti and piti (to eat and drink)</p> <p>c) cultural topics: eating habits, regional products and food; popular recipes</p> <p>week 8 (9 E)</p> <p>a) topics and vocabulary: clothes, footwear, types of materials, accessories</p> <p>b) grammatical units: present tense of the verbs ending in -iti > -im and -jeti > -im</p> <p>c) cultural topics: dress code, traditional clothes</p> <p>week 9 (9 E)</p> <p>a) topics and vocabulary: living, exteriors and interiors, looking for a place to live (advertisements); Croatian names for months – etymology of Croatian names for months; film, newspapers; narratives in the past</p> <p>b) grammatical units: locative case; verbs ending in -ovati, -evati, -ivati; perfect tense</p> <p>c) cultural topics: information on living habits of the Croatians; Croatian names for months; Croatian newspapers and film</p> <p>week 10 (9 E)</p> <p>a) topics and vocabulary: vocabulary connected with the verbs of senses (body parts, organs, etc.); personal hygiene; expressing preferences, suggestions, plans, congratulations</p> <p>b) grammatical units: dative case; verbs slati and pisati (to send and write). Future tense I</p> <p>c) cultural topics: national parks, traditional games, Easter and traditions connected with Easter</p> <p>week 11 (9 E)</p> <p>a) topics and vocabulary: education, schooling, CV</p> <p>b) grammatical units: declination of nouns (a job, e.g.), present, future and perfect tense of reflexive verbs</p> <p>c) cultural topics: Croatian education system</p> <p>week 12 (9E)</p> <p>a) topics and vocabulary: means of transport, getting around, expressing doubts</p> <p>b) grammatical units: instrumental case for the company, means and time</p> <p>c) cultural topics: public transport in Zagreb, Croatian inventors, Technical museum</p> <p>week 13 (9 E)</p> <p>a) topics and vocabulary: expressing attitudes, theatre</p> <p>b) grammatical units: genitive case and prepositions with the genitive case</p> <p>c) cultural topics: Croatian cultural places and institutions</p> <p>week 14 (9 E)</p> <p>a) topics and vocabulary: counting money, dates</p> <p>b) grammatical units: genitive case with numbers c) cultural topics: holidays in Croatia, dates and events from Croatian and world history</p> <p>week 15 (9 E)</p> <p>a) topics and vocabulary: the body, health, free time, sport</p> <p>b) grammatical units: feminine nouns ending in a consonant, vocative case, imperative</p> <p>c) cultural topics: Croatian sportsmen and women, sport competitions, Croatian love legends</p> <p>Preparation for the final exam</p>		
Teaching types	☐ Lectures ☐ Seminars	☒ Fieldwork ☒ Independent work	☐ ☐

	☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Multimedia ☐ Laboratory ☐ Supervision	☐ ☐			
Student obligations	Attendance at classes, active participation in classes, completing assignments, taking exams					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	The final grade is the result of systematic monitoring of activities and work in class, the results of the midterm, and the final exam. The evaluation and assessment criteria of individual elements are described in the course repository.					
Required literature	Title		Number of copies available	Availability via other media		
	Korljan Bešlić, J.; Burić, H. (2020) Prijeđimo na ti 1, udžbenik i vježbenica. Split: Filozofski fakultet Sveučilišta u Splitu		2			
	Bilingual dictionary (Croatian-English, Croatian-German, Croatian-Spanish etc)					
Supplementary literature	Babić, Moguš. Hrvatski pravopis. Zagreb: Školska knjiga, 2011. Anić, Vladimir. Rječnik hrvatskog jezika. Zagreb: Novi liber, 1994. Cesarec, Mirjana. Učimo hrvatski – gramatička vježbenica I. dio. Zagreb : FF Press. 2003. Marica Čilaš-Mikulić, Milvia Gulešić Machata, Dinka Pasini i Sanda Lucija Udier: Hrvatski za početnike (udžbenik s rječnikom/vježbenica s pregledom gramatike). Zagreb: Hrvatska sveučilišna naklada. 2006. Vidan, Aida i Niebuhr, Robert: Beginner's Croatian (with 2 audio CD's). New York: Hippocrene Books, Inc. 2009 C. Hawkesworth, Colloquial Croatian (with CD's). Routledge, 2003.					
Quality assurance	attendance, class participation, and successful completion of assignments student survey on the quality of teaching and instructors at the university level passing the examination and fulfilling other obligations prescribed by the syllabus individual consultations students' self-assessment of achieved learning outcomes collaborative evaluation of the implementation and quality of the teaching process					
Other (in the opinion of the proponent)						
Syllabus						
Class type	Topic		Teaching hours	Location		
Week: 1.						
Lektorske vježbe	a) topics and vocabulary: introduction and basic phrases related to introduction; professions; countries and nationalities b) grammatical units: Croatian sounds; present tense of the verb to be; personal pronouns; nominative case of nouns –		9			

	masculine, feminine and neuter, singular and plural; numbers 0-10 c) cultural topics: basic information on Croatian (state symbols, the currency, etc.)		
Week: 2.			
Lektorske vježbe	a) topics and vocabulary: family; animals; colours b) grammatical units: present tense of the verb <i>zvati se</i> (to be called), plural of nouns; interrogative pronouns; numbers up to a billion; descriptive adjectives; possessive adjectives for inanimate c) cultural topics: famous Croatians (people from the public sphere and history, Croatians on banknotes); Women's day; Carnival; Croatian immigration; Croatian toponyms; the parks of Zagreb	9	
Week: 3.			
Lektorske vježbe	a) topics and vocabulary: features of objects, people and animals b) grammatical units: possessive adjectives for animate; present tense for the verbs ending in <i>-ati > -am, -irati > -iram</i> ; accusative case c) cultural topics: the streets and squares of Zagreb; famous Croatians	9	
Week: 4.			
Lektorske vježbe	a) topics and vocabulary: vocabulary connected to hotel accommodation (booking, checking-in, etc.); reading maps; Croatian regions; students and their motherlands (languages, souvenirs from different countries...) b) grammatical units: genitive case (quantity and special relations – introduction) c) cultural topics: Croatian political system; counties; souvenirs	9	
Week: 5.			
Lektorske vježbe	a) topics and vocabulary: public places and buildings; needs, wishes, bans b) grammatical units: modal verbs c) cultural topics: information on Zagreb (the town symbols, museums, etc.)	9	
Week: 6.			
Lektorske vježbe	a) topics and vocabulary: time – days of the week; hobbies and travels b) grammatical units: the verb <i>ići</i> (to go), prepositions with the accusative case; personal pronouns in accusative case c) cultural topics: Croatian travel destinations	9	
Week: 7.			
Lektorske vježbe	a) topics and vocabulary: food, recipes, how to order food and beverages in a restaurant b) grammatical units: verbs <i>jesti</i> and <i>piti</i> (to eat and drink) c) cultural topics: eating habits, regional products and food; popular recipes	9	
Week: 8.			
Lektorske vježbe	a) topics and vocabulary: clothes, footwear, types of materials, accessories b) grammatical units: present tense of the verbs ending in <i>-iti > -im</i> and <i>-jeti > -im</i>	9	

	c) cultural topics: dress code, traditional clothes		
Week: 9.			
Lektorske vježbe	a) topics and vocabulary: living, exteriors and interiors, looking for a place to live (advertisements); Croatian names for months – etymology of Croatian names for months; film, newspapers; narratives in the past b) grammatical units: locative case; verbs ending in -ovati, -evati, -ivati; perfect tense c) cultural topics: information on living habits of the Croatians; Croatian names for months; Croatian newspapers and film	9	
Week: 10.			
Lektorske vježbe	a) topics and vocabulary: vocabulary connected with the verbs of senses (body parts, organs, etc.); personal hygiene; expressing preferences, suggestions, plans, congratulations b) grammatical units: dative case; verbs slati and pisati (to send and write). Future tense I c) cultural topics: national parks, traditional games, Easter and traditions connected with Easter	9	
Week: 11.			
Lektorske vježbe	a) topics and vocabulary: education, schooling, CV b) grammatical units: declination of nouns (a job, e.g.), present, future and perfect tense of reflexive verbs c) cultural topics: Croatian education system	9	
Week: 12.			
Lektorske vježbe	a) topics and vocabulary: means of transport, getting around, expressing doubts b) grammatical units: instrumental case for the company, means and time c) cultural topics: public transport in Zagreb, Croatian inventors, Technical museum	9	
Week: 13.			
Lektorske vježbe	a) topics and vocabulary: expressing attitudes, theatre b) grammatical units: genitive case and prepositions with the genitive case c) cultural topics: Croatian cultural places and institutions	9	
Week: 14.			
Lektorske vježbe	a) topics and vocabulary: counting money, dates b) grammatical units: genitive case with numbers c) cultural topics: holidays in Croatia, dates and events from Croatian and world history	9	
Week: 15.			
Lektorske vježbe	a) topics and vocabulary: the body, health, free time, sport b) grammatical units: feminine nouns ending in a consonant, vocative case, imperative c) cultural topics: Croatian sportsmen and women, sport competitions, Croatian love legends Preparation for the final exam Field classes	14	

Course name	Croatian Myths, Folktales and Legends						
ID	HZH209	Study year		2.			
Lecturer	doc. dr. sc. Nikola Sunara	ECTS workload		3.0			
Associates		Number of hours	L	S	E	P	
			30	15	0	0	
Course status	Elective	Online percentage		0%			
Course description							
Course aims	The aim of the course is to enable students to experience and understand the aesthetic, ethical, cognitive, and other values of Croatian myths, oral traditions, and legends within the European context. Special emphasis is placed on the preservation of intangible cultural heritage.						
Enrolment requirements	Completed course: Croatian Oral Literature.						
Learning outcomes	Upon completion of the course, students will be able to: - conduct original field research into myths, oral tales, and legends - study professional and academic literature - recognize the aesthetic and life values of myths, oral tales, and legends - use analytical methods to form their own interpretations - use comparative methods to form their own views on Croatian myths, oral tales, and legends in the context of European and world hagiography - study the interrelations of myths, oral tales, and legends in written literature - discuss the educational and didactic value of myths, oral tales, and legends - develop the ability to present Croatian myths, oral tales, and legends to tourists - acquire knowledge of Croatian myths, oral tales, and legends, and promote and popularize them						
Syllabus	Week 1: Introduction. Defining myths. Week 2: Odysseus, Mentor, Telemachus, Dionysus. Diocles. Week 3: Aeneas, Romulus, Remus. Week 4: Cadmus, Harmonia, Illyrius. Lada. Ljeljo. Week 5: Myths of Čech, Lech, and Mech. Week 6: Historical tales. Week 7: Etiological tales. Week 8: Mythical tales. Week 9: Eschatological tales. Demonological tales. Week 10: Life narratives. Week 11: The Old Testament motif of Sodom and Gomorrah in Croatian legends. Week 12: Legends of early Christian female martyrs. Week 13: Legends of early Christian male martyrs. Week 14: Miraculous images of the Virgin Mary. Week 15: Saint James of the Marches in Croatian traditions and legends.						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐		
Student obligations	1. Attendance at lectures and seminars. Note: - Attendance in the course is not included in the final grade, but it is a prerequisite for taking the exam. - Minimum attendance requirement: 80% for lectures and 80% for seminars.						

	2. Students are required to obtain information about missed classes during the instructor's office hours and from fellow students. 3. Prepare and present a seminar paper. 4. Pass the oral exam. 5. Adhere to the ethical and academic principles of the higher education institution. 6. Respect the timeframes required for completing course activities.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	1. Class participation, including engagement in discussions during lectures and seminars – 10% 2. Completed and presented seminar paper – 40% 3. Oral exam – 50% The assessment and grading criteria for individual components are described in the course repository.					
Required literature	Title				Number of copies available	Availability via other media
	Dragić, M. (2008). Poetika i povijest hrvatske usmene književnosti. Fakultetski udžbenik. Split Filozofski fakultet Sveučilišta u Splitu. (poglavlja o predajama i legendama)					Da
	Dragić, M. (2018). Vile u tradicijskim pričama šibenskoga zaleđa, Suvremena pitanja, časopis za prosvjetu i kulturu, XIII, 25, Mostar: FPMOZ. 132-151.					Da
	Dragić, M. (2012). Lada i Ljeljo u folkloristici Hrvata i slavenskom kontekstu. Zbornik radova Filozofskoga fakulteta u Splitu. Split: Filozofski fakultet Sveučilišta u Splitu. 43.-62.					Da
Supplementary literature	1. Botica, S. (2011). Biblija i hrvatska kulturna tradicija. Zagreb: Školska knjiga. 2. Dragić, M. (2016). Sveti Jakov Markijski u predajama i legendama Hrvata, u: Jakov Markijski i njegovo djelovanje u Bosni: Zbornik radova Sarajevo: Katolički bogoslovni fakultet; Deževica: Župa Gospe Snježne. 241-260. 3. Dragić, M. (2013). Starozavjetni motiv Sodome i Gomore u Bakulinom Šematizmu i u suvremenom pripovijedanju u Hercegovini, Zbornik o Petru Bakuli, Hrvatski studiji Sveučilište u Zagrebu, Zagreb. 75.-97. 4. Dragić, M. (2013). Mitski svijet Zagore u kontekstu europske mitologije, Kulturni sabor Zagore, Filozofski fakultet u Splitu - Odsjek za povijest i Veleučilište u Šibeniku, Split. 195-227. 5. Nodilo, N. (1991). Stara vjera Srba i Hrvata. (pretisak). Split: Logos. 6. Kulušić, Š. (1979). Stara slavenska religija u svjetlu novijih istraživanja. Sarajevo. 7. Zečević, S. (1973). Elementi naše mitologije u narodnim obredima uz igru. Zenica: Izdanja muzeja grada Zenice, Radovi V. 8. Šešo, L. (2016). Živjeti s nadnaravnim bićima. Vukodlaci, vile i vještice hrvatskih tradicijskih vjerovanja. Zagreb: Naklada Jesenski i Turk.					
Quality assurance	- Attendance, class participation, and successful completion of assignments.					

	<ul style="list-style-type: none">- Student evaluation survey on the quality of teaching and instructors at the university level.- Passed exam and fulfillment of other syllabus requirements.- Individual consultations.- Students' self-assessment of achieved learning outcomes.- Peer-based evaluation of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction. Defining myths.	2	
Seminar	Introduction. Defining myths.	1	
Week: 2.			
Predavanja	Odysseus, Mentor, Telemachus, Dionysus. Diocles.	2	
Seminar	Odysseus, Mentor, Telemachus, Dionysus. Diocles.	1	
Week: 3.			
Predavanja	Aeneas, Romulus, Remus.	2	
Seminar	Aeneas, Romulus, Remus.	1	
Week: 4.			
Predavanja	Cadmus, Harmonia, Illyrius. Lada. Ljeljo.	2	
Seminar	Cadmus, Harmonia, Illyrius. Lada. Ljeljo.	1	
Week: 5.			
Predavanja	Myths of Čech, Lech, and Mech.	2	
Seminar	Myths of Čech, Lech, and Mech.	1	
Week: 6.			
Predavanja	Historical tales.	2	
Seminar	Historical tales.	1	
Week: 7.			
Predavanja	Etiological tales.	2	
Seminar	Etiological tales.	1	
Week: 8.			
Predavanja	Mythical tales.	2	
Seminar	Mythical tales.	1	
Week: 9.			
Predavanja	Eschatological tales. Demonological tales.	2	
Seminar	Eschatological tales. Demonological tales.	1	
Week: 10.			
Predavanja	Life narratives.	2	
Seminar	Life narratives.	1	
Week: 11.			
Predavanja	The Old Testament motif of Sodom and Gomorrah in Croatian legends.	2	
Seminar	The Old Testament motif of Sodom and Gomorrah in Croatian legends.	1	

Week: 12.			
Predavanja	Legends of early Christian female martyrs.	2	
Seminar	Legends of early Christian female martyrs.	1	
Week: 13.			
Predavanja	Legends of early Christian male martyrs.	2	
Seminar	Legends of early Christian male martyrs.	1	
Week: 14.			
Predavanja	Miraculous images of the Virgin Mary.	2	
Seminar	Miraculous images of the Virgin Mary.	1	
Week: 15.			
Predavanja	Saint James of the Marches in Croatian traditions and legends.	2	
Seminar	Saint James of the Marches in Croatian traditions and legends.	1	

Course name		Norm and Codification of the Croatian language					
ID	HZH208	Study year		2.			
Lecturer	izv. prof. dr. sc. Tanja Brešan Ančić	ECTS workload		3.0			
Associates		Number of hours		L	S	E	P
				30	15	0	0
Course status	Elective	Online percentage		0%			
Course description							
Course aims	The aim of the course is to introduce the processes that led to the systematization of the Croatian standard language. The course will describe the relationships between the standard and literary languages, norms and codifications. It will also systematically describe the roles of language planning and language culture and demonstrate their influence on the identity of the Croatian language. It will present the recent history of the Croatian language and the normative works that led to the creation of a coherent system of the standard language. It will also present the different normative levels of the Croatian language with special emphasis on certain normative inequalities that exist today and present their genesis.						
Enrolment requirements	no conditions						
Learning outcomes	Upon completion of the course, students will be able to: - distinguish between the terms standard and literary language, norm and codification - learn about the characteristics of the Croatian language in the standardization period - recognize various foreign influences on the codification and standardization of the Croatian language - understand the historical elements that ultimately resulted in the Croatian standard - learn about various normative problems that abounded during the standardization period - learn about various normative manuals in Croatian linguistic history and today						
Syllabus	1st week: standard language – literary language, mother tongue, language as a system – language as a standard 2nd week: norm, codification, standardization 3rd week: language planning 4th week: language varieties 5th week: the importance of standard language and language culture 6th week: language culture, purism and varieties 7th week. standardization and norm 8th week: language purism 9th week: language periodization 10th week. Croatian language in geographical environment, social framework and standardization of Croatian language in the 20th century 11. languages and artificial intelligence 12th week: student papers 13th week: student papers 14th week: student papers 15th week: student papers						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory		☐ ☐ ☐ ☐		

	☐ Blended learning		☐ Supervision			
Student obligations	<ul style="list-style-type: none">- actively, regularly and constructively participate in classes- note: students are required to attend at least 80% of lectures and 80% of exercises, attendance at classes is not included in the grade, but is a necessary prerequisite for taking the exam- respect the ethical and scientific principles of the higher education institution- pass the oral part of the exam- inquire about classes that have been missed from other students or in consultations with the professor- adhere to the time frames required for carrying out course activities					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the stated learning outcomes and student obligations in the course, the final grade is based on the following elements: <ul style="list-style-type: none">- seminar paper – 75%- passed oral exam – 25% The evaluation and grading criteria for individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Brozović, D. (2006). Neka bitna pitanja hrvatskog jezičnog standarda. Zagreb: Školska knjiga			1	ne	
	Mićanović, K. (2006). Hrvatski s naglaskom. Standard i jezični varijeteti. Disput: Zagreb.			1	ne	
	Samardžija, M. (1999). Norme i normiranje hrvatskoga standardnoga jezika. Zagreb: Matica hrvatska.			1	ne	
Supplementary literature	Haugen, E. (1987). Blessings of Babel. Bilingualism and Language Planning. Mouton de Gruyter: Berlin, New York, Amsterdam. (odabrana poglavlja) Jonke, Lj. (1971). Hrvatski književni jezik u 19. i 20. stoljeću. Zagreb: Matica hrvatska. Katičić, R. (1971). Jezikoslovni ogledi. Zagreb: Školska knjiga. Katičić, R. (1992). Novi jezikoslovni ogledi. Zagreb: Školska knjiga. Katičić, R. (2009). O standardnom i književnom jeziku. Jezik, vol. 56. Br.2. 50-53. Samardžija, M.; Pranjković, I. (2006). Hrvatski jezik u XX. stoljeću. Zbornik radova. Zagreb: Matica hrvatska.					
Quality assurance	<ul style="list-style-type: none">- active and regular class attendance- active participation in class discussions- individual consultations- oral exam passed- student survey on the quality of teaching and teachers at the university level					

Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	standard language – literary language, native language, language as a system – language as a standard	2	P21
Seminar	student papers	1	P21
Week: 2.			
Predavanja	norm, codification, standardization	2	P21
Seminar	student papers	1	P21
Week: 3.			
Predavanja	language planning	2	P21
Seminar	student papers	1	P21
Week: 4.			
Predavanja	language varieties	2	P21
Seminar	student papers	1	P21
Week: 5.			
Predavanja	the importance of standard language and linguistic culture	2	P21
Seminar	student papers	1	P21
Week: 6.			
Predavanja	language culture, purism and varieties	2	P21
Seminar	student papers	1	P21
Week: 7.			
Predavanja	standardization and norm	2	P21
Seminar	student papers	1	P21
Week: 8.			
Predavanja	linguistic purism	2	P21
Seminar	student papers	1	P21
Week: 9.			
Predavanja	linguistic periodization	2	P21
Seminar	student papers	1	P21
Week: 10.			
Predavanja	Croatian language in its geographical environment, social framework and standardization of the Croatian language in the 20th century	2	P21
Seminar	student papers	1	P21
Week: 11.			
Predavanja	languages and artificial intelligence	2	P21
Seminar	student papers	1	P21
Week: 12.			
Predavanja	student papers	2	P21
Seminar	student papers	1	P21
Week: 13.			

Predavanja	student papers	2	P21
Seminar	student papers	1	P21
Week: 14.			
Predavanja	student papers	2	P21
Seminar	student papers	1	P21
Week: 15.			
Predavanja	student papers	2	P21
Seminar	student papers	1	P21

Course name	Basics of Poetics: Literary Genres and Periods with Examples							
ID	HZH211		Study year		2.			
Lecturer	doc. dr. sc. Eni Buljubašić		ECTS workload		3.0			
Associates			Number of hours		L	S	E	P
					30	15	0	0
Course status	Elective		Online percentage		0%			
Course description								
Course aims	This course continues after and expands on the Theory of literature course. Students will expand on their theoretical knowledge and understanding of literary genres and periods and use them practically in approaching literary texts of different genres, as well as from various literary periods.							
Enrolment requirements	None.							
Learning outcomes	Students will be able to: Expand their knowledge of literary genres Recognize and interpret characteristics of literary genres in texts Expand their knowledge of literary periods Recognize and interpret characteristics of literary periods in various literary texts and their excerpts							
Syllabus	1. Introduction to poetics (literary genres and periods) 2. The novel: theory (L) and exemplary literary text (S) 3. Poem: theory (L) and exemplary literary text (S) 4. Drama: theory (L) and exemplary literary text (S) 5. Fairy tale: theory (L) and exemplary literary text (S) 6. Fable: theory (L) and exemplary literary text (S) 7. Myth: theory (L) and exemplary literary text (S) 8. Legend: theory (L) and exemplary literary text (S) 9. Joke: theory (L) and exemplary literary text (S) 10. Realism (theory (L) and 1 exemplary literary text (S)) 11. Romanticism (theory (L) and 1 exemplary literary text (S)) 12. Baroque (theory (L) and 1 exemplary literary text (S)) 13. Renaissance (theory (L) and 1 exemplary literary text (S)) 14. Modernism (theory (L) and 1 exemplary literary text (S)) 15. Postmodernism (theory (L) and 1 exemplary literary text (S))							
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐			
Student obligations	The students are required to: - attend the classes (not a part of the grade but a prerequisite to take the exam) - actively, regularly and constructively participate in classes (students are required to attend a minimum of 80% of lectures and 80% of seminars) - be informed about the classes they missed with other students or in consultations with the professor - prepare a seminar paper and essay according to the instructions of the teacher - take part in online classes - respect the ethical and scientific principles of the higher education institution							
Monitoring student work	Class attendance	☒	Research	☐	Practical work		☐	
	Experimental work	☐	Paper	☐	Essay		☒	
	Seminar paper	☒	Midterm exam	☐	Oral exam		☐	

	Written exam	☒	Project	☐	Participation in class	☒					
	e-zadatci	☒		☐		☐					
		☐									
Assessment and evaluation of student work	<p>In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed with regard to the realization of the following elements:</p> <ol style="list-style-type: none"> 1. activity and participation in classes and seminars - 10% 2. prepared and presents seminar paper in accordance with the instructions of the teacher - 30% 3. Written essay or passed 2 colloquia (equivalent of written exam) - 30% 4. Final paper - 30% <p>Criteria for evaluating and grading individual elements are described in the course repository.</p>										
Required literature	Title	Number of copies available		Availability via other media							
	Flaker, A. (1986). Stilske formacije. Zagreb: SNL	1		no							
	Jolles, A. (2000). Jednostavni oblici. Zagreb: Matica Hrvatska	1		yes							
	Lešić, Z. (2005). Teorija književnosti. Sarajevo Publishing	1		yes							
	Peleš, G. (1999). Tumačenje romana. Zagreb: Artresor.	1		no							
	Škreb, Z., Stamać, A. (ur.) (2000). Uvod u književnost, Zagreb: Nakladni zavod Globus. Odabrana poglavlja: Zdenko Škreb, Mikrostrukture stila i književne forme Svetozar Petrović, Stih Zoran Kravar, Lirska pjesma	1		yes							
Supplementary literature	<p>Frangeš, I. (1959). Stilističke studije. Zagreb: Naprijed. Frangeš, I. (1986). Nove stilističke studije. Zagreb: Globus. Solar, M. (1997). Vježbe tumačenja. Zagreb: Matica hrvatska. Umjetnost riječi: Časopis za znanost o književnosti, izvedbenoj umjetnosti i filmu. Zagreb: Hrvatsko filološko društvo. Solar, M. (2000). Teorija književnosti. Zagreb: ŠK.</p>										
Quality assurance	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfilment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.										
Other (in the opinion of the proponent)											
Syllabus											
Class type	Topic			Teaching hours	Location						
Week: 1.											
Predavanja	1. Introduction to poetics (literary genres and periods)			2							
Seminar	Introduction to Seminar Topics and Topic Assignment			1							
Week: 2.											
Predavanja	2. The novel: theory (L) and exemplary literary text (S)			2							
Seminar	Reading and discussing novel excerpts			1							

Week: 3.			
Predavanja	Poem: theory (L) and exemplary literary text (S)	2	
Seminar	Reading and discussing poetry texts	1	
Week: 4.			
Predavanja	4. Drama: theory (L) and exemplary literary text (S)	2	
Seminar	Reading and Analysis of a Selected Drama text According to Theoretical Guidelines	1	
Week: 5.			
Predavanja	5. Fairy tale: theory (L) and exemplary literary text (S)	2	
Seminar	Reading and Analysis of a Selected fairy tale According to Theoretical Guidelines	1	
Week: 6.			
Predavanja	6. Fable: theory (L) and exemplary literary text (S)	2	
Seminar	Reading and Analysis of a Selected fable According to Theoretical Guidelines	1	
Week: 7.			
Predavanja	7. Myth: theory (L) and exemplary literary text (S)	2	
Seminar	Reading and Analysis of a Selected myth texts According to Theoretical Guidelines	1	
Week: 8.			
Predavanja	8. Legend: theory (L) and exemplary literary text (S)	2	
Seminar	Reading and Analysis of a Selected legend According to Theoretical Guidelines	1	
Week: 9.			
Predavanja	9. Joke: theory (L) and exemplary literary text (S)	2	
Seminar	Reading and Analysis of Selected jokes According to Theoretical Guidelines	1	
Week: 10.			
Predavanja	10. Realism (theory (L) and 1 exemplary literary text (S))	2	
Seminar	Reading and Analysis of a Selected Passage / Text According to Theoretical Guidelines	1	
Week: 11.			
Predavanja	11. Romanticism (theory (L) and 1 exemplary literary text (S))	2	
Seminar	Reading and Analysis of a Selected Passage / Text According to Theoretical Guidelines	1	
Week: 12.			
Predavanja	12. Baroque (theory (L) and 1 exemplary literary text (S))	2	
Seminar	Reading and Analysis of a Selected Passage / Text According to Theoretical Guidelines	1	
Week: 13.			
Predavanja	13. Renaissance (theory (L) and 1 exemplary literary text (S))	2	
Seminar	Reading and Analysis of a Selected Passage / Text According to Theoretical Guidelines	1	
Week: 14.			

Predavanja	14. Modernism (theory (L) and 1 exemplary literary text (S))	2	
Seminar	Reading and Analysis of a Selected Passage / Text According to Theoretical Guidelines	1	
Week: 15.			
Predavanja	15. Postmodernism (theory (L) and 1 exemplary literary text (S))	2	
Seminar	Reading and Analysis of a Selected Passage / Text According to Theoretical Guidelines	1	

Course name	An Overview of Croatian Culture and Civilisation							
ID	HZH210		Study year		2.			
Lecturer	dr. sc. Helena Burić, v. pred.		ECTS workload		3.0			
Associates			Number of hours		L	S	E	P
					30	15	0	0
Course status	Elective		Online percentage		0%			
Course description								
Course aims	The aim of the course is to introduce students to the cultural history of Croatia from the arrival of the Croats in the territory of present-day Croatia in the 7th century up to the present day, and to enhance their knowledge of Croatian culture, tradition, civilization, history, geography, literature, and the arts. Furthermore, the course aims to familiarize students with the most important literary, musical, and artistic works from different historical periods and to enable them to better understand intercultural processes shaped by Croatia's specific historical position between the Mediterranean and Central Europe, as well as between the Orient and the West. It also seeks to help students understand the relationship between specific historical and social circumstances and the development of literature and the arts within those contexts. In addition, the course aims to equip students to apply their knowledge of Croatian cultural heritage, literature, and the arts within the context of European and global culture, and to provide a foundation for independent study of complex issues related to Croatian cultural history, preparing them for interdisciplinary studies on Croatian tradition, culture, literature, and the arts.							
Enrolment requirements	No requirements							
Learning outcomes	Upon completing the course, students will be able to: Understand the historical and social development of Croatia from its beginnings to the present. Analyze Croatian culture, literature, and art in relation to the specific historical contexts in which they emerged, using materials selected according to anthological aesthetic principles and criteria that consider the unique relationship of culture, literature, and art to historical reality. Deepen their understanding of Croatian culture within the broader European context. Describe, interpret, and explain the most important historical and cultural processes, events, and ideas that have shaped Croatian culture throughout history. Independently study and analyze different aspects of Croatian culture and civilization. Develop skills in reading, writing, and critical thinking.							
Syllabus	Introduction to Croatian culture and civilization Croatia before the Croats The closure of Plato's Academy and the mission of Saint Benedict Croatia in the early Middle Ages The earliest monuments of Croatian culture All languages and scripts used by Croats People, spaces, and ideas of medieval Croatia Humanism and the Renaissance Culture in coastal urban communes during the Renaissance Croatian culture between the Venetian Republic, the Ottoman Empire, and Austria The Ottomans at the gates as a thematic framework for literary creation Dubrovnik humanists and Renaissance writers Dubrovnik theatre Reformation and Counter-Reformation							

	Idealists, adventurers, utopians, visionaries, travellers, and their contribution to Croatian culture Enlightenment; changing worldview Croatia in the age of Maria Theresa Towards a modern nation French administration in Dalmatia Ideas of the Croatian National Revival and the socio-historical context of Croatian Romanticism Fin de siècle: Proto-realism and Realism; urban and rural environments at the turn of the century Modernism and the avant-garde The development of the bourgeoisie and the development of modern Croatian culture Croatia after World War II Everyday life and culture during the communist period The position of women in Croatian culture and female characters in Croatian literature					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	Act in accordance with ethical and scientific principles in higher education. Actively and constructively participate in the educational process (attending at least 80% of lectures and seminars) and complete assigned tasks —both individual and group—on time and to a high standard, contributing to the achievement of the learning outcomes defined for the course. Prepare and present a seminar paper according to pre-established criteria. Pass the written and oral examinations. Obtain information about classes missed during consultations with the instructor and from fellow students.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☐
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	Performance will be assessed on the basis of active participation in classes, success in completing various tasks, the quality of the seminar paper, and the results of the final written and oral exam, and the final grade will be formed as follows: the written exam accounts for 40% of the final overall grade the prepared and presented seminar paper accounts for 30% of the final grade the oral exam accounts for 20% success in completing various tasks, as well as active and constructive participation in the teaching process, accounts for 10% of the total grade The assessment and grading criteria for individual components are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	

	Hrvatska književnost u europskom kontekstu (1978). A. Flaker, K. Pranjić (ur.). Zagreb.		
	Šicel, M. (2005). Povijest hrvatske književnosti. Zagreb: Naklada Ljevak.		
	Macan, T. (1993). Povijest hrvatskog naroda. Zagreb: Školska knjiga.		
	Prosperov Novak, S. (2004). Povijest hrvatske književnosti Split: Marjan tisak d.o.o.		
Supplementary literature	Goldstein I. (2001). Croatia a History, C. Hurst & Co. (Publishers) Ltd., London. Horvat, J. (2006). Kultura Hrvata kroz 1000 godina br. 1. Zagreb: Naklada Fran. Kale, E. (1999). Hrvatski kulturni i politički identitet, Osijek-Zagreb-Split: PanLiber. Raukar, T. (1997). Hrvatsko srednjovjekovlje: prostor, ljudi i ideje. Zagreb: Školska knjiga.		
Quality assurance	class attendance, participation in classes, and success in completing assigned tasks student survey on the quality of teaching and instructors at the university level passed exam and fulfillment of other syllabus-required obligations individual consultations students' self-assessment of achieved learning outcomes peer assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction to Croatian culture and civilization Croatia before the Croats	2	
Seminar	Seminars	1	
Week: 2.			
Predavanja	At the crossroads of Antiquity and the Middle Ages Croatia in the Early Middle Ages The earliest monuments of Croatian culture	2	
Seminar	Seminars	1	
Week: 3.			
Predavanja	All languages and scripts of Croats	2	
Predavanja	Seminars	1	
Week: 4.			
Predavanja	People, spaces, and ideas of Medieval Croatia	2	
Seminar	Seminars	1	
Week: 5.			
Predavanja	Humanism and the Renaissance Culture in coastal urban communes during the Renaissance	2	
Predavanja	Seminars	1	
Week: 6.			
Predavanja	Croatian culture between the Venetian Republic, the Ottoman Empire, and Austria	2	

	The Ottomans at the doorstep as a thematic framework for literary creation		
Seminar	Seminars	1	
Week: 7.			
Predavanja	Dubrovnic Republic and Dubrovnik Renaissance writers	2	
Seminar	Seminars	1	
Week: 8.			
Predavanja	Reformation and Counter-Reformation Idealists, adventurers, utopians, visionaries, travellers, and their contribution to Croatian culture	2	
Seminar	Seminars	1	
Week: 9.			
Predavanja	The Enlightenment; a changed understanding of the world Croatia in the era of Maria Theresa	2	
Seminar	Seminars	1	
Week: 10.			
Predavanja	Towards modern nation French government in Dalmatia	2	
Seminar	Seminars	1	
Week: 11.			
Predavanja	Ideas of the Croatian National Revival and the socio-historical context of Croatian Romanticism	2	
Predavanja	Seminars	1	
Week: 12.			
Predavanja	Fin de siecle The period of Proto-Realism and Realism. Urban and rural environments at the turn of the century	2	
Seminar	Seminars	1	
Week: 13.			
Predavanja	Modernism and the Avant-Garde The development of the bourgeoisie and the development of modern Croatian culture	2	
Seminar	Seminars	1	
Week: 14.			
Predavanja	Croatia after World War II Everyday and cultural life during the communist period	2	
Seminar	Seminars	1	
Week: 15.			
Predavanja	The position of women in Croatian culture and female characters in Croatian literature Review	2	
Seminar	Seminars	1	

Course name	Introduction to the Cognitive Grammar of the Croatian Language							
ID	HZH310		Study year		2.			
Lecturer	dr. sc. Helena Burić, v. pred.		ECTS workload		3.0			
Associates			Number of hours		L	S	E	P
					30	15	0	0
Course status	Elective		Online percentage		0%			
Course description								
Course aims	The aim of the course is to introduce students to the fundamental principles, concepts, and methods of Ronald Langacker's Cognitive Grammar and cognitive linguistics in general, and to enable them to apply analytically the basic Cognitive Grammar framework. This framework provides deeper insights into the nature of language itself, i.e., lexis and grammar in general, and offers a cognitively and psychologically grounded explanation of various mechanisms of meaning construction, the conceptual structures implemented by language, the essential nature of grammar, the relationship between syntax, semantics, and pragmatics, and the ways in which the human mind and its cognitive capacities interact with linguistic ability.							
Enrolment requirements	No requirements							
Learning outcomes	Upon completion of the course, students will be able to: master the fundamental principles, concepts, and methods of Cognitive Grammar understand various aspects of the cognitive-grammatical approach to grammatical description apply the principles of Cognitive Grammar in the study and interpretation of different issues in Croatian linguistics analyze various constructions in the Croatian language from a cognitive-grammatical perspective, providing deeper insights into the nature of grammar and language in general apply the acquired knowledge in further independent study of complex linguistic issues from a cognitive-grammatical perspective							
Syllabus	Development of cognitive linguistics Fundamental principles of cognitive linguistics Gestalt psychology Metaphors we live by: conceptual metaphor theory and conceptual blending theory Basic concepts, principles, and methods of Cognitive Grammar Grammar and conceptualization, categorization and prototypes Embodiment of meaning Schematization vs. specificity in language Linguistic knowledge and encyclopedic knowledge Nominal and relational profiles; trajectors and landmarks Symbolic assemblies Event structure of constructions, aktionsart Verbal complements and adjuncts Noun phrase Review							
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐			
Student obligations	participate in the teaching process							

	behave in accordance with ethical and academic principles in higher education teaching participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course pass the written and oral exam, and write a seminar paper obtain information about missed classes during instructor consultation hours and from fellow students actively and constructively participate in classes					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	Student work will be assessed on the basis of active participation in classes, success in completing various tasks, the quality of the seminar paper, and the results of the final written and oral exam. The assessment and grading criteria for individual components are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Belaj, B. i Tanacković Faletar, G. Kognitivna gramatika hrvatskoga jezika – Imenska sintagma i sintaksa padeža (knjiga prva). Zagreb 2014.					
	Belaj, B. i Tanacković Faletar, G. Kognitivna gramatika hrvatskoga jezika – Sintaksa jednostavne rečenice (knjiga druga), Zagreb 2017.					
	Langacker, W. R. Essentials of Cognitive Grammar. OUP USA 2013.					
	Langacker, R. W. Grammar and Conceptualization. Berlin 1999.					
	Stručni i znanstveni članci različitih drugih autora.					
Supplementary literature	- Šarić, Lj. Prostor u jeziku i metafora. Zagreb 2014. - Lakoff, G. i Johnson, M. Metafore koje život znače. Zagreb 2015. - Žic Fuchs, M. Znanje o jeziku i znanje o svijetu. Zagreb 1991. - Fauconnier, G. Mental Spaces: Aspects of Meaning Construction in Natural Language. Cambridge 1994. - Fillmore, C. J. The Case for Case. U: E. Bach i R. T. Harms (ur.), Universals in Linguistic Theory. 1–68. New York 1968. - Langacker, R. W. Foundations of Cognitive Grammar. Volume I: Theoretical Prerequisites. Stanford 1987. - Langacker, R. W. Foundations of Cognitive Grammar. Volume II: Descriptive Applications. Stanford 1991. - Lakoff, G. 1987. Women Fire and Dangerous Things – What Categories Reveal about the Mind. Chicago / London: The University of Chicago Press.					
Quality assurance	class attendance, participation in class, and success in completing assigned tasks student survey on the quality of teaching and instructors at the university level passed exam and fulfillment of other syllabus-required obligations individual consultations					

	students' self-assessment of achieved learning outcomes peer assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Development of cognitive linguistics	2	
Seminar	Seminar	1	
Week: 2.			
Predavanja	Fundamental principles of cognitive linguistics	2	
Seminar	Seminars	1	
Week: 3.			
Predavanja	Gestalt psychology	2	
Seminar	Seminars	1	
Week: 4.			
Predavanja	Metaphors we live by Conceptual metaphor theory and conceptual blending theory	2	
Seminar	Seminars	1	
Week: 5.			
Predavanja	Fundamental concepts, principles, and methods of Langacker's Cognitive Grammar	2	
Seminar	Seminars	1	
Week: 6.			
Predavanja	Grammar and conceptualization, categorization and prototypes	2	
Seminar	Seminars	1	
Week: 7.			
Predavanja	Embodiment of meaning	2	
Seminar	Seminars	1	
Week: 8.			
Predavanja	Shematic and specific in language	2	
Seminar	Seminars	1	
Week: 9.			
Predavanja	Linguistic knowledge and encyclopedic knowledge	2	
Seminar	Seminars	1	
Week: 10.			
Predavanja	Nominal and relational profiles; trajectors and landmarks	2	
Seminar	Seminars	1	
Week: 11.			
Predavanja	Symbolic assemblies	2	
Seminar	Seminars	1	
Week: 12.			

Predavanja	Event structure of constructions, aktionsart	2	
Seminar	Seminars	1	
Week: 13.			
Predavanja	Verbal complements and adjuncts	2	
Seminar	Seminars	1	
Week: 14.			
Predavanja	Noun phrase	2	
Week: 15.			
Predavanja	Review	2	
Seminar	Seminars	1	

Course name	Rhetoric						
ID	HZH104	Study year		2.			
Lecturer	prof. dr. sc. Anita Runjić-Stoilova	ECTS workload		3.0			
Associates		Number of hours		L	S	E	P
				30	15	0	0
Course status	Elective	Online percentage		0%			
Course description							
Course aims	To achieve competence in participating in public communication, to learn how to design a speech, and to master communication skills (persuasiveness, argumentation). To get acquainted with rhetorical figures, memorise the figures and to learn to apply them in different types of speeches.						
Enrolment requirements	None.						
Learning outcomes	Upon completing the course, students will be able to: - apply the acquired rhetorical knowledge and skills - make and write speeches - analyse and evaluate speeches - argue their theses.						
Syllabus	1. 1. Introduction – course content and literature. Speech culture. Speech as a cold medium. Definitions of rhetoric. (2L) What does it mean to speak? (according to Bourdieu). (2S) 2. The history of rhetoric: roots of rhetoric (ancient Greece). Corax and Tisias. Gorgias and Protagoras. (2L) Power of persuasion – a view from ancient rhetoric. (2S) 3. Plato: Protagoras, Gorgias and Phaedrus. Isocrates vs. Plato. Aristotle: rhetoric and dialectic. Ethos, pathos and logos. The role of feelings. (2L) Famous speeches – listening and analysis. (2S) 4. Invention, disposition, elocution and action. (2L) Famous speeches – listening and analysis. (2S) 5. Roman rhetoric: Cicero and Quintilian. The orator's education. (2L) Aristotle, Cicero and Quintilian. (2S) 6. Philosophical notions of rhetoric. Rhetorical ideologies. Rhetorical philosophies. (2L) Schopenhauer's eristic dialectic. (2S) 7. Contemporary public speaking between logic and stylistics. Rhetoric and argumentation. Toulmin's argumentation. (2L) Argumentation model: claim and evidences. (2S) 8. The culture of critical discourse and argumentation. (2L) Deduction, induction, analogy, causality, and semioticity. (2S) 9. Ideology in speech. Manipulation in media and political discourse. (2L) The strength of an argument. Semi-arguments, false arguments and fallacies. (2S) 10. Rhetorical classes. Rhetorical figures. Modal expressions. (2L) The analysis of rhetorical classes in electronic media (interview, debate, conversation about a topic...). (2S) 11. Speech duration. Speech preparation. Speech performance. (2L) The stylistics of journalism. Speeches – speech performance, rhetorical design and visual signs. (2S) 12. Reading and listening to a speech. Conventional speech. (2L) The skill of business negotiation. Speeches. (2S) 13. Non-verbal communication – body language. Proxemic signs. (2L) Speeches. (2S) 14. Speech in electronic media. (2L) Speeches. (2S)						

	15. The fear of public speaking. (2L) Evaluation of speech statuses. Debate. (2S)					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision		☐ ☐ ☐ ☐	
Student obligations	1. Attending classes, not part of assessment but prerequisites for exam. Seminars – Minimum 80 % Lectures – Minimum 80 % 2. To be informed about topics when student was not present in a class (both on consultations and with other students. 3. To write essay and seminar, participate in discussion and via e-tasks. Attend the exam and/or write take home exam. 4. To follow ethical and scholarly principles of the University. To follow the guidelines in regard of deadlines of particular activities.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☒
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	Marking, grading and evaluation of students will be established on the basis of class attendance, and participation at lectures and seminars, fulfilling the seminar obligations (paper/seminar, participation in online discussions and final take home or class exam. 1. Participation at lectures and seminars 20 % 2. Online discussion of other papers and seminars 10 % 3. Seminar work / Presentation paper 30 % 4. Final essay/Exam 40 % Criteria of marking and grading are described in Repository of the Course.					
Required literature	Title		Number of copies available	Availability via other media		
	Aristotel (1989). Retorika. Zagreb: Naprijed.		1	-		
	Ciceron, M.T. (2002). O govorniku. Zagreb: Matica hrvatska.		1	-		
	Kvintilijan, M.F. (1985). Obrazovanje govornika. Sarajevo: Veselin Masleša.		0	-		
	Škarić, I. (2011). Argumentacija. Zagreb: Nakladni zavod Globus.		1	-		
	Škarić, I. (2000). Temeljci suvremenoga govorništva. Zagreb: Školska knjiga.		1	-		
Supplementary literature	Beker, M. (1997). Kratka povijest antičke retorike: s odabranim ulomcima iz antičkih tekstova. Zagreb: ArTrezor. Biškup, J. (1981). Osnove javnog komuniciranja. Zagreb: Školska knjiga. Boban, V. (2003). Počela javne komunikacije. Zagreb: DANd.o.o. Grafocentar. Bourdieu, P. (1992). Što znači govoriti. Zagreb: Naprijed.					

	<p>Granić, J. (ur.) (2006). Jezik i mediji – jedan jezik : više svjetova. Zagreb-Split: HDPL.</p> <p>Gregory, H. (1990). Public Speaking for College and Career. New York: McGraw-Hill.</p> <p>Gronbeck, B.E.; German, K.; Ehninger, D. i Monroe, A.H. (1995). Principles of Speech Communication. New York: Harper Collins Publishing Company.</p> <p>Hart, R.P.; Friedrich, G.W. i Brummett, B. (1983). Public Communication. New York: Harper and Row.</p> <p>Ivas, I. (1988). Ideologija u govoru. Zagreb: Hrvatsko filološko društvo, I. i Ivas I. i Škarić, I. (ur.) (2007). Razgovori o retorici. Zagreb: Hrvatsko filološko društvo-FFpress.</p> <p>Kišiček, G. (2018). Retorika i politika. Zagreb: Naklada Jesenski i Turk.</p> <p>Kišiček, G. i Stanković, D. (2015). Retorika i društvo. Zagreb: Naklada Slap</p> <p>Jaffe, C. (2009). Public Speaking: Concepts and Skills for a Diverse Society. Revised Edition. Belmont, CA: Wadsworth Publishing Company.</p> <p>Laver, J. (1996). The Gift of Speech. Edinburgh: Edinburgh University Press.</p> <p>Morris, D. (1985). Govor tijela. Zagreb: August Cesarec.</p> <p>Mladenov, M. (1980). Novinarska stilistika. Beograd: Naučna knjiga.</p> <p>Pease, A. i Pease, B. (2008). Velika škola govora tijela. Zagreb: Mozaik knjiga.</p> <p>Pease, A. (2002). Govor tijela, kako misli drugih ljudi pročitati iz njihovih kretnji. Zagreb: AGM.</p> <p>Perelman, Ch. (1982). The Realm of Rhetoric. Notre Dame-London: University of Notre Dame.</p> <p>Pupovac, M. (1990). Politička komunikacija. Zagreb: August Cesarec.</p> <p>Ricoeur, P.(1981). Živa metafora. Zagreb: GZH.</p> <p>Sapunar, M. (2000). Novinarska retorika "Als ob". Politička misao, Vol. XXXVII, 4, 105-112.</p> <p>Schopenhauer, A. (2002). Eristička dijalektika: umijeće kako uvijek biti u pravu objašnjeno u 38 trikova. Split: Marjan tisak.</p> <p>Sloane, T.O. (ur.) (2001). Encyclopedia of Rhetoric. Oxford: Oxford University Press.</p> <p>Šego, J. (2005). Kako postati uspješan govornik. Zagreb: Profil international.</p> <p>Škarić, I. (1988). U potrazi za izgubljenim govorom. Zagreb: Školska knjiga.</p> <p>Škiljan, D. (1992). Na marginama Aristotelove Retorike. U: Dijalog s antikom. Zagreb: Latina et Graeca, 25-50.</p> <p>Španjol Marković, M. (2008). Moć uvjeravanja: govorništvo za menadžere (i sve one koji to žele postati). Zagreb: Profil International.</p> <p>Tudor, G. (1992). Kompletan pregovarač: umijeće poslovnog pregovaranja. Zagreb: MEP Consult.</p> <p>Visković, N. (1997). Argumentacija i pravo. Split: Pravni fakultet u Splitu.</p> <p>Zadro, I. (ur.) (1999). Glasoviti govori. Zagreb: Naklada Zadro.</p> <p>Žitinski, M. (2001). Teorija komuniciranja i govorništvo. Dubrovnik: Veleučilište u Dubrovniku.</p>		
Quality assurance	<p>1. Presence in class, activity in class, fulfilling the course obligations.</p> <p>2. Student evaluations about quality of classes and teaching organized by University.</p> <p>3. Completed exam and fulfilment of other obligations from syllabus.</p> <p>4. Individual consultations.</p> <p>5. Self-evaluations of students in regard to Learning Outcomes.</p> <p>Peer evaluation of the process and quality of teaching and teaching performance.</p>		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location

Week: 1.			
Predavanja	Introduction – course content and literature. Speech culture. Speech as a cold medium. Definitions of rhetoric.	2	P17
Seminar	What does it mean to speak?	1	P17
Week: 2.			
Predavanja	The history of rhetoric: roots of rhetoric (ancient Greece). Corax and Tisias. Gorgias and Protagoras.	2	P17
Seminar	The history of rhetoric: roots of rhetoric (ancient Greece). Corax and Tisias. Gorgias and Protagoras.	1	P17
Week: 3.			
Predavanja	Power of persuasion – a view from ancient rhetoric. Plato: Protagoras, Gorgias and Phaedrus. Isocrates vs. Plato. Aristotle: rhetoric and dialectic. Ethos, pathos and logos. The role of feelings.	2	P17
Seminar	Famous speeches – listening and analysis.	1	P17
Week: 4.			
Predavanja	Invention, disposition, elocution and action.	2	P17
Seminar	Famous speeches – listening and analysis.	1	P17
Week: 5.			
Predavanja	Roman rhetoric: Cicero and Quintilian. The orator's education.	2	P17
Seminar	Aristotle, Cicero and Quintilian.	1	P17
Week: 6.			
Predavanja	Philosophical notions of rhetoric. Rhetorical ideologies. Rhetorical philosophies.	2	P17
Seminar	Schopenhauer's eristic dialectic.	1	P17
Week: 7.			
Predavanja	Contemporary public speaking between logic and stylistics. Rhetoric and argumentation. Toulmin's argumentation.	2	P17
Seminar	Argumentation model: claim and evidences.	1	P17
Week: 8.			
Predavanja	The culture of critical discourse and argumentation.	2	P17
Seminar	Deduction, induction, analogy, causality, and semioticity.	1	P17
Week: 9.			
Predavanja	Ideology in speech. Manipulation in media and political discourse.	2	P17
Seminar	The strength of an argument. Semi-arguments, false arguments and fallacies.	1	P17
Week: 10.			
Predavanja	10. Rhetorical classes. Rhetorical figures. Modal expressions.	2	P17
Seminar	The analysis of rhetorical classes in electronic media (interview, debate, conversation about a topic...).	1	P17
Week: 11.			

Predavanja	Speech duration. Speech preparation. Speech performance.	2	P17
Seminar	The stylistics of journalism. Speeches – speech performance, rhetorical design and visual signs.	1	P17
Week: 12.			
Predavanja	Reading and listening to a speech. Conventional speech.	2	P17
Seminar	The skill of business negotiation. Speeches.	1	P17
Week: 13.			
Predavanja	Non-verbal communication – body language. Proxemic signs.	2	P17
Seminar	Speeches.	1	P17
Week: 14.			
Predavanja	Speech in electronic media.	2	P17
Seminar	Speeches.	1	P17
Week: 15.			
Predavanja	The fear of public speaking.	2	P17
Seminar	Evaluation of speech statuses. Debate.	1	P17

Course name	Croatian hagiographic heritage							
ID	HZH305		Study year		2.			
Lecturer	doc. dr. sc. Nikola Sunara		ECTS workload		3.0			
Associates			Number of hours		L	S	E	P
30					15	0	0	
Course status	Elective		Online percentage		0%			
Course description								
Course aims	The aim of the course is to introduce students to Croatian hagiographic heritage within the context of world hagiography, as well as to enable them to experience and understand the aesthetic, ethical, cognitive, and other values of works belonging to the hagiographic tradition. The course places particular emphasis on didactic and educational aspects, as well as on the preservation of intangible cultural heritage.							
Enrolment requirements	No prerequisites.							
Learning outcomes	Upon completion of this course, students will be able to: - conduct original field research on Croatian hagiographic heritage - study relevant scholarly and academic literature - recognize the aesthetic and experiential value of Croatian hagiographic heritage - develop independent interpretations using analytical methods - form critical judgments through comparative methods regarding Croatian hagiographic heritage in the context of European and global hagiography - examine the influence of hagiographic heritage in written literature - discuss the educational and didactic aspects of Croatian hagiographic heritage - present Croatian hagiographic heritage to tourists in an informative and engaging manner - promote and popularize Croatian hagiographic heritage							
Syllabus	1st week: Introduction – defining hagiographic heritage 2nd week: Saint Catherine of Alexandria, Saint Andrew 3rd week: Saint Barbara, Saint Nicholas (bishop), Saint Lucy 4th week: Saint Stephen the Protomartyr, Saint John the Apostle, Holy Innocents 5th week: Saint Sylvester, the Three Kings 6th week: Saint Joseph 7th week: Patrons of Europe 8th week: Croatian blessed and saints 9th week: Blessed Catherine, the last Bosnian queen 10th week: Blessed Virgin Mary 11th week: Palm Sunday, the Holy Triduum 12th week: Easter, Ascension, Pentecost 13th week: Saint George, Saint Mark the Evangelist 14th week: Corpus Christi, Saint Anthony of Padua, Saint John the Baptist, Saints Peter and Paul 15th week: Saint Roch, All Saints' Day, All Souls' Day							
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision			☐ ☐ ☐ ☐		
Student obligations	1. Attendance at lectures and seminars Note:							

	<ul style="list-style-type: none">- Attendance in the course is not included in the final grade, but it is a prerequisite for taking the exam.- Minimum attendance requirement: lectures – 80%, seminars – 80%.2. Students should obtain information about missed classes during instructors' consultation hours or from fellow students.3. Prepare and present a seminar paper.4. Pass the oral exam.5. Respect the ethical and academic principles of the higher education institution.6. Adhere to the timeframes required for completing course activities.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	<ul style="list-style-type: none">1. Active participation in class, including participation in discussions during lectures and seminars – 10%2. Completed and presented seminar paper – 40%3. Oral exam – 50% (Criteria for assessment and grading of individual components are described in the course repository.)					
Required literature	Title			Number of copies available	Availability via other media	
	Dragić, M. (2008). Poetika i povijest hrvatske usmene književnosti. Fakultetski udžbenik. Split Filozofski fakultet Sveučilišta u Splitu. (poglavlje o vjerskoj usmenoj lirici)				Da	
	Dragić, M. (2020). Štovanje sv. Josipa u hrvatskoj crkveno-pučkoj baštini. Nova prisutnost: časopis za intelektualna i duhovna pitanja, XIII (2). Zagreb: Kršćanski akademski krug (KRAK).145-170.				Da	
	Dragić, M. (2020). Sveti Stjepan prvomučenik u hrvatskoj kulturnoj baštini. Ethnologica Dalmatica 27 (1). Split: Etnografski muzej Split. 37.-84.				Da	
	Dragić, M.; Dragić, H. (2019). Sveti Ivan Krstitelj u hrvatskoj tradicijskoj baštini, Croatica et Slavica Iadertina 15 (1). Zadar: Odjel za kroatistiku i slavistiku, Sveučilište u Zadru. 275-329.				Da	
	Dragić, M. (2019). Tijelovo u hrvatskoj katoličkoj crkveno-pučkoj kulturnoj baštini, Crkva u svijetu 54 (1), Split: Katolički bogoslovni fakultet Sveučilišta u Splitu. 59-81.				Da	
	Dragić, M. (2018). Štovanje sv. Antuna Padovanskoga u hrvatskoj crkveno-pučkoj baštini. Ethnologica Dalmatica 25 (1). Split: Etnografski muzej Split. 37-66.				Da	
	Dragić, M. (2015). Sveti Nikola biskup u hagiografskoj baštini Hrvata. Ethnologica Dalmatica, Vol. 22, No. 1. Split: Etnografski muzej, Split. 5.-42.				Da	

	Dragić, M. (2015). Silvestrovo u hrvatskoj tradicijskoj kulturi, Crkva u svijetu, Vol. 50, No. 2, Split: Katolički bogoslovni fakultet. 303-323.		Da
	Dragić, M. (2013). Sveti Juraj u tradicijskoj baštini Hrvata, Croatica et Slavica Iadertina, Vol. IX, No. 9/1. Zadar: Odjel za kroatistiku i slavistiku, Sveučilišta u Zadru. 269-313.		Da
	Dragić, M. (2013). Sveti Rok u tradicijskoj katoličkoj baštini Hrvata, Nova prisutnost, Časopis za intelektualna i duhovna pitanja, Vol. XI, No. 2. Zagreb: Kršćanski akademski krug, Zagreb. 165.-182.		Da
	Zaradija Kiš A. (2013). Svetomartinska baština gornjega Međimurja: po antičkim tragovima do „Martinske himne“. Narodna umjetnost 52 (2). Zagreb. 148-171.		Da
	Dragić, M. (2011). Sveta Katarina Aleksandrijska u katoličkoj tradicijskoj baštini Hrvata, HUM časopis Filozofskog fakulteta Sveučilišta u Mostaru, br. 7, Mostar, 2011., str. 260.-287.		Da
	Dragić, M. (2009). Spasovo u hrvatskoj tradicijskoj baštini. Crkva u svijetu, Vol. 44, No. 3. Split: Katolički bogoslovni fakultet Sveučilišta u Splitu. 205.-228.		Da
	Dragić, M. (2007). Sveta tri kralja u hrvatskoj tradiciji, Crkva u svijetu, br. 1, Split. 96-117.		Da
Supplementary literature	Botica, S. (2011). Biblija i hrvatska tradicijska kultura. Zagreb: Školska knjiga. de Voragine, J. (sv. 1 2013; sv. 2 2015). Zlatna legenda ili Štiva o svecima. Zagreb: Demetra.		
Quality assurance	<ul style="list-style-type: none">- Pohađanje nastave, aktivnost na nastavi, uspješnost u obavljanju zadataka.- Studentska anketa o kvaliteti nastave i nastavnika na sveučilišnoj razini.- Položen ispit i ostvarene druge silabusom propisane obveze.- Individualne konzultacije.- Samoprocjena studenata postignutih ishoda učenja.- Suradnička procjena provedbe i kvalitete nastavnog procesa.		
Other (in the opinion of the proponent)	<ul style="list-style-type: none">- Attendance in classes, active participation in class, and success in completing assignments.- Student survey on the quality of teaching and instructors at the university level.- Passing the exam and fulfilling other syllabus requirements.- Individual consultations.- Students' self-assessment of achieved learning outcomes.- Peer evaluation of the implementation and quality of the teaching process.		
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction – defining hagiographic heritage	2	
Seminar	Introduction – defining hagiographic heritage	1	
Week: 2.			
Predavanja	Saint Catherine of Alexandria, Saint Andrew	2	
Seminar	Saint Catherine of Alexandria, Saint Andrew	1	
Week: 3.			
Predavanja	Saint Barbara, Saint Nicholas (bishop), Saint Lucy	2	

Seminar	Saint Barbara, Saint Nicholas (bishop), Saint Lucy	1	
Week: 4.			
Predavanja	Saint Stephen the Protomartyr, Saint John the Apostle, Holy Innocents	2	
Seminar	Saint Stephen the Protomartyr, Saint John the Apostle, Holy Innocents	1	
Week: 5.			
Predavanja	Saint Sylvester, the Three Kings	2	
Seminar	Saint Sylvester, the Three Kings	1	
Week: 6.			
Predavanja	Saint Joseph	2	
Seminar	Saint Joseph	1	
Week: 7.			
Predavanja	Patrons of Europe	2	
Seminar	Patrons of Europe	1	
Week: 8.			
Predavanja	Croatian blessed and saints	2	
Seminar	Croatian blessed and saints	1	
Week: 9.			
Predavanja	Blessed Catherine, the last Bosnian queen	2	
Seminar	Blessed Catherine, the last Bosnian queen	1	
Week: 10.			
Predavanja	Blessed Virgin Mary	2	
Seminar	Blessed Virgin Mary	1	
Week: 11.			
Predavanja	Palm Sunday, the Holy Triduum	2	
Seminar	Palm Sunday, the Holy Triduum	1	
Week: 12.			
Predavanja	Easter, Ascension, Pentecost	2	
Seminar	Easter, Ascension, Pentecost	1	
Week: 13.			
Predavanja	Saint George, Saint Mark the Evangelist	2	
Seminar	Saint George, Saint Mark the Evangelist	1	
Week: 14.			
Predavanja	Corpus Christi, Saint Anthony of Padua, Saint John the Baptist, Saints Peter and Paul	2	
Seminar	Corpus Christi, Saint Anthony of Padua, Saint John the Baptist, Saints Peter and Paul	1	
Week: 15.			
Predavanja	Saint Roch, All Saints' Day, All Souls' Day	2	
Seminar	Saint Roch, All Saints' Day, All Souls' Day	1	

Course name	Non-Western Literary Traditions						
ID	HZH304		Study year		2.		
Lecturer	izv. prof. dr. sc. Gordana Galić Kakkonen		ECTS workload		3.0		
Associates			Number of hours		L	S	E
					P		
					30	15	0
Course status	Elective		Online percentage		0%		
Course description							
Course aims	This course will enable students to think critically about world literature outside of the Western civilization. They will become acquainted with the most important writers and works in the Chinese, Japanese, Indian, Latin American, Middle Eastern and African literary tradition, and gain knowledge about the place and importance they hold within the concept of world literature. Particular focus will be on the problems of the dissemination of the traditional (Western) literary canon, levels and types of influences, reception, translation, dynamics of the relationship between the centre and the margins, censorship, comparability and social, political and cultural conditions that control these processes.						
Enrolment requirements	None.						
Learning outcomes	Upon completing this course, the students will be able to: - Explain the main characteristics and concept of world literature/s; - Understand the problems with the use of scientific methodology of Western orientation in the approach to and study of world literature/s of non-Western literary traditions; - Recognize the importance of translation and reception; - Differentiate between literary periods and styles, analyze and point out characteristics of the shifts of periods and styles and in this manner also reflect on on the most important problems of periodization of non-Western literary traditions; - Define and analytically approach questions relating to the literary canon in the context of non-Western literary traditions; - Analyze the obstacles which prevent a complete integration and synthetic overview of works 'while applying the same criteria' for different literary traditions; - Comprehend and reflect on the role of certain social, political, economic and cultural factors in various aspects of literary activity, with the focus on the dynamics of the relationship between the centre and the periphery.						
Syllabus	Week 1: Introduction to the course. Goals and objectives. Topics for seminar papers. Conceptions of world literature / world literatures in terms of the inclusivity and comparability of different literary traditions. Week 2: The status of non-Western literatures in relation to Western ones (positioning within the academic and public world). The East–West dichotomy. Translation, circulation, accessibility – quantitative and qualitative analysis. The literary canon – literary tradition outside the Western context. The concept of the classic. Anthologies of world literature and the types of texts they contain. Week 3: The literatures of the Middle East. Overview, periodization, categorization. Week 4: The literatures of the Middle East. Analysis of selected works (style, worldview, themes, motifs, characters). Week 5: The literature of India. Overview, periodization, categorization. Week 6: The literature of India. Analysis of selected works (style, worldview, themes, motifs, characters). Week 7: The literatures of Africa. Overview, periodization, categorization. Week 8: The literatures of Africa. Analysis of selected works (style, worldview, themes, motifs, characters).						

	Week 9: The literature of China. Overview, periodization, categorization. Week 10: The literature of China. Analysis of selected works (style, worldview, themes, motifs, characters). Week 11: The literature of Japan. Overview, periodization, categorization. Week 12: The literature of Japan. Analysis of selected works (style, worldview, themes, motifs, characters). Week 13: The literatures of South and Central America. Overview, periodization, categorization. Week 14: The literatures of South and Central America. Analysis of selected works (style, worldview, themes, motifs, characters). Week 15: Concluding remarks. Examination preparation.					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	In addition to active participation in lectures and seminars, students will demonstrate their knowledge of the material by preparing (in written form) and presenting an agreed seminar paper, for which a thorough knowledge of the relevant literature and a critical-analytical approach to the assigned topic are required. Depending on the number of students in a given seminar group and the pace of work, individual seminar papers may be replaced by group projects. In addition, students will take an oral exam at the end of the semester. Note: attendance is not included in the grade, but is a prerequisite for taking the examination and receiving a final grade (lectures: min. 80%; seminars: min. 80%). Students are required to inform themselves about any classes they have missed, either from fellow students or from the instructor during office hours. Students are also obliged to adhere to the deadlines required for completing course activities. Students are expected to conduct themselves in accordance with the ethical and academic standards of higher education.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☐	Project	☒	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	The final grade is based on the following criteria: 1. Monitoring of student participation in lectures and seminars - 20%; 2. Seminar essay (project) in which students need to display a command of the subject matter, show research initiative and competence on the level of content and form – 30%. 3. Oral exam - 50% Evaluation and grading criteria details are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	

	Blažina, D. (ed.). Književna smotra. Zagreb: Hrvatsko filološko društvo. (selection, non – Western literature).	1	
	Čale, F. (ur.). (1971. i dalje). Povijest svjetske književnosti, 1-7, Zagreb: Mladost. (selection).	2	
	Ruttkowski, W. (2001). „East and West“ and the Concept of Literature. GRIN Publishing. http://www.grin.com/en/e-book/7732/east-and-west-and-the-concept-of-literature	1	
Supplementary literature	<p>READING LIST:</p> <ul style="list-style-type: none"> - Egyptian mythology, Middle Eastern mythology, The Epic of Gilgamesh or Enuma Elish, Egyptian literature (selection), Kuran (selection), A Thousand and One Night, Rubaiyat (O. Khayyām), The Mirror of a Dream: selected poems (Adonis), Midaq Alley (N. Mahfuz), Memoirs of a Woman Doctor (N. Sa'dāwī), Women who Bloed on Knots (E. Temelkuran). - Myths of Old India, The Poem of King Nala, Panchatantra, Amarusataka (Amaruka), Cloud Messenger or Shakuntala (Kalidasa), Kabir' poetry (Kabir), The Gardener (Tagore), A God of Small Things (A. Roy), Across the Borders: Tales of Love, Madness and War (S. H. Manto). - African mythology, African stories and legends, The Palm-Wine Drinkard (A. Tutuola), Things Fall Apart (C. Achebe), a selection of poetry (L. S. Senghor), Sleepwalking Land or Under the Frapingani (M. Couto), Half of a Yellow Sun or Purple Hibiscus (C. N. Adichie). - Chinese mythology, Tao te ching on the Art of Harmony (Lao Tzu), Sayings (Confucius), a selection from Chinese poetry, Sick Horse: poems from the Tang period (selection), Selected Stoeis (L. Xun), Frogs or Change (M. Yan). - Myths and Legends of Japan, The Tale of Genji (M. Shikibu), Stories of the Rain and the Moon (Ueda Akinari), Japanese haiku poetry - selection (M. Basho and others) Ten Nights, Ten Dreams (N. Soseki), Confessions of a Mask (Y. Mishima), A Thousand Cranes (Y. Kawabata), Japanese short stories/ Anthology of Modern Japanese Novel, In Deep Sleep (B. Yoshimoto) or Supermarket (S. Azuchi) or Autofiction (H. Kanehara). - South American mythology, Mexican and Central American mythology, A Rebellion of the Ill: an Anthology of the Cuban Short Story, The Death of Artemio Cruz (C. Fuentes), Hopscotch (J. Cortazar), The Tunnel (E. Sabato), Aleph (J. L. Borges), The Symphony in White (A. Lisboa), No One Writes to the Colonel (G. G. Marquez), Chile by Night (R. Bolano), The Hour of the Star (C. Lispector), Storyteller (M. Vargas Llosa), two plays (own selection). <p>***</p> <p>Adonis (2010). „Ljubav, seks i stvaralaštvo.“ <i>Europski glasnik</i>, 15, 597-602;</p> <p>Cvjetičanin, B. (1981). <i>Roman i afrička zbilja</i>. Zagreb: Školska knjiga;</p> <p>Dathorne, O. R. (1985). <i>Afrička književnost u dvadesetom stoljeću</i>. Sarajevo: Svjetlost;</p> <p>Denton, K. A. (1998). <i>The problematic of self in modern chinese literature: Hu Feng and Lu Ling</i>. Stanford, Calif.: Stanford University Press;</p> <p>Devidé, V. (2007). <i>Japan</i>. Zagreb: Školska knjiga;</p> <ul style="list-style-type: none"> - (1985). <i>Iz japanske književnosti</i>. Zagreb: Spektar; - (1987). <i>Japan - poezija i zbilja: članci i eseji</i>. Zagreb: Alfa; - (2003). <i>Japanska haiku poezija i njen kulturnopovijesni okvir</i>. Zagreb: Zagrebačka naklada; - (1992). „Prvo putovanje u Japan.“ <p>Eliade, M. (2005). <i>Kozmologija i alkemija drevnog Babilona</i>. Zagreb: Scarabeus-naklada;</p> <ul style="list-style-type: none"> - (2002). <i>Sveto i profano</i>. Zagreb: AGM; <p>Finnegan, R. (1970). <i>Oral Literature in Africa</i>. Nairobi/Dar Es Salaam: Oxford University Press;</p>		

- Fletcher, J. (2008). Drevni Egipat. Zagreb: 24sata; Madrid: Planeta Marketing Institucional;
- Gabrieli, F. (1985). Arapska književnost. Sarajevo: Svjetlost; Novi Sad: Matica srpska; Skopje: Misa; Zagreb: Mladost; Titograd: Pobjeda; Beograd: Prosveta;
- Gönc Moaçanin, K. (1990). „Estetika rase i klasično indijsko kazalište.“ *Suvremena lingvistika* 29/30, 19-27;
- (1990). „Indijska drama u Hrvatskom narodnom kazalištu.“ *Most*, 4, 316-333;
- (1996). *Sahrdaya: književno putovanje sa srcem u Indiju*. Zagreb: Hrvatsko filološko društvo;
- Hooke, S. H. (1978). *Middle Eastern mythology*. Harmondsworth: Penguin Books;
- Janjić, M. (ur.). (2011). *Tagore – svijet – Hrvatska*. Zagreb: Udruga Lotos;
- (2010). „Zaumnost boli u indijskoj ženskoj fikciji.“ *Treća*, 12 (2), 47-60;
- Jelić, J. (2003). *Ogledi iz latinskoameričke književnosti*. Zagreb: Euroknjiga;
- Jolles, A. (2000). *Jednostavni oblici*. Zagreb: Matica hrvatska;
- Katičić, R. (1973). *Stara indijska književnost*. Zagreb: Nakladni zavod Matice hrvatske;
- Katunarić, V. (2007). *Lica kulture*. Zagreb: Izdanja Antibarbarus;
- Kirpal, V. (2006). „Uvod iz knjige Postmodernistički indijski roman.“ *Kolo*, 16 (1), 330-359;
- Korade, M. (2015). *Istraživači novih obzorja: djelovanje hrvatskih misionara i profesora od 16. do 20. stoljeća, I. i II. poglavlje*. Zagreb: Matica hrvatska;
- Krmpotić, V. (2013). *Portret majke Indije*. Zagreb: Profil multimedija;
- Krnic, K. (1990). „Indija.“ *Most*, 4, 439-445;
- Lou, Y. (2011). *A concise history of Chinese literature, I. i II.* Leiden; Boston: Brill.
- Lovrenčić, Ž. (2001). *Obrasci fantastike u hispanoameričkom romanu*. Zagreb: D.S.M;
- Maroević, T. (2005). *Borgesov čitatelj. Portreti i prikazi*. Zagreb: Antibarbarus;
- Matišić, Z. (ur.). (2012). *Hrvatske Indije 3*. Zagreb: Odjel za orijentalistiku Hrvatskoga filološkog društva;
- Namakura, H. (2009/2012). *Načini mišljenja istočnih naroda, 2 sv.* Zagreb: Demetra;
- Okpewho, I. (1992). *African oral literature: backgrounds, character, and continuity*. Bloomington; Indianapolis: Indiana University Press; Ram-Prasad, C. (2008). *Indija*. Zagreb: 24sata; Barcelona: Planeta Marketing Institucional;
- Rivera Vicencio, R. (2012). „Nejednakost.“ *Riječi*, 1/2, 23-27;
- Rong, H. (2013). „Rasprava o prijateljstvu Mattea Riccija: od univerzalnoga prijateljstva do prijateljstva pod nebom.“ *Communio*, 36 (107), 69-79; Sa'dāwī, N. (2012). „Izidine kćeri.“ *Treći program Hrvatskog radija*, 81/82, 151-158;
- Said, E. W. (2005). „Kairo i Aleksandrija.“ *Kolo*, 15 (1), 216-224;
- (2005). „Predstavljanje koloniziranih: sugovornici antropologije.“ *Književna republika*, 3 (1/2), 180-196;
- (1999). *Orijentalizam*. Zagreb: Konzor;
- (2005). „Orijentalizam i nakon njega.“ *Kolo*, 15 (1), 251-276;
- (1994). *Culture and imperialism*. London: Vintage Books;
- Shaughnessy, E. L. (2008). *Drevna Kina*. Zagreb: 24sata; Barcelona: Planeta Marketing Institucional;
- Susin, L. C. (2014). „Latinska Amerika - zemlja mnogih boja.“ *Concilium*, 50 (1), 75-88;
- Suzuki, D. T. (2016). *Zen i japanska kultura*. Zagreb: Sipar;
- Škopljanac, L. (2010). „Ispovijedi maske: književno samooblikovanje Yukija Mishime.“ 15 dana, 53 (1/2), 24-31;
- Švob-Đokić, N. (1981). *Razvoj u afričkoj književnosti*. Zagreb: Liber;
- Talan, N. (2015). *Uvod u afričke književnosti portugalskog jezičnog izraza*. Zagreb: Leykam international;

	Todorov, Tzvetan (2004). „Duran ili hibridizacija kultura.“ Književna republika, 2 (11/12), 129-140; - (2016). Osvajanje Amerike: pitanje drugoga. Zagreb: Naklada Pelago; Višić, M. (1993). Književnost drevnog Bliskog istoka. Zagreb: Naprijed; Wisker, G. (2010). Ključni pojmovi postkolonijalne književnosti. Zagreb: AGM; Worger, W. H.; Clark, N. L. i Alpers, E. A. (ur.). (2010). Africa and the West: a documentary history, 2 sv., Oxford: Oxford University Press; Zarez (10.02.2005.) Tema broja: Suvremena japanska književnost; Zweig, S. (2005). Nigdje u Africi: autobiografski roman. Zagreb: Naklada Fran.		
Quality assurance	- class attendance, class activity, successfully completing tasks; - passed oral exam and the fulfillment of the other obligations prescribed by the syllabus: successfully presented and written seminar; - individual consultations; - student questionnaire on the quality of teaching and teachers at the university level; - collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction to the course. Goals and objectives. Conceptions of world literature / world literatures in terms of the inclusivity and comparability of different literary traditions.	2	P28
Seminar	Topics for seminar papers.	1	P28
Week: 2.			
Predavanja	The status of non-Western literatures in relation to Western ones (positioning within the academic and public world). The East–West dichotomy. Translation, circulation, accessibility – quantitative and qualitative analysis. The literary canon – literary tradition outside the Western context. The concept of the classic.	2	P28
Seminar	Anthologies of world literature and the types of texts they contain.	1	P28
Week: 3.			
Predavanja	The literatures of the Middle East. Overview, periodization.	2	P28
Seminar	Examples from mythology.	1	P28
Week: 4.			
Predavanja	The literatures of the Middle East. Genre classification.	2	P28
Seminar	Analysis of selected works (style, worldview, themes, motifs, characters).	1	P28
Week: 5.			
Predavanja	The literature of India. Overview, periodization.	2	P28
Seminar	Examples from mythology.	1	P28
Week: 6.			
Predavanja	The literature of India. Genre classification.	2	P28
Predavanja	Analysis of selected works (style, worldview, themes, motifs, characters).	1	P28

Week: 7.			
Predavanja	The literatures of Africa. Overview, periodization.	2	P28
Seminar	Examples from mythology.	1	P28
Week: 8.			
Predavanja	The literatures of Africa. Genre classification.	2	P28
Seminar	Analysis of selected works (style, worldview, themes, motifs, characters).	1	P28
Week: 9.			
Predavanja	The literature of China. Overview, periodization.	2	P28
Seminar	Examples from mythology.	1	P28
Week: 10.			
Predavanja	The literature of China. Genre classification.	2	P28
Seminar	Analysis of selected works (style, worldview, themes, motifs, characters).	1	P28
Week: 11.			
Predavanja	The literature of Japan. Overview, periodization.	2	P28
Seminar	Examples from mythology.	1	P28
Week: 12.			
Predavanja	The literature of Japan. Genre classification.	2	P28
Seminar	Analysis of selected works (style, worldview, themes, motifs, characters).	1	P28
Week: 13.			
Predavanja	The literatures of South and Central America. Overview, periodization.	2	P28
Seminar	Examples from mythology.	1	P28
Week: 14.			
Predavanja	The literatures of South and Central America. Genre classification.	2	P28
Seminar	Analysis of selected works (style, worldview, themes, motifs, characters).	1	P28
Week: 15.			
Predavanja	Final remarks. Discussion.	2	P28
Seminar	Revision and exam preparation.	1	P28

Course name		Orthoepy of the Croatian Language					
ID	HZH308	Study year		2.			
Lecturer	prof. dr. sc. Anita Runjić-Stoilova	ECTS workload		3.0			
Associates		Number of hours		L	S	E	P
				30	15	0	0
Course status	Elective	Online percentage		0%			
Course description							
Course aims	The aim of the course is the description (origin and system) and the adoption of the Croatian orthoepic norm. Also, the aim is to observe the deviation of the accent norm as well as open problems of Croatian orthoepy. The aim is also to describe the implementation of the orthoepic norm in various groups of public speakers.						
Enrolment requirements	Passed course Phonetics and phonology.						
Learning outcomes	The student will be able to: - describe the peculiarities of standard Croatian accents - describe the features of stress in the Croatian idioms - define the specificity of the Croatian prosodic system - discuss the problems of contemporary Croatian orthoepy - describe the orthoepic norm of any public speaker						
Syllabus	1. 1. Introduction to orthoepy of the general Croatian language. 2. Classical norm, norm of generally accepted and accepted pronunciation. 3. Pronunciation of phonemes, allophones and some peculiarities in three types of general Croatian language. 4. Prosodic tendencies in generally accepted and accepted Croatian pronunciation. 5. Accent in modern Croatian standard language: noun, adjective and verb accents, accent and other types of words - paradigmatic and typological norms. 6. Accent retraction on proclitic. 7. History of Croatian accent. 8. Stylistic and normative determinants of accented typological units (general language characters, regionalisms, non-Croatian accents...) 9. Characteristics of conversational style and organic idiom. 10. Sociophonetic approach to accent in general Croatian. 11. Sociophonetic relation to different accented versions of the same words. Comparison of doublets in Croatian dictionaries, and grammars. 12. Words' accent of foreign origin. Pronunciation of foreign names in the Croatian standard language. 13. Phonetic transcription (IPA): speech sounds, phonemes and allophones, prosodic and diacritical symbols for the Croatian language. 14. Speech in public media. 15. Speech analysis of public speakers.						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐		
Student obligations	Students are required to: - actively, regularly and constructively participate in classes (students are required to attend a minimum of 80% of lectures and 80% of seminars) - respect the ethical and scientific principles of the higher education institution - do research, present a seminar and pass a written exam						

	- to be informed about the classes he / she missed with other students or in consultations with the professor					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☐
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	Considering the learning outcomes and students' obligations, the final grade is based on the following elements: - passed written exam - 70% - research and seminar essay - 30% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature	Title				Number of copies available	Availability via other media
	Barić, E. i sur. (1995). Hrvatska gramatika. Zagreb: Školska knjiga. (poglavlja: Prozodijski sustav, Uloga prozodijskih jedinica, Pomicanje naglasaka; pregledi sklonidbe po morfološko-naglasnim tipovima).				2	
	Ivšić, S. (1911). Prilog za slavenski akcenat. Zagreb, p. o.: Rad JAZU, 187.				0	
	Kapović, M. (2015). Povijest hrvatske akcentuacije. Fonetika. Zagreb: Matica hrvatska.				1	
	Mićanović, K. (2008). Hrvatski s naglaskom. Standard i jezični varijeteti. Zagreb: Disput.				1	
	Škarić, I. (2009). Hrvatski izgovor. Zagreb: Nakladni zavod Globus.				1	
	Škarić, I. (2006). Hrvatski govorili! Zagreb: Školska knjiga.				0	
	Supplementary literature	Anić, V. (1969). O jednom akcenatskom procesu u različitim službama književnog jezika. Jezik, 16, 84-89.				
Anić, V. (1991). Rječnik hrvatskoga jezika. Zagreb: Novi Liber.						
Auburger, L. (2001). Razlikovna prozodija ili umišljanje? Jezik, 48, 148-153.						
Babić, S. (1991). Tvorba riječi u hrvatskom književnom jeziku: nacrt za gramatiku. Zagreb: HAZU, Globus.						
Barić, E. i sur., (1999). Hrvatski jezični savjetnik, Institut za hrvatski jezik i jezikoslovlje. Zagreb: Pergamena – Školske novine,						
Brozović, D. (1963). Prodor u naš ortoepski standard. Jezik, 11, 144-153.						
Delaš, H. (2013). Hrvatska preskriptivna akcentologija. Zagreb: Pergamena.						
Garde, P. (1993). Naglasak. Zagreb: Školska knjiga.						
Hudeček, L., Mihaljević, M. (2009). Jezik medija. Zagreb: Hrvatska sveučilišna naklada.						
Kapović, M. (2004). Jezični utjecaj velikih gradova. Rasprave Instituta za hrvatski jezik i jezikoslovlje, 30: 97-105.						
Kapović, M. (2008) Razvoj hrvatske akcentuacije, Filologija, 51 (poseban otisak), Zagreb.						

	<p>Kapović, M. (2011). Čiji je jezik? Zagreb: Algoritam.</p> <p>Kapović, M. i Matasović, R. (eds.). (2007). Tones and Theories: Proceedings of the International Workshop on Balto-Slavic Accentology. Zagreb: Institut za hrvatski jezik i jezikoslovlje.</p> <p>Klaić, B. (1958). Varijacije na temu prenošenja akcenta na proklitiku. Jezik, 6, 53-56, 85-88, 124-125, 154-155; Jezik, 7, 24-28, 92-94.</p> <p>Kravar, M. (1982). Uz recidiv sumnje u naš četveroakcenatski sistem. Jezik, 30, 19-25, 40-47.</p> <p>Maretić, T. (1931). Gramatika i stilistika hrvatskoga ili srpskoga književnog jezika. Zagreb.</p> <p>Martinović, B. (2014). Na putu do naglasne norme. Oprimjereno imenicama. Zagreb: Svečilišna naklada.</p> <p>Moskatelo, K. (1954). Akcentuacija tuđica na -or u hrvatskom jeziku. Jezik, 3, 51-56.</p> <p>Pranjeković, I. (2001). Za demokratizaciju hrvatske ortoepske norme. Jezik i demokracija (zbornik radova). Sarajevo: Institut za jezik u Sarajevu.</p> <p>Runjić-Stoilova, A. (2010). Razlike u glasničkim preinakama kod profesionalnih i neprofesionalnih govornika. Croatica et Slavica Iadertina, 6, 73-88.</p> <p>Runjić-Stoilova, A. (2017). Klasična i uporabna naglasna norma u onima aloglotskog postanja. Govor, 34, 2, 153 – 170.</p> <p>Runjić-Stoilova, A., Tomelić Ćurlin, M. (2008). Gube li se dentali ispred afrikata? Rasprava o jednom pravogovornom pitanju. Croatica et Slavica Iadertina, 4, 43-63.</p> <p>Runjić-Stoilova, A., Tomelić Ćurlin, M. (2009). Gube li se dentali ispred afrikata? Rasprava o jednom pravopisnom problemu. Zadarski filološki dani 2, 405-419.</p> <p>Runjić-Stoilova, A., Vrbanić Zrinski, K. (2019). Prelaženja naglasaka na prislonjenice u suvremenom glumačkom govoru na primjeru dviju kazališnih predstava. Zbornik Filozofskog fakulteta u Splitu, 12, 113-125.</p> <p>Škarić, I., Babić, Z., Škavić, Đ., Varošaneć, G. (1987). Silazni naglasci na nepočetnim slogovima riječi. Govor, 4, 139-152.</p> <p>Vukušić, S. (1992). O silaznom naglašavanju nepočetnog sloga. Jezik, 40, 76-79.</p> <p>Vukušić, S. (1999). Zapadno novoštokavsko-hrvatsko književnojezično naglašavanje. Mostarski dani hrvatskoga jezika, 121-125. Mostar.</p> <p>Vukušić, S.; Zoričić, I.; Grasselli-Vukušić, M. (2007). Naglasak u hrvatskome književnom jeziku (Velika hrvatska gramatika. Knjiga četvrta.). Zagreb: Nakladni zavod Globus.</p> <p>Other articles on the subject of prosody.</p>		
Quality assurance	<ul style="list-style-type: none">- class attendance, class activity, successfully completing tasks- active participation in class discussions- individual consultations- passed exam and the fulfillment of the other obligations prescribed by the syllabus- student questionnaire on the quality of teaching and teachers at the university level		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction to the Orthoepy of Standard Croatian	2	P5
Seminar	Introduction to the Orthoepy of Standard Croatian	1	P5
Week: 2.			

Predavanja	Classical norm, norm of generally accepted and accepted pronunciation.	2	P5
Seminar	Classical norm, norm of generally accepted and accepted pronunciation.	1	P5
Week: 3.			
Predavanja	Pronunciation of phonemes, allophones and some peculiarities in three types of general Croatian language.	2	P5
Seminar	Pronunciation of phonemes, allophones and some peculiarities in three types of general Croatian language.	1	P5
Week: 4.			
Predavanja	Prosodic tendencies in generally accepted and accepted Croatian pronunciation.	2	P5
Seminar	Prosodic tendencies in generally accepted and accepted Croatian pronunciation.	1	P5
Week: 5.			
Predavanja	Accent in modern Croatian standard language: noun, adjective and verb accents, accent and other types of words - paradigmatic and typological norms.	2	P5
Seminar	Accent in modern Croatian standard language: noun, adjective and verb accents, accent and other types of words - paradigmatic and typological norms.	1	P5
Week: 6.			
Predavanja	Accent retraction on proclitic.	2	P5
Seminar	Accent retraction on proclitic.	1	P5
Week: 7.			
Predavanja	History of Croatian accent.	2	P5
Seminar	History of Croatian accent.	1	P5
Week: 8.			
Predavanja	Stylistic and normative determinants of accented typological units (general language characters, regionalisms, non-Croatian accents...)	2	P5
Seminar	Stylistic and normative determinants of accented typological units (general language characters, regionalisms, non-Croatian accents...)	1	P5
Week: 9.			
Predavanja	Characteristics of conversational style and organic idiom.	2	P5
Seminar	Characteristics of conversational style and organic idiom.	1	P5
Week: 10.			
Predavanja	Sociophonetic approach to accent in general Croatian.	2	P5
Seminar	Sociophonetic approach to accent in general Croatian.	1	P5
Week: 11.			
Predavanja	Sociophonetic relation to different accented versions of the same words. Comparison of doublets in Croatian dictionaries, and grammars	2	P5
Seminar	Sociophonetic relation to different accented versions of the same words. Comparison of doublets in Croatian dictionaries, and grammars	1	P5

Week: 12.			
Predavanja	Words' accent of foreign origin. Pronunciation of foreign names in the Croatian standard language.	2	P5
Seminar	Words' accent of foreign origin. Pronunciation of foreign names in the Croatian standard language.	1	P5
Week: 13.			
Predavanja	Phonetic transcription (IPA): speech sounds, phonemes and allophones, prosodic and diacritical symbols for the Croatian language.	2	P5
Seminar	Phonetic transcription (IPA): speech sounds, phonemes and allophones, prosodic and diacritical symbols for the Croatian language.	1	P5
Week: 14.			
Predavanja	Speech in public media.	2	P5
Seminar	Speech in public media.	1	P5
Week: 15.			
Predavanja	Speech analysis of public speakers.	2	P5
Seminar	Speech analysis of public speakers.	1	P5

Course name		Croatian Literature from the Catholic Revival to Romanticism					
ID	HZH302	Study year		2.			
Lecturer	doc. dr. sc. Nikola Sunara	ECTS workload		4.0			
Associates	dr. sc. Ivana Dizdar	Number of hours		L	S	E	P
				30	30	0	0
Course status	Compulsory	Online percentage		0%			
Course description							
Course aims	The aim of the course is to introduce students to Croatian literary heritage, written in Croatian and Latin, from the period of the Catholic Reformation to Romanticism, with special emphasis on canonical works and authors, their refined formal techniques, and tradition.						
Enrolment requirements	Completed course: Croatian Medieval and Renaissance Literature						
Learning outcomes	Upon completion of the course, students will be able to: - construct a personal diachronic literary overview of national literature - distinguish between central and peripheral canonical works and their authors - provide well-founded explanations of the stylistic, artistic, and cultural dimensions of these works - understand the key characteristics of dominant normative poetics in the specified periods - be familiar with relevant scholarly literature - independently interpret and evaluate literary-historical discourse concerning the specified works - recognize their European context and specific features arising from their interaction with the national oral tradition or works written in Latin and other languages - recognize these literary works as cultural heritage						
Syllabus	1. Guidelines – Croatian Literature in the 17th Century 2. Literature during the Catholic Reformation – Budinić, Kumulović, Kašić, Glavinić, Levaković, Križanić 3. Croatian Literature in the Ottoman Provinces: from Bandulavić and Divković, through Posilović, to Filip Lastrić and Stipan Margitić 4. Mannerism and "Vila Slovinka" by Juraj Baraković 5. Baroque in the Works of Ivan Gundulić 6. Marinism and Tradition in the Works of Ivan Bunić Vučić 7. Stijepo Đorđić, Vladislav Menčetić, Vlaho Skvadri 8. The Melodramas of Džono Palmotić 9. The Zrinski Epics and Literary Work in Banian Croatia 10. The Age of Academies: A. Vitaljić, Jeronim Kavanjanin, Petar Kanavelić 11. "Pjesni razlike" by Ignjat Đorđić 12. "Cvit razgovora", "Razgovor ugodni", and "Satir iliti divji čovik" 13. "Sveta Rožalija" by Antun Kanižlić 14. The Comic World of Tituš Brezovački 15. Latinist and Scientific Diaspora and Katančić's Croatian–Latin Collection of Lyric Poetry						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐		
Student obligations	1. Attendance at lectures and seminars Note:						

	<ul style="list-style-type: none">- Attendance in the course does not contribute to the final grade, but it is a prerequisite for taking the exam.- Minimum attendance required: lectures – 80%, seminars – 80%. <ol style="list-style-type: none">2. Students should inform themselves about missed classes during instructors' consultation hours or with fellow students.3. Students are expected to adhere to the ethical and academic principles of the higher education institution.4. Prepare and present a seminar paper.5. Read the assigned literature and participate in discussions.6. Pass the written exam.7. Pass the oral exam.8. Adhere to the timeframes required for completing course activities.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
	Lektira	☒		☐		☐
		☐				
Assessment and evaluation of student work	<ol style="list-style-type: none">1. Active participation in class, including participation in discussions during lectures and seminars – 10%2. Completed and presented seminar paper – 10%3. Required reading – 20%4. Written exam, or successfully passed two midterm exams (a passing grade on both midterms is equivalent to the written exam) – 30%5. Oral exam – 30% <p>(Criteria for assessing and grading individual components are described in the course repository.)</p>					
Required literature	Title			Number of copies available	Availability via other media	
	Kombol, Mihovil: Povijest hrvatske književnosti do narodnog preporoda, Zagreb, 1945. (2. izd. 1961.) od poglavlja Epigoni, zaključno s poglavljem Grabovac i Kačić.			3		
	Novak, Slobodan Prosperov: Povijest hrvatske književnosti /Od Gundulićeva "Poroda od tmine" do Kačićeva "Razgovora ugodnoga naroda slovinskoga" iz 1756., III. knjiga, Zagreb, 1999.			3		
	Jelčić, Dubravko: Povijest hrvatske književnosti, drugo znatno prošireno izdanje, Naklada P.I.P. Pavičić, Zagreb, 2004.			3		
	Dragić, Marko Književnost katoličke obnove i prvoga prosvjetiteljstva. Filozofski fakultet Sveučilišta u Splitu. Split 2006.				Da	
Supplementary literature	<ol style="list-style-type: none">1. Banac, Ivo: Uskrsnula Hrvatska Pavla Rittera Vitezovića, "Kolo", 2, Zagreb, 1996, 5-18.2. Batušić, Nikola: Narav od fortune, Zagreb, 1991.; poglavlja Scenska recepcija Gundulićeve Dubravke, Element! scenske fantastike u dubrovačkoj drami XVII. Stoljeća.3. Boqišić, Rafo: Hrvatska pastoralna, Zagreb, 1989.					

	4. Palameta, Miroslav: (2014). „Kačićevo čitanje Glavinića“. Zbornik radova Filozofskog fakulteta u Splitu, god. 5, br. 5. Split: Filozofski fakultet u Splitu. 27-42. 5. Bratulić, Josip: Sjaj baštine, Split, 1990., poglavlja Divkovićeve Besiede kao književni tekst, Pjesnik Fran Krsto Frankopan, Petar Zrinski i Pavao Ritter Vitezović, Školska drama u sjevernoj Hrvatskoj. 6. Dragić, Marko: Četiri stoljeća Vile Slovinke, Osvit, 79-80, Mostar, 2014., 255.-289. 7. Dragić, Marko: Zbilja o Janku Sibirjaninu u „Razgovoru ugodnom“ i tradiciji, Zadarska smotra, časopis za kulturu znanost i umjetnost, LIX, 1-2, Matica hrvatska Zadar, Zadar, 2010. 199-234.		
Quality assurance	- Attendance in classes, active participation in class, and success in completing assignments. - Student survey on the quality of teaching and instructors at the university level. - Passing the exam and fulfilling other syllabus requirements. - Individual consultations. - Students' self-assessment of achieved learning outcomes. - Peer evaluation of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Guidelines – Croatian Literature in the 17th Century	2	
Seminar	Guidelines – Croatian Literature in the 17th Century	2	
Week: 2.			
Predavanja	Literature during the Catholic Reformation – Budinić, Kumulović, Kašić, Glavinić, Levaković, Križanić	2	
Seminar	Literature during the Catholic Reformation – Budinić, Kumulović, Kašić, Glavinić, Levaković, Križanić	2	
Week: 3.			
Predavanja	Croatian Literature in the Ottoman Provinces: from Bandulavić and Divković, through Posilović, to Filip Lastrić and Stipan Margitić	2	
Seminar	Croatian Literature in the Ottoman Provinces: from Bandulavić and Divković, through Posilović, to Filip Lastrić and Stipan Margitić	2	
Week: 4.			
Predavanja	Mannerism and "Vila Slovinke" by Juraj Baraković	2	
Seminar	Mannerism and "Vila Slovinke" by Juraj Baraković	2	
Week: 5.			
Predavanja	Baroque in the Works of Ivan Gundulić	2	
Seminar	Baroque in the Works of Ivan Gundulić	2	
Week: 6.			
Predavanja	Marinism and Tradition in the Works of Ivan Bunić Vučić	2	
Seminar	Marinism and Tradition in the Works of Ivan Bunić Vučić	2	
Week: 7.			
Predavanja	Stijepo Đorđić, Vladislav Menčetić, Vlaho Skvadri	2	
Seminar	Stijepo Đorđić, Vladislav Menčetić, Vlaho Skvadri	2	

Week: 8.			
Predavanja	The Melodramas of Džono Palmotić	2	
Seminar	The Melodramas of Džono Palmotić	2	
Week: 9.			
Predavanja	The Zrinski Epics and Literary Work in Banian Croatia	2	
Seminar	The Zrinski Epics and Literary Work in Banian Croatia	2	
Week: 10.			
Predavanja	The Age of Academies: A. Vitaljić, Jeronim Kavanjanin, Petar Kanavelić	2	
Seminar	The Age of Academies: A. Vitaljić, Jeronim Kavanjanin, Petar Kanavelić	2	
Week: 11.			
Predavanja	"Pjesni razlike" by Ignjat Đorđić	2	
Seminar	"Pjesni razlike" by Ignjat Đorđić	2	
Week: 12.			
Predavanja	"Cvit razgovora", "Razgovor ugodni", and "Satir iliti divji čovik"	2	
Seminar	"Cvit razgovora", "Razgovor ugodni", and "Satir iliti divji čovik"	2	
Week: 13.			
Predavanja	"Sveta Rožalija" by Antun Kanižlić	2	
Seminar	"Sveta Rožalija" by Antun Kanižlić	2	
Week: 14.			
Predavanja	The Comic World of Tituš Brezovački	2	
Seminar	The Comic World of Tituš Brezovački	2	
Week: 15.			
Predavanja	Latinist and Scientific Diaspora and Katančić's Croatian–Latin Collection of Lyric Poetry	2	
Seminar	Latinist and Scientific Diaspora and Katančić's Croatian–Latin Collection of Lyric Poetry	2	

Course name	Lexicology and Onomastics						
ID	HZH303	Study year	2.				
Lecturer	prof. dr. sc. Katarina Lozić Knezović	ECTS workload	4.0				
Associates		Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	The aim of the course is to enable students to use vocabulary in various contexts, with non-transferred and transferred meaning, with nuances in the semantic sign of lexical units, to enrich their vocabulary in active and passive form, to enable them to acquire skills in describing vocabulary, general and special. All this through the adoption of the structure of the Croatian language and its relations to other idioms and language styles. Introducing students to the basic onomastic concepts, the historical development of the name, the etiology of toponyms, nominal heritage as a linguistic and extralinguistic monument.						
Enrolment requirements	Passed courses Phonetics and Phonology and Morphology and Word Formation.						
Learning outcomes	Upon completion of this course students will be able to: - recognize and explain the legality in the structure of vocabulary, general and special - apply knowledge about the ways of forming lexemes in formation nests - apply adopted methods in analysing individual discourses - explain the acquired knowledge about onomastics as a linguistic discipline, its significance and about the legality, time of origin, origin, types, ways of formation and meanings of onomastic types - take a critical approach to the processing of the onomastic corpus - study scientific and professional literature applying the acquired knowledge - discuss contemporary issues of Croatian lexicology, lexicography and onomastics						
Syllabus	1. Lexicology as a linguistic discipline - field of research, relation to other linguistic disciplines; lexicology and word formation (L) Introduction to lexicology and onomastics, selection of seminar topics, instructions for their design (S) 2. Linguistic sign - the relationship between signifier and meaning, signifier and signified; monosemia and polysemy; lexemes and phrases (L) Introduction to contemporary issues and discussions of language sign; discussion - tasks for independent work. Presentations of seminar papers - explanation and discussion (S) 3. Antonymy (opposite; types, classification), synonymy (synonymy and closeness) and homonymy (types and origin) (L) Research of antonymy, synonymy and homonymy in Croatian lexicology - tasks for independent work. Presentations of seminar papers - explanation and discussion (S) 4. Vocabulary stratification: temporal, regional, functional; lexical layers: general and special, standard and non-standard, idiosyncratic and alloglottic (L) Discussion of topics adopted in the lecture; reading texts - tasks for independent work. Presentations of seminar papers - explanation and discussion (S) 5. Loanwords, and manner of adaptation, synonyms, antonyms, homonyms, paronyms, dialectisms, provincialisms, archaisms, neologisms; purism and language culture (L) Contemporary research on given topics in lexicology - assignments for independent work. Presentations of seminar papers - explanation and discussion (S)						

	<p>6. Lexicology and lexicography; ways of enriching vocabulary: active and passive; types of lexicographic works - dictionary in a narrower and dictionary in a broader sense and types (L) Conceptual lexicography - tasks for independent work. Presentations of seminar papers - explanation and discussion (S)</p> <p>7. Croatian lexicography from the beginning to the present; 1st colloquium – lexicology and lexicography (L) Discussion of topics adopted in the lecture - assignments for independent work. Presentations of seminar papers - explanation and discussion (S)</p> <p>8. Onomastics as a linguistic discipline; onomastic sign as a linguistic, historical, anthropological, ethnological and sociological fact (L) Onomastic questions in contemporary literature - tasks for independent work. Presentations of seminar papers - explanation and discussion (S)</p> <p>9. Toponymy: importance; toponym and microtoponym; toponym and toponymic appellative (L) Research of toponymy in contemporary literature - tasks for independent work. Presentations of seminar papers - explanation and discussion (S)</p> <p>10. Time of origin and origin of Croatian toponyms; emerging motivation; types, formation (L) Research of toponymy in contemporary literature - tasks for independent work. Presentations of seminar papers - explanation and discussion within the group (S)</p> <p>11. Ethnonymy; toponym and ethnonym (ethnic). Semantic content of ethnonyms; creative structure of ethnonyms: types of bases (L) Research on ethnonymy in contemporary literature - assignments for independent work. Presentations of seminar papers - explanation and discussion (S)</p> <p>12. Ethnonymy: types of suffixes and morpheme boundaries; occurrences at morpheme boundaries; suffix formation of ethnonyms (L) Research on ethnonymy in contemporary literature - assignments for independent work. Presentations of seminar papers - explanation and discussion (S)</p> <p>13. Anthroponymy; types of anthroponyms - personal names: Croatian personal names by origin and time of origin; formation models (L) Anthroponymy research in contemporary literature - assignments for independent work. Presentations of seminar papers - explanation and discussion (S)</p> <p>14. Types of anthroponyms - surnames: their appearance in the Croatian anthroponymicon. Formation; Nominal formula (L) Anthroponymy research in contemporary literature - assignments for independent work. Presentations of seminar papers - explanation and discussion (S)</p> <p>15. Ktetics: special onomastic type, mode of formation; 2nd colloquium - onomastic (L) Discussion of topics adopted in the lecture - assignments for independent work. Presentations of seminar papers - explanation and discussion (S)</p>		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision	☒ field work ☐ ☐ ☐
Student obligations	<p>The student is obliged to:</p> <ul style="list-style-type: none"> - actively, regularly and constructively participate in classes (students are required to attend a minimum of 80% of lectures and 80% of seminars) - present the results of independent seminar work in written and oral form - respect the ethical and scientific principles of the higher education institution - pass the written (or colloquium) and oral part of the exam 		

	- to be informed about the classes he / she missed with other students or in consultations with the professor					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the stated learning outcomes and the obligations of students in the course, the final grade is based on the following elements: - hourly activity - 10% - seminar paper - writing and presentation - 20% - passed colloquia, ie. written exams - 35% - passed oral exam - 35% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Menac, A. (2007). Hrvatska frazeologija. Zagreb: Knjigra. (odabrana poglavlja)			1		
	Petrović, B. (2005). Sinonimija i sinonimičnost u hrvatskome jeziku. Zagreb: Hrvatska sveučilišna naklada. (odabrano poglavlje)			0		
	Putanec, V. (1976). Esej o jezičnom znaku i onomastici te o antroponimiji u Hrvatskoj (predgovor). U Putanec, V., Šimunović, P. (ur.). Leksik prezimena SR Hrvatske (str. V-XIV). Zagreb: Institut za jezik, Nakladni zavod MH.			1	da	
	Samardžija, M. (1989). Homonimi u hrvatskom književnom jeziku. Radovi Zavoda za slavensku filologiju, 24, 1–70.			0		
	Samardžija, M. (2003). Hrvatski jezik 4. Zagreb: Školska knjiga.			1		
	Skračić, V. (2011) Toponomastička početnica: osnovni pojmovi i metoda terenskih istraživanja Zadar, Sveučilište u Zadru, Centar za jadranska onomastička istraživanja. (odabrana poglavlja)			3		
	Šarić, Lj. (2007). Antonimija u hrvatskome jeziku: semantički, tvorbeni i sintaktički opis. Zagreb: Hrvatska sveučilišna naklada. (odabrano poglavlje)			1		
	Šimunović, P. (1995). Hrvatska prezimena. Zagreb: Golden marketing.			2		
	Trask, R. L. (2005). Temeljni lingvistički pojmovi. Zagreb: ŠK. (odabrani pojmovi)			1		
Supplementary literature	Bjelanović, Ž. (1988). Teorijske osnove. U: Antroponimija Bukovice. (str. 31–47). Split: Književni krug.					

	Dimanovski, V. (2005). Neologizmi. Problemi teorije i primjene. Zagreb: FF press. Filipović, R., Finka, B., Tafra, B. (ur.). (1993). Rječnik i društvo (zbornik radova). Zagreb: HAZU. Lévi-Strauss, C. (2001). Divlja misao. Zagreb: Golden marketing. Maretić, T. (1886). O narodnim imenima i prezimenima u Hrvata i Srba. Rad, 81, 6-146 i 82, 62-154. Mihaljević, M. (1999). Leksik. U: E. Barić i ost. Hrvatski jezični savjetnik, Zagreb: Institut za hrvatski jezik i jezikoslovlje - Pergamena - Školske novine. Raffaelli, I. (2015). O značenju. Uvod u semantiku. Zagreb: Matica hrvatska. Šarić, Lj. (2007). Antonimija u hrvatskome jeziku: semantički, tvorbeni i sintaktički opis. Zagreb: Hrvatska sveučilišna naklada. Šimunović, P. (1986). Zemljopisna imena kao spomenička baština materijalne i duhovne kulture. U knjizi Istočnojadranska toponimija. (str. 13–34). Split: Logos. Vince, Z. (1978). Leksikografi i leksikografska djela. U knjizi Putovima hrvatskoga književnog jezika. (str. 60-66, 154-163, 247-266, 536-552, 558-575, 593-602). Zagreb: Sveučilišna naklada Liber.		
Quality assurance	- active and regular class attendance - active participation in class discussions - individual consultations - mentoring work - seminar paper - passed colloquia and written and oral exam - student survey on the quality of teaching and teachers at the university level - peer evaluation and reflection - international supervision		
Other (in the opinion of the proponent)	/		
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Lexicology as a linguistic discipline - field of research, relation to other linguistic disciplines; lexicology and word formation	2	P7
Seminar	Introduction to lexicology and onomastics, selection of seminar topics, instructions for their design	2	P12
Week: 2.			
Predavanja	Linguistic sign - the relationship between signifier and meaning, signifier and signifier; monosemia and polysemy; lexemes and phrases	2	P7
Seminar	Introduction to contemporary issues and discussions of language sign; discussion - tasks for independent work. Presentations of seminar papers - explanation and discussion	2	P12
Week: 3.			
Predavanja	Antonymy (opposite; types, classification), synonymy (synonymy and closeness) and homonymy (types and origin)	2	P7

Seminar	Research of antonymy, synonymy and homonymy in Croatian lexicology - tasks for independent work. Presentations of seminar papers - explanation and discussion	2	P12
Week: 4.			
Predavanja	Vocabulary stratification: temporal, regional, functional; lexical layers: general and special, standard and non-standard, idiosyncratic and idiosyncratic	2	P7
Seminar	Discussion of topics adopted in the lecture; reading texts - tasks for independent work. Presentations of seminar papers - explanation and discussion	2	P12
Week: 5.			
Predavanja	Loanwords, and manner of adaptation, synonyms, antonyms, homonyms, paronyms, dialectisms, provincialisms, archaisms, neologisms; purism and language culture	2	P7
Seminar	Contemporary research on given topics in lexicology - assignments for independent work. Presentations of seminar papers - explanation and discussion	2	P12
Week: 6.			
Predavanja	Lexicology and lexicography; ways of enriching vocabulary: active and passive; types of lexicographic works - dictionary in a narrower and dictionary in a broader sense and types	2	P7
Seminar	Conceptual lexicography - tasks for independent work. Presentations of seminar papers - explanation and discussion	2	P12
Week: 7.			
Predavanja	Croatian lexicography from the beginning to the present; 1st colloquium – lexicology and lexicography	2	P7
Seminar	Discussion of topics adopted in the lecture - assignments for independent work. Presentations of seminar papers - explanation and discussion	2	P12
Week: 8.			
Predavanja	Onomastics as a linguistic discipline; onomastic sign as a linguistic, historical, anthropological, ethnological and sociological fact	2	P7
Seminar	Onomastic questions in contemporary literature - tasks for independent work. Presentations of seminar papers - explanation and discussion	2	P12
Week: 9.			
Predavanja	Toponymy: importance; toponym and microtoponym; toponym and toponymic appellative	2	P7
Seminar	Research of toponymy in contemporary literature - tasks for independent work. Presentations of seminar papers - explanation and discussion	2	P12
Week: 10.			
Predavanja	Time of origin and origin of Croatian toponyms; emerging motivation; types, formation	2	P7

Seminar	Research of toponymy in contemporary literature - tasks for independent work. Presentations of seminar papers - explanation and discussion within the group	2	P12
Week: 11.			
Predavanja	Ethnonymy; toponym and ethnonym (ethnic). Semantic content of ethnonyms; creative structure of ethnonyms: types of bases	2	P7
Seminar	Research on ethnonymy in contemporary literature - assignments for independent work. Presentations of seminar papers - explanation and discussion	2	P12
Week: 12.			
Predavanja	Ethnonymy: types of suffixes and morpheme boundaries; occurrences at morpheme boundaries; suffix formation of ethnonyms	2	P7
Seminar	Research on ethnonymy in contemporary literature - assignments for independent work. Presentations of seminar papers - explanation and discussion	2	P12
Week: 13.			
Predavanja	Anthroponymy; types of anthroponyms - personal names: Croatian personal names by origin and time of origin; formation models	2	P7
Seminar	Anthroponymy research in contemporary literature - assignments for independent work. Presentations of seminar papers - explanation and discussion	2	P12
Week: 14.			
Predavanja	Types of anthroponyms - surnames: their appearance in the Croatian anthroponymicon. Formation; Nominal formula	2	P7
Seminar	Anthroponymy research in contemporary literature - assignments for independent work. Presentations of seminar papers - explanation and discussion	2	P12
Week: 15.			
Predavanja	Ktetics: special onomastic type, mode of formation; 2nd colloquium - onomastic	2	P7
Seminar	Discussion of topics adopted in the lecture - assignments for independent work. Presentations of seminar papers - explanation and discussion	2	P12
/			

Course name	History of the Croatian Language						
ID	HZH301	Study year	2.				
Lecturer	prof. dr. sc. Marijana Tomelić Čurlin	ECTS workload	4.0				
Associates		Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	<p>Course objectives is gain knowledge regarding history of Croatian language viewed as a grammar system and history of Croatian as the language of literature.</p> <p>The programme consists of two parts: the first unit embraces the study of historical grammar: historical phonology, morphology (they are studied in detail) and historical word formation and syntax (they are studied parcialy).</p> <p>The second part comprises the study of evolution of the standard Croatian language and basic characteristics of standardisation processes. The course comprises periodisation of the standard Croatian into three pre-standard and three standard periods. The former is concerned with the very first records written in Croatian up to the mid-18th century, drawing attention to the line dividing the two periods, while the latter will be primarily dedicated to the written records from the mid-18th century up to the present day.</p>						
Enrolment requirements	There are no prerequisites.						
Learning outcomes	<p>Student will be able to:</p> <ul style="list-style-type: none"> - interpret history of the Croatian language as a grammar system and history of Croatian as the language of literature - conduct an appropriate linguostylistically based interpretation - interpret standardisation processes, determine basis and circumstances of standardization of certain linguistic facts - gain knowledge regarding older Croatian linguistics (grammar, dictionary, orthographic) - recognize the literary messages wich indispensable for any type of interpretation (literary, historical, philosophical, etc.). 						
Syllabus	<p>1. Introduction: course content and proposal, studying the history of Croatian grammar (PHJ) and studying the history of Croatian as the language of literature (PHKJ); student responsibilities</p> <p>2. Literary language of Croatian Middle Ages (analysis Baška tablet); periodization of the standard Croatian on three pre-standard and three standard periods</p> <p>3. Historical phonology: vowel systems: Proto-Slavic, Old-Slavic and contemporary vowel system; vowel alternations; Čakavian literary language</p> <p>4. Historical phonology: consonant systems: Proto-Slavic, Old-Slavic and contemporary consonant system; consonant alternations; Štokavian literary language</p> <p>5. Historical phonology: accentual systems: Proto-Slavic accentual system; Kajkavian literary language and Hybrid literary language</p> <p>6. Historical phonology: accentual systems: Old-Croatian and contemporary accentual system; Literary language: synthesis</p> <p>7. Historical phonology: reconstruction accentual systems; Older Croatian linguistics: dictionaries: Faust Vrančić – the first Croatian dictionary from 1595.</p> <p>8. Colloquium: historical phonology; Older Croatian linguistics: dictionaries (17th –19th century)</p>						

	9. Historical morphology: Older Croatian linguistics: Bartol Kašić – the first Croatian grammar from 1604. 10. Historical morphology: masculine and neuter gender nouns; Older Croatian linguistics: grammars (17th – 19th century) 11. Historical morphology: female gender nouns; pronouns, verbs (verb form), adverbs, conjunctions, exclamations, particles; Older Croatian linguistics: dictionaries and grammars: synthesis 12. Morphologic text description; Polemics of philological schools in the 19th century (topics and dilemmas); Linguistic concepts of Illyrians 13. Colloquium: historical morphology; Linguistic conception of Rijeka, Zadar and Zagreb philological school; Linguistic conception of Croatian Vukovci 14. Historical phonology and morphology: synthesis 15. Declaration – Croatian language in the 19th and 20th centuries: synthesis					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		Radionice ☐ ☐ ☐ ☒	
Student obligations	Students are required to: - participate in the teaching process (80 % of lectures and 80 % of seminar papers) - behave in accordance with ethical and scientific principles in higher education process - prepare and present a seminar paper according to pre-determined criteria - pass colloquia (three mid-term exams) during the teaching process - participate in the workshops during classes					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
	Radionice	☒		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the stated learning outcomes and the obligations of students in the course, the final assessment is based on the following elements: – passed mid-term exams – 50% – written and presented seminar paper – 25% – participation on workshops – 25 % Criteria for assessment and evaluating individual elements are described in course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Kapović, M. (2015). Povijest hrvatske akcentuacije: Fonetika. Zagreb: Matica hrvatska.			0	da	
	Kuzmić, B., Kuzmić, M. (2015). Povijesna morfologija hrvatskoga jezika. Zagreb: Hrvatska sveučilišna naklada.			1	ne	

	Malić, D. (1995). Povijesne jezične promjene. U Z. Diklić (ur.). Hrvatska gramatika (III. treće dopunjeno izdanje) (str. 601–635). Zagreb: Školska knjiga.	1	ne
	Moguš, M. (1995). Povijest hrvatskoga književnoga jezika (II. dopunjeno izdanje). Zagreb: Globus.	3	ne
	Moguš, M. (2010). Povijesna fonologija hrvatska jezika. Zagreb: Školska knjiga.	3	ne
	Vince, Z. (2002). Putovima hrvatskoga književnoga jezika. Zagreb: Matica hrvatska.	2	ne
	Vončina, J. (1988). Jezična baština. Split: Književni krug.	2	ne
Supplementary literature	Optional literature: in an agreement with the professor (dictionary, grammar, spelling and orthographic from older Croatian linguistic). Damjanović, S. (2002). Slovo iskona. Staroslavenska/starohrvatska čitanka. Zagreb: Matica hrvatska. Jonke, Lj. (1965). Književni jezik u teoriji i praksi. Zagreb: Matica hrvatska. Jurišić, B. (1944; pretisak 1992). Nacrt hrvatske slovnice: glasovi i oblici u povijesnom razvoju. Zagreb: Matica hrvatska. Lisac, J. (1996). Hrvatski dijalekti i jezična povijest. Zagreb: Matica hrvatska. Lisac, J. (2012). Dvije strane medalje. Dijalektološki i jezičnopovijesni spisi o hrvatskom jeziku. Split: Književni krug. U A. Bičanić (ur.). (2009). Povijest hrvatskoga jezika, 1. knjiga: srednji vijek. Zagreb: Društvo za promicanje hrvatske kulture i znanosti CROATICA (selected chapters) U A. Bičanić (ur.). (2011). Povijest hrvatskoga jezika, 2. knjiga: 16. stoljeće. Zagreb: Društvo za promicanje hrvatske kulture i znanosti CROATICA (selected chapters) U A. Bičanić (ur.). (2013). Povijest hrvatskoga jezika, 3. knjiga: 17. i 18. stoljeće. Zagreb: Društvo za promicanje hrvatske kulture i znanosti CROATICA (selected chapters) U A. Bičanić (ur.). (2015). Povijest hrvatskoga jezika, 4. knjiga: 19. stoljeće. Zagreb: Društvo za promicanje hrvatske kulture i znanosti CROATICA (selected chapters) U A. Bičanić (ur.). (2018). Povijest hrvatskoga jezika, 5. knjiga: 20. stoljeće (1. dio). Zagreb: Društvo za promicanje hrvatske kulture i znanosti CROATICA (selected chapters) U A. Bičanić (ur.). (2019). Povijest hrvatskoga jezika, 6. knjiga: 20. stoljeće (2. dio). Zagreb: Društvo za promicanje hrvatske kulture i znanosti CROATICA (selected chapters).		
Quality assurance	- class attendance - class activity - individual consultations - student questionnaire on the quality of teaching and teachers at the university level - passed mid-term exams and the fulfillment of the other obligations prescribed by the syllabus.		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			

Predavanja	Introduction: course content and proposal, studying the history of Croatian grammar (PHJ) and studying the history of Croatian as the language of literature (PHKJ); student responsibilities	2	P7
Seminar	Introduction: course content and proposal, studying the history of Croatian grammar (PHJ) and studying the history of Croatian as the language of literature (PHKJ); student responsibilities	2	P7
Week: 2.			
Predavanja	Literary language of Croatian Middle Ages (analysis Baška tablet); periodization of the standard Croatian on three pre-standard and three standard periods	2	P7
Seminar	Literary language of Croatian Middle Ages (analysis Baška tablet); periodization of the standard Croatian on three pre-standard and three standard periods	2	P7
Week: 3.			
Predavanja	Historical phonology: vowel systems: Proto-Slavic, Old-Slavic and contemporary vowel system; vowel alternations; Čakavian literary language	2	P7
Seminar	Historical phonology: vowel systems: Proto-Slavic, Old-Slavic and contemporary vowel system; vowel alternations; Čakavian literary language	2	P7
Week: 4.			
Predavanja	Historical phonology: consonant systems: Proto-Slavic, Old-Slavic and contemporary consonant system; consonant alternations; Štokavian literary language	2	P7
Seminar	Historical phonology: consonant systems: Proto-Slavic, Old-Slavic and contemporary consonant system; consonant alternations; Štokavian literary language	2	P7
Week: 5.			
Predavanja	Historical phonology: accentual systems: Proto-Slavic accentual system; Kajkavian literary language and Hybrid literary language	2	P7
Seminar	Historical phonology: accentual systems: Proto-Slavic accentual system; Kajkavian literary language and Hybrid literary language	2	P7
Week: 6.			
Predavanja	Historical phonology: accentual systems: Old-Croatian and contemporary accentual system; Literary language: synthesis	2	P7
Seminar	Historical phonology: accentual systems: Old-Croatian and contemporary accentual system; Literary language: synthesis	2	P7
Week: 7.			
Predavanja	Historical phonology: reconstruction accentual systems; Older Croatian linguistics: dictionaries: Faust Vrančić – the first Croatian dictionary from 1595.	2	P7
Seminar	Historical phonology: reconstruction accentual systems; Older Croatian linguistics: dictionaries: Faust Vrančić – the first Croatian dictionary from 1595.	2	P7
Week: 8.			

Predavanja	Colloquium: historical phonology; Older Croatian linguistics: dictionaries (17th –19th century)	2	P7
Seminar	Colloquium: historical phonology; Older Croatian linguistics: dictionaries (17th –19th century)	2	P7
Week: 9.			
Predavanja	Historical morphology: Older Croatian linguistics: Bartol Kašić – the first Croatian grammar from 1604.	2	P7
Seminar	Historical morphology: Older Croatian linguistics: Bartol Kašić – the first Croatian grammar from 1604.	2	P7
Week: 10.			
Predavanja	Historical morphology: masculine and neuter gender nouns; Older Croatian linguistics: grammars (17th – 19th century)	2	P7
Seminar	Historical morphology: masculine and neuter gender nouns; Older Croatian linguistics: grammars (17th – 19th century)	2	P7
Week: 11.			
Predavanja	Historical morphology: female gender nouns; pronouns, verbs (verb form), adverbs, conjunctions, exclamations, particles; Older Croatian linguistics: dictionaries and grammars: synthesis	2	P7
Seminar	Historical morphology: female gender nouns; pronouns, verbs (verb form), adverbs, conjunctions, exclamations, particles; Older Croatian linguistics: dictionaries and grammars: synthesis	2	P7
Week: 12.			
Predavanja	Morphologic text description; Polemics of philological schools in the 19th century (topics and dilemmas); Linguistic concepts of Illyrians	2	P7
Seminar	Morphologic text description; Polemics of philological schools in the 19th century (topics and dilemmas); Linguistic concepts of Illyrians	2	P7
Week: 13.			
Predavanja	Colloquium: historical morphology; Linguistic conception of Rijeka, Zadar and Zagreb philological school; Linguistic conception of Croatian Vukovci	2	P7
Seminar	Colloquium: historical morphology; Linguistic conception of Rijeka, Zadar and Zagreb philological school; Linguistic conception of Croatian Vukovci	2	P7
Week: 14.			
Predavanja	Historical phonology and morphology: synthesis	2	P7
Seminar	Historical phonology and morphology: synthesis	2	P7
Week: 15.			
Predavanja	Declaration – Croatian language in the 19th and 20th centuries: synthesis	2	P7
Seminar	Synthesis	2	P7

Course name		Croatian Language for Foreigners B1.1.				
ID		Study year	2.			
Lecturer	Ina Bilonić, lekt. dr. sc. Helena Burić, v. pred. dr. sc. Josipa Korljan Bešlić, v. lekt.	ECTS workload	5.0			
Associates		Number of hours	L	S	E	P
			0	0	140	0
Course status	Elective	Online percentage	0%			
Course description						
Course aims	Upoznati polaznike s gramatičkim i pravopisnim zakonitostima hrvatskog jezika sa svrhom primjene tih spoznaja u svakodnevnom služenju hrvatskim jezikom.					
Enrolment requirements	Završen Hrvatski za strance A2 ili potvrda o poznavanju hrvatskog jezika na A2 razini.					
Learning outcomes	Nakon odslušanog i položenog predmeta polaznici će moći: 1. uočiti i klasificirati različita gramatička i pravopisna pravila hrvatskog jezika 2. prepoznati gramatičke konstrukcije te temu i temeljne informacije kraćih govorenih i pisanih tekstova 3. primijeniti saznanja u svakodnevnom govoru u različitim govornim situacijama 4. govoriti spontano i opširno o različitim pa i nesvakidašnjim temama 5. sudjelovati u raspravama 6. argumentirati vlastite stavove, mišljenje, osjećaje i interese te polemizirati o bliskim temama 7. pisati složenije tekstove (sastavke, službena i privatna pisma te diktate) te znati izraziti temu, pripovijedati i opisivati 8. samostalno koristiti jezične priručnike					
Syllabus	1. tjedan (9 V): a) teme i leksik: zemlje i jezici, izražavanje dojmova o Hrvatskoj, sličnosti i razlike među kulturama, kolokacije i frazemi s riječi jezik b) gramatičke jedinice: ponavljanje imeničke sklonidbe, posvojni pridjevi, odnosni pridjevi na -ski, -ški, -čki, -čki c) kulturološke teme: podatci o Republici Hrvatskoj, hrvatski jezik i pismo, Zagreb i Hrvatsko zagorje 2. tjedan (9 V): a) teme i leksik: provođenje vikenda i slobodnog vremena, kolokacije i frazemi s riječima praznik, blagdan, vikend, odmor b) gramatičke jedinice: • akuzativ pridjeva, pokaznih i posvojnih zamjenica, akuzativ povratno-posvojne zamjenice • akuzativ ličnih zamjenica i pravila za mjesto ličnih zamjenica u rečenici (naglašeni i nenaglašeni oblici) • redosljed enklitika (tablica) • ponavljanje prezentskih vrsta: -ati > -am, -iti, -jeti > -im; -ovati/-evati, -ivati > -ujem, -ati > -em, -ati > -jem; • prezentska vrsta: -(n)uti > -(n)em • prezent glagola doći c) kulturološke teme: odlazak u posjet u Hrvatskoj, Gorski kotar, Kordun, Moslavina 3. tjedan (9 V): a) teme i leksik: kvaliteta života, rad i odmor, novac, kolokacije i frazemi s riječima crn i bijel					

	<p>b) gramatičke jedinice:</p> <ul style="list-style-type: none"> • lokativ pridjeva, pokaznih i posvojnih zamjenica • lokativ povratno-posvojne zamjenice • lokativ ličnih zamjenica - ponavljanje <p>c) kulturološke teme: običaj pijenja kave i druženja uz kavu, Istra</p> <p>4. tjedan (9 V):</p> <p>a) teme i leksik: planovi, želje, mogućnosti, volontiranje, kolokacije i frazemi s riječi kuća</p> <p>b) gramatičke jedinice:</p> <ul style="list-style-type: none"> • glagolski vid (aspekt) - svršeni i nesvršeni glagoli • kondicional 1. - s ličnom zamjenicom, bez zamjenice, niječni oblik, upitni oblik; značenja kondicionala - želja, mogućnost, uvjet, nemogući uvjet • imperativ - ponavljanje • vokativ - ponavljanje <p>c) kulturološke teme: gdje Hrvati žive, Podravina i Međimurje</p> <p>5. tjedan (9 V):</p> <p>a) teme i leksik: transport i komunikacija, promet i prijevozna sredstva, razgovor prilikom susreta, kolokacije i leksemi s riječi automobil</p> <p>b) gramatičke jedinice:</p> <ul style="list-style-type: none"> • glagolski vid (aspekt) - svršeni i nesvršeni glagoli • dativ pridjeva, pokaznih i posvojnih zamjenica, dativ povratno-posvojne zamjenice • dativ ličnih zamjenica - ponavljanje • posvojni dativ • impersonalne rečenice • glagoli s dativom • prezentska vrsta -ati > -jem <p>c) kulturološke teme: o izrazu Samo malo!, prvi tramvaji i automobili u Hrvatskoj, Lika</p> <p>6. tjedan (9. V): a) teme i leksik: odnosi, izgled, budućnost, leksemi i kolokacije uz temu vanjskim izgled</p> <p>b) gramatičke jedinice:</p> <ul style="list-style-type: none"> • komparativ pridjeva na -iji, -ji, -ši; nepravilni komparativ; tvorba superlativa; deklinacija komparativa i superlativa pridjeva • komparativ i superlativ priloga • glagolski vid (aspekt) – svršeni i nesvršeni glagoli, odnos glagolskog vida i vremena • futur drugi; zavisne rečenice s veznicima kad, ako i dok • vidski parovi <p>c) kulturološke teme: o odijevanju za različite prilike, Vrbnik, otok Krk, Kvarner</p> <p>7. tjedan (9. V):</p> <p>a) teme i leksik: odnosi, izgled, budućnost, leksemi i kolokacije uz temu vanjskim izgled</p> <p>b) gramatičke jedinice:</p> <ul style="list-style-type: none"> • komparativ pridjeva na -iji, -ji, -ši; nepravilni komparativ; tvorba superlativa; deklinacija komparativa i superlativa pridjeva
	<ul style="list-style-type: none"> • komparativ i superlativ priloga • glagolski vid (aspekt) – svršeni i nesvršeni glagoli, odnos glagolskog vida i vremena • futur drugi; zavisne rečenice s veznicima kad, ako i dok • vidski parovi <p>c) kulturološke teme: o odijevanju za različite prilike, Vrbnik, otok Krk, Kvarner</p> <p>8. tjedan (9 V):</p> <p>a) teme i leksik: posao, sredstva za posao, posao i prijateljstvo, pisanje prijave na natječaj, ljudi i stvari kojima se ponosimo, kolokacije i frazemi s riječima posao i raditi</p> <p>b) gramatičke jedinice:</p>

	<ul style="list-style-type: none"> • instrumental pridjeva, pokaznih i posvojnih zamjenica, instrumental povratno-posvojne zamjenice • instrumental ličnih zamjenica - ponavljanje • glagoli s instrumentalom • pridjevi s instrumentalom • prezent glagola tipa čuti • vidski parovi <p>c) kulturološke teme: o radnim običajima u Hrvatskoj i drugim zemljama, Split, sjeverna i srednja Dalmacija</p> <p>9. tjedan (9 V):</p> <p>a) teme i leksik: posao, sredstva za posao, posao i prijateljstvo, pisanje prijave na natječaj, ljudi i stvari kojima se ponosimo, kolokacije i frazemi s riječima posao i raditi</p> <p>b) gramatičke jedinice:</p> <ul style="list-style-type: none"> • instrumental pridjeva, pokaznih i posvojnih zamjenica, instrumental povratno-posvojne zamjenice • instrumental ličnih zamjenica - ponavljanje • glagoli s instrumentalom • pridjevi s instrumentalom • prezent glagola tipa čuti • vidski parovi <p>c) kulturološke teme: o radnim običajima u Hrvatskoj i drugim zemljama, Split, sjeverna i srednja Dalmacija</p> <p>10. tjedan (9 V):</p> <p>a) teme i leksik: prošlost i sjećanja, časopisi, novine i knjige, strahovi, leksemi, kolokacije i frazemi s riječi vrijeme</p> <p>b) gramatičke jedinice:</p> <ul style="list-style-type: none"> • genitiv pridjeva, pokaznih i posvojnih zamjenica, genitiv povratno-posvojne zamjenice • genitiv ličnih zamjenica - ponavljanje • vremenski genitiv, genitiv pripadnosti, objasnidbeni genitiv • posebnosti genitiva množine • glagoli s genitivom • prezentska vrsta -ati > -im • vidski parovi <p>c) kulturološke teme: o hrvatskom medijskom prostoru, dvorac obitelji Pejačević u Našicama, Slavonija i Baranja</p> <p>11. tjedan (9 V):</p> <p>a) teme i leksik: prošlost i sjećanja, časopisi, novine i knjige, strahovi, leksemi, kolokacije i frazemi s riječi vrijeme</p> <p>b) gramatičke jedinice:</p> <ul style="list-style-type: none"> • genitiv pridjeva, pokaznih i posvojnih zamjenica, genitiv povratno-posvojne zamjenice • genitiv ličnih zamjenica - ponavljanje • vremenski genitiv, genitiv pripadnosti, objasnidbeni genitiv • posebnosti genitiva množine • glagoli s genitivom • prezentska vrsta -ati > -im • vidski parovi <p>c) kulturološke teme: o hrvatskom medijskom prostoru, dvorac obitelji Pejačević u Našicama, Slavonija i Baranja</p> <p>12. tjedan (9 V):</p> <p>a) teme i leksik: vlastita imena, eponimi, leksemi, kolokacije i frazemi uz temu veza, brak</p> <p>b) gramatičke jedinice:</p>
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	<ul style="list-style-type: none">• imenice s proširkom -(e)n- i -(e)t-• prezent glagola tipa peći• prezentska vrsta -sti > -dem• vidski parovi c) kulturološke teme: hrvatska imena i njihova značenja, imena hrvatskih gradova, južna Dalmacija 13. tjedan (9 V): a) teme i leksik: vlastita imena, eponimi, leksemi, kolokacije i frazemi uz temu veza, brak b) gramatičke jedinice: <ul style="list-style-type: none">• imenice s proširkom -(e)n- i -(e)t-• prezent glagola tipa peći• prezentska vrsta -sti > -dem• vidski parovi c) kulturološke teme: hrvatska imena i njihova značenja, imena hrvatskih gradova, južna Dalmacija 14. tjedan (9 V): a) teme i leksik: poznati ljudi (izumitelji, glazbenici, sportaši, političari); leksemi, kolokacije i frazemi uz temu zemlja, domovina, svijet b) gramatičke jedinice: <ul style="list-style-type: none">• sklonidba stranih imenica na -y, -i, -u, -o, i -e• sklonidba stranih imenica na -io• vidski parovi c) kulturološke teme: hrvatski iseljenici, poznati Hrvati u svijetu, poznati stranci u Hrvatskoj 15. tjedan (9 V):					
	a) teme i leksik: Hrvati u svijetu, svijet u Hrvatskoj, prednosti i nedostaci života izvan domovine b) gramatičke jedinice: <ul style="list-style-type: none">• prezentske vrste -vati > -jem (-avati > -ajem, -uvati > -ujem) i -ati > -anem• pluralia tantum - ženski, srednji i muški rod• sklonidba imenice dio• vidski parovi c) kulturološke teme: veza između Hrvata u domovini i izvan nje, hrvatske iseljeničke zajednice Izrada i prezentacija eseja na unaprijed zadanu temu i priprema za završni ispit Terenska nastava					
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	Nazočnost na nastavi, aktivno sudjelovanje u nastavi, izvršavanje zadataka, polaganje ispita.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☒	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				

Assessment and evaluation of student work	Prate se i vrednuju nazočnost na nastavi, esejski zadatci, kolokvij, završni ispit i usmeni ispit.		
Required literature	Title	Number of copies available	Availability via other media
	Čilaš Mikulić, M., Gulešić Machata, M. i Udier, S. L. Razgovarajte s nama! (udžbenik i vježbenica za A2 – B1 razinu). Zagreb: FF Press. 2008.	2	
	Čilaš-Mikulić, M., Gulešić Machata, M. i Udier S. L. Razgovarajte s nama! (udžbenik i vježbenica za više početnike, B1 – B2 razinu). Zagreb: FF Press. 2014.	2	
	Current articles from the daily press, novels by Croatian authors, scientific articles... (determined according to the interests of the participansts)	5	
	Bilingual dictionary (Croatian-English, Croatian-German, Croatian-Spanish etc)		
Supplementary literature	Babić, Moguš. Hrvatski pravopis. Zagreb: Školska knjiga, 2011. Anić, Vladimir. Rječnik hrvatskog jezika. Zagreb: Novi liber, 1994. Cesarec, Mirjana. Učimo hrvatski – gramatička vježbenica I. dio. Zagreb : FF Press. 2003. Marica Čilaš-Mikulić, Milvia Gulešić Machata, Dinka Pasini i Sanda Lucija Udier: Hrvatski za početnike (udžbenik s rječnikom/vježbenica s pregledom gramatike). Zagreb: Hrvatska sveučilišna naklada. 2006. Vidan, Aida i Niebuhr, Robert: Beginner's Croatian (with 2 audio CD's). New York: Hippocrene Books, Inc. 2009 C. Hawkesworth, Colloquial Croatian (with CD's). Routledge, 2003.		
Quality assurance	pohađanje nastave, aktivnost na nastavi, uspješnost u obavljanju zadataka - studentska anketa o kvaliteti nastave i nastavnika na sveučilišnoj razini - položen ispit i ostvarene druge silabom propisane obveze - individualne konzultacije - samoprocjena studenata postignutih ishoda učenja - suradnička procjena provedbe i kvalitete nastavnog procesa		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lektorske vježbe	a) Topics and vocabulary: countries and languages, expressing impressions of Croatia, similarities and differences between cultures, collocations, and idioms with the word "jezik" (language) b) Grammatical units: revision of noun declensions, possessive adjectives, relative adjectives with -ski, -ški, -čki, -čki endings c) Cultural topics: information about the Republic of Croatia, Croatian language and script, Zagreb and Hrvatsko zagorje (Croatian Zagorje)	9	
Week: 2.			

Lektorske vježbe	<p>a) Topics and vocabulary: spending weekends and free time, collocations and idioms with words like "praznik" (holiday), "blagdan" (celebration), "vikend" (weekend), "odmor" (rest)</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • accusative of adjectives, demonstrative and possessive pronouns, accusative reflexive-possessive pronouns • accusative of personal pronouns and rules for the placement of personal pronouns in sentences (emphasized and non-emphasized forms) • word order of enclitics (table) • revision of present tense forms: -ati > -am, -iti, -jeti > -im; -ovati/-evati, -ivati > -ujem, -ati > -em, -ati > -jem; • present tense form: -(n)uti > -(n)em • present tense of the verb "doći" (to come) <p>c) Cultural topics: visiting Croatia, Gorski kotar, Kordun, Moslavina</p>	9	
Week: 3.			
Lektorske vježbe	<p>a) Topics and vocabulary: quality of life, work and rest, money, collocations, and idioms with the words "crn" (black) and "bijel" (white)</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • locative of adjectives, demonstrative and possessive pronouns • locative of reflexive-possessive pronouns • locative of personal pronouns - revision <p>c) Cultural topics: the custom of drinking coffee and socializing over coffee, Istria</p>	9	
Week: 4.			
Lektorske vježbe	<p>a) Topics and vocabulary: plans, desires, possibilities, volunteering, collocations, and idioms with the word "kuća" (house)</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • verbal aspect (perfective and imperfective verbs) • conditional 1st tense - with personal pronouns, without pronouns, negative form, interrogative form; meanings of the conditional - desire, possibility, condition, impossible condition • imperative - revision • vocative – revision <p>c) Cultural topics: where Croats live, Podravina, and Međimurje</p>	9	
Week: 5.			
Lektorske vježbe	<p>a) Topics and vocabulary: transport and communication, traffic and means of transportation, conversation when meeting, collocations and lexical items with the word "automobil" (car)</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • verbal aspect (perfective and imperfective verbs) • dative of adjectives, demonstrative and possessive pronouns, dative of reflexive-possessive pronouns • dative of personal pronouns - revision • possessive dative • impersonal sentences • verbs with dative • present tense form -ati > -jem 	9	

	c) Cultural topics: the expression "Samo malo!" (Just a moment!), the first trams and cars in Croatia, Lika		
Week: 6.			
Lektorske vježbe	<p>a) Topics and vocabulary: relationships, appearance, the future, lexical items, and collocations related to external appearance</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • comparative of adjectives with -iji, -ji, -ši; irregular comparatives; formation of superlatives; declension of comparative and superlative adjectives • comparative and superlative of adverbs • verbal aspect (perfective and imperfective verbs), relationship between verb aspect and tense • future tense 2nd; dependent sentences with conjunctions "kad" (when), "ako" (if), and "dok" (while) • aspectual verb pairs <p>c) Cultural topics: dressing for different occasions, Vrbnik, island of Krk, Kvarner</p>	9	
Week: 7.			
Lektorske vježbe	<p>a) Topics and vocabulary: relationships, appearance, the future, lexical items, and collocations related to external appearance</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • comparative of adjectives with -iji, -ji, -ši; irregular comparatives; formation of superlatives; declension of comparative and superlative adjectives • comparative and superlative of adverbs • verbal aspect (perfective and imperfective verbs), the relationship between verb aspect and tense • future tense 2nd; dependent sentences with conjunctions "kad" (when), "ako" (if), and "dok" (while) • aspectual verb pairs <p>c) Cultural topics: dressing for different occasions, Vrbnik, the island of Krk, Kvarner</p>	9	
Week: 8.			
Lektorske vježbe	<p>a) Topics and vocabulary: work, tools for work, work and friendship, writing a job application, people and things we are proud of, collocations and idioms with the words "posao" (work) and "raditi" (to work).</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • instrumental of adjectives, demonstrative and possessive pronouns, instrumental of reflexive-possessive pronouns • instrumental of personal pronouns - revision • verbs with instrumental • adjectives with instrumental • present tense of verbs like "čuti" (to hear) • aspectual verb pairs <p>c) Cultural topics: work customs in Croatia and other countries, Split, northern and central Dalmatia</p>	9	
Week: 9.			
Lektorske vježbe	<p>a) Topics and vocabulary: work, tools for work, work and friendship, writing a job application, people and things we are proud of, collocations and idioms with the words "posao" (work) and "raditi" (to work)</p> <p>b) Grammatical units:</p>	9	

	<ul style="list-style-type: none"> • instrumental of adjectives, demonstrative and possessive pronouns, instrumental of reflexive-possessive pronouns • instrumental of personal pronouns - revision • verbs with instrumental • adjectives with instrumental • present tense of verbs like "čuti" (to hear) • aspectual verb pairs <p>c) Cultural topics: work customs in Croatia and other countries, Split, northern and central Dalmatia</p>		
Week: 10.			
Lektorske vježbe	<p>a) Topics and vocabulary: the past and memories, magazines, newspapers, and books, fears, lexical items, collocations, and idioms with the word "vrijeme" (time/weather)</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • genitive of adjectives, demonstrative and possessive pronouns, genitive of reflexive-possessive pronouns • genitive of personal pronouns - revision • temporal genitive, genitive of belonging, explanatory genitive • peculiarities of the plural genitive • verbs with genitive • present tense form -ati > -im • aspectual verb pairs <p>c) Cultural topics: Croatian media space, the Pejačević family castle in Našice, Slavonia and Baranja</p>	9	
Week: 11.			
Lektorske vježbe	<p>a) Topics and vocabulary: the past and memories, magazines, newspapers, books, fears, lexical items, collocations, and idioms with the word "vrijeme" (time/weather)</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • genitive of adjectives, demonstrative and possessive pronouns, genitive of reflexive-possessive pronouns • genitive of personal pronouns - revision • temporal genitive, genitive of belonging, explanatory genitive • Peculiarities of the plural genitive • Verbs with genitive • Present tense form -ati > -im • Aspectual verb pairs <p>c) Cultural topics: Croatian media space, the Pejačević family castle in Našice, Slavonia and Baranja</p>	9	
Week: 12.			
Lektorske vježbe	<p>a) Topics and vocabulary: proper names, eponyms, lexical items, collocations, and idioms related to the topics of relationships and marriage</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • Nouns with the suffixes -(e)n- and -(e)t- • Present tense of verbs like "peći" (to bake) • Present tense form -sti > -dem • Aspectual verb pairs <p>c) Cultural topics: Croatian names and their meanings, names of Croatian cities, southern Dalmatia</p>	9	
Week: 13.			

Lektorske vježbe	<p>a) Topics and vocabulary: proper names, eponyms, lexical items, collocations, and idioms related to the topics of relationships and marriage</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • Nouns with the suffixes -(e)n- and -(e)t- • Present tense of verbs like "peći" (to bake) • Present tense form -sti > -dem • Aspectual verb pairs <p>c) Cultural topics: Croatian names and their meanings, names of Croatian cities, southern Dalmatia</p>	9	
Week: 14.			
Lektorske vježbe	<p>a) Topics and vocabulary: famous people (inventors, musicians, athletes, politicians); lexical items, collocations, and idioms related to the topics of country, homeland, and the world</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • Declension of foreign nouns ending in -y, -i, -u, -o, and -e • Declension of foreign nouns ending in -io • Aspectual verb pairs <p>c) Cultural topics: Croatian emigrants, famous Croats in the world, famous foreigners in Croatia</p>	9	
Week: 15.			
Lektorske vježbe	<p>1st week (9 hours):</p> <p>a) Topics and vocabulary: countries and languages, expressing impressions of Croatia, similarities and differences between cultures, collocations, and idioms with the word "jezik" (language)</p> <p>b) Grammatical units: revision of noun declensions, possessive adjectives, relative adjectives with -ski, -ški, -čki, -ćki endings</p> <p>c) Cultural topics: information about the Republic of Croatia, Croatian language and script, Zagreb and Hrvatsko zagorje (Croatian Zagorje)</p> <p>2nd week (9 hours):</p> <p>a) Topics and vocabulary: spending weekends and free time, collocations and idioms with words like "praznik" (holiday), "blagdan" (celebration), "vikend" (weekend), "odmor" (rest)</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • accusative of adjectives, demonstrative and possessive pronouns, accusative reflexive-possessive pronouns • accusative of personal pronouns and rules for the placement of personal pronouns in sentences (emphasized and non-emphasized forms) • word order of enclitics (table) • revision of present tense forms: 	14	
	<p>-ati > -am, -iti, -jeti > -im; -ovati/-evati, -ivati > -ujem, -ati > -em, -ati > -jem;</p> <ul style="list-style-type: none"> • present tense form: -(n)uti > -(n)em • present tense of the verb "doći" (to come) <p>c) Cultural topics: visiting Croatia, Gorski kotar, Kordun, Moslavina</p> <ul style="list-style-type: none"> • <p>3rd week (9 hours):</p>		

	<p>a) Topics and vocabulary: quality of life, work and rest, money, collocations, and idioms with the words "crn" (black) and "bijel" (white) b) Grammatical units:</p> <ul style="list-style-type: none"> • locative of adjectives, demonstrative and possessive pronouns • locative of reflexive-possessive pronouns • locative of personal pronouns - revision <p>c) Cultural topics: the custom of drinking coffee and socializing over coffee, Istria</p> <p>4th week (9 hours):</p> <p>a) Topics and vocabulary: plans, desires, possibilities, volunteering, collocations, and idioms with the word "kuća" (house)</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • verbal aspect (perfective and imperfective verbs) • conditional 1st tense - with personal pronouns, without pronouns, negative form, interrogative form; meanings of the conditional - desire, possibility, condition, impossible condition • imperative - revision • vocative – revision <p>c) Cultural topics: where Croats live, Podravina, and Međimurje</p> <p>5th week (9 hours):</p> <p>a) Topics and vocabulary: transport and communication, traffic and means of transportation, conversation when meeting, collocations and lexical items with the word "automobil" (car)</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • verbal aspect (perfective and imperfective verbs) • dative of adjectives, demonstrative and possessive pronouns, dative of reflexive-possessive pronouns • dative of personal pronouns - revision • possessive dative • impersonal sentences • verbs with dative • present tense form -ati > -jem <p>c) Cultural topics: the expression "Samo malo!" (Just a moment!), the first trams and cars in Croatia, Lika</p> <p>6th week (9 hours):</p> <p>a) Topics and vocabulary: relationships, appearance, the future, lexical items, and collocations related to external appearance</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • comparative of adjectives with -iji, -ji, -ši; irregular comparatives; formation of superlatives; declension of comparative and superlative adjectives • comparative and superlative of adverbs • verbal aspect (perfective and imperfective verbs), relationship between verb aspect and tense • future tense 2nd; dependent sentences with conjunctions "kad" (when), "ako" (if), and "dok" (while) • aspectual verb pairs <p>c) Cultural topics: dressing for different occasions, Vrbnik, island of Krk, Kvarner</p> <p>7th week (9 hours):</p>	
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	<p>a) Topics and vocabulary: relationships, appearance, the future, lexical items, and collocations related to external appearance</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • comparative of adjectives with -iji, -ji, -ši; irregular comparatives; formation of superlatives; declension of comparative and superlative adjectives • comparative and superlative of adverbs • verbal aspect (perfective and imperfective verbs), the relationship between verb aspect and tense • future tense 2nd; dependent sentences with conjunctions "kad" (when), "ako" (if), and "dok" (while) • aspectual verb pairs <p>c) Cultural topics: dressing for different occasions, Vrbnik, the island of Krk, Kvarner</p> <p>8th week (9 hours):</p> <p>a) Topics and vocabulary: work, tools for work, work and friendship, writing a job application, people and things we are proud of, collocations and idioms with the words "posao" (work) and "raditi" (to work).</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • instrumental of adjectives, demonstrative and possessive pronouns, instrumental of reflexive-possessive pronouns • instrumental of personal pronouns - revision • verbs with instrumental • adjectives with instrumental • present tense of verbs like "čuti" (to hear) • aspectual verb pairs <p>c) Cultural topics: work customs in Croatia and other countries, Split, northern and central Dalmatia</p> <p>9th week (9 hours):</p> <p>a) Topics and vocabulary: work, tools for work, work and friendship, writing a job application, people and things we are proud of, collocations and idioms with the words "posao" (work) and "raditi" (to work)</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • instrumental of adjectives, demonstrative and possessive pronouns, instrumental of reflexive-possessive pronouns • instrumental of personal pronouns - revision • verbs with instrumental • adjectives with instrumental • present tense of verbs like "čuti" (to hear) • aspectual verb pairs <p>c) Cultural topics: work customs in Croatia and other countries, Split, northern and central Dalmatia</p> <p>10th week (9 hours):</p> <p>a) Topics and vocabulary: the past and memories, magazines, newspapers, and books, fears, lexical items, collocations, and idioms with the word "vrijeme" (time/weather)</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • genitive of adjectives, demonstrative and possessive pronouns, genitive of reflexive-possessive pronouns • genitive of personal pronouns - revision 	
	<ul style="list-style-type: none"> • temporal genitive, genitive of belonging, explanatory genitive • peculiarities of the plural genitive 	

	<ul style="list-style-type: none"> • verbs with genitive • present tense form -ati > -im • aspectual verb pairs <p>c) Cultural topics: Croatian media space, the Pejačević family castle in Našice, Slavonia and Baranja</p> <p>11th week (9 hours):</p> <p>a) Topics and vocabulary: the past and memories, magazines, newspapers, books, fears, lexical items, collocations, and idioms with the word "vrijeme" (time/weather)</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • genitive of adjectives, demonstrative and possessive pronouns, genitive of reflexive-possessive pronouns • genitive of personal pronouns - revision • temporal genitive, genitive of belonging, explanatory genitive • Peculiarities of the plural genitive • Verbs with genitive • Present tense form -ati > -im • Aspectual verb pairs <p>c) Cultural topics: Croatian media space, the Pejačević family castle in Našice, Slavonia and Baranja</p> <p>12th week (9 hours):</p> <p>a) Topics and vocabulary: proper names, eponyms, lexical items, collocations, and idioms related to the topics of relationships and marriage</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • Nouns with the suffixes -(e)n- and -(e)t- • Present tense of verbs like "peći" (to bake) • Present tense form -sti > -dem • Aspectual verb pairs <p>c) Cultural topics: Croatian names and their meanings, names of Croatian cities, southern Dalmatia</p> <p>13th week (9 hours):</p> <p>a) Topics and vocabulary: proper names, eponyms, lexical items, collocations, and idioms related to the topics of relationships and marriage</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • Nouns with the suffixes -(e)n- and -(e)t- • Present tense of verbs like "peći" (to bake) • Present tense form -sti > -dem • Aspectual verb pairs <p>c) Cultural topics: Croatian names and their meanings, names of Croatian cities, southern Dalmatia</p> <p>14th week (9 hours):</p> <p>a) Topics and vocabulary: famous people (inventors, musicians, athletes, politicians); lexical items, collocations, and idioms related to the topics of country, homeland, and the world</p> <p>b) Grammatical units:</p> <ul style="list-style-type: none"> • Declension of foreign nouns ending in -y, -i, -u, -o, and -e • Declension of foreign nouns ending in -io • Aspectual verb pairs <p>c) Cultural topics: Croatian emigrants, famous Croats in the world, famous foreigners in Croatia</p> <p>15th week (9 hours):</p> <p>a) Topics and vocabulary: Croats in the world, the world in Croatia, advantages and disadvantages of living abroad</p>	
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	<p>b) Grammatical units:</p> <ul style="list-style-type: none">• Present tense forms -vati > -jem (-avati > -ajem, -uvati > -ujem) and -ati > -anem• Pluralia tantum - feminine, neuter, and masculine gender• Declension of the noun "dio" (part) <p>Aspectual verb pairs</p> <p>c) Cultural topics: the connection between Croats in the homeland and abroad, Croatian emigrant communities</p> <p>Writing and presenting an essay on a pre-assigned topic and preparation for the final exam</p> <p>Field classes</p>	
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Course name	Reading Novels							
ID	HZH404		Study year		3.			
Lecturer	prof. dr. sc. Boris Škvorc		ECTS workload		3.0			
Associates			Number of hours		L	S	E	P
					30	15	0	0
Course status	Elective		Online percentage		25%			
Course description								
Course aims	The aim of the course is to familiarize students with the theoretical and methodological frameworks for reading and interpreting prose. The approaches in question are structuralist, poststructuralist, deconstructive, feminist-critical, phenomenological-hermeneutic, and psychoanalytic. At the core of these approaches is literary-theoretical analysis. Within the frameworks of the aforementioned approaches to prose, Croatian novels from the 19th and 20th centuries will be read.							
Enrolment requirements	No prerequisites							
Learning outcomes	By the end of this course, students will be able to: - through work on the text, become familiar with various theoretical and methodological approaches to prose (structuralist and poststructuralist approaches, deconstruction, feminist criticism, phenomenological-hermeneutic and psychoanalytic analysis); - based on these approaches, develop skills and abilities for reading the novel; - expand the interpretive skills acquired in the course Literary Theory and other literary-analytical courses; -through the practice of reading, acquire knowledge about the Croatian novel, the novel as a literary form, and about the nature of fictional discourse(enunciation).							
Syllabus	1. Introduction. Uvod u čitanje romana 2. Reading of the Novel. August Šenoa: Prijan Lovro (strukturalistička analiza) 3. Reading of the Novel. Ranko Marinković: Zajednič ka kupka (poststrukturalistička analiza) 4. Feminist criticism. Reading of the novel. Ante Kovačić: U registraturi (feministička kritika) 5. First group of assignments: Kolokvij 1. : čitanje i ocjenjivanje seminara 6. Reading of the Novel: Miroslav Krleža: Na rubu pameti (psihoanalitička analiza) 7. Reading of the Novel. Hermenautic and Phenomenological Perspectives. Petar Šegedin: Crni smiješak (fenomenološko-hermene utička analiza) 8. Reading of the Novel. Decostruction and Postmodernism. Ivan Slamnig: Bolja polovica hrabrosti (dekonstrukcijsko-postmodernistička analiza) 9. Kolokvij 2. : čitanje i ocjenjivanje seminara							
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐			
Student obligations	Active participation in lectures and online discussions — 20% Online discussions about other students' seminars — 10% Seminar paper — 30% Final essay / exam — 40% The criteria for evaluation and grading of individual elements are described in the course repository.							
	Class attendance	☒	Research	☐	Practical work	☐		

Predavanja	Uvod u čitanje romana - poststrukturalistički i feministički pristup	2	
Week: 4.			
Predavanja	Kratki eseji o pojedinim naratološkim elementima strukture romana s primjerima. Rasprave o primjerima	2	
Week: 5.			
Predavanja	Uvod u čitanje romana - postkolonijalna i psihanalitička perspektiva	2	
Seminar	Kratki eseji i rasprave o feminističkom i suvremenom pristupu romanu. Rasprave o primjerima.	2	
Week: 6.			
Predavanja	August Šenoa: Prijan Lovro (strukturalistička analiza i uvod u interpretaciju)	2	
Predavanja	Interpretacija romana: seminari i rasprave	2	
Week: 7.			
Predavanja	Ranko Marinković: Zajednička kupka (poststrukturalistička analiza i uvod u interpretaciju)	2	
Seminar	Interpretacija romana: seminari i rasprave	2	
Week: 8.			
Predavanja	Ante Kovačić: U registraturi (feministička kritika; analiza i uvod u interpretaciju)	2	
Predavanja	Interpretacija romana: seminari i rasprave	2	
Week: 9.			
Predavanja	Miroslav Krleža: Na rubu pameti (psihoanalitička analiza i uvodu u interpretaciju)	2	
Seminar	Interpretacija romana: seminari i rasprave	2	
Week: 10.			
Predavanja	Petar Šegedin: Crni smiješak (fenomenološko-hermeneutička analiza i uvod u interpretaciju)	2	
Seminar	Interpretacija romana: seminari i rasprave	2	
Week: 11.			
Predavanja	Ivan Slamnig: Bolja polovica hrabrosti (dekonstrukcijsko-postmodernistička analiza)	2	
Seminar	Interpretacija romana: seminari i rasprave	1	
Week: 12.			
Predavanja	Interpretacija i analiza	2	
Predavanja	Analiza dosada pročitanih romana. Seminari i rasprave	2	
Week: 13.			
Predavanja	Suvremeni hrvatski roman	1	
Predavanja	Čitanje suvremenih hrvatskih romana: seminari i rasprave	1	
Week: 14.			
Seminar	Online komentari i rasprave o seminarima i izlaganjima	1	
Week: 15.			
Seminar	Online komentari i rasprave	1	

Course name	The Fantastic in Croatian Literature						
ID	HZH406	Study year	3.				
Lecturer	izv. prof. dr. sc. Lucijana Armanda Šundov	ECTS workload	3.0				
Associates		Number of hours	L	S	E	P	
			30	15	0	0	
Course status	Elective	Online percentage	0%				
Course description							
Course aims	The aim of the course is to introduce students to the emergence of fantasy in Croatian literature from the Romantic period to the present day, with an emphasis on short stories and novels. The aim is also to explore works that belong to fantasy in terms of motif, theme, style and composition. The aim is to consider theoretical, geneological and literary-historical aspects of fantasy in order to then illustrate them with representative examples from Croatian literature in comparison with similar examples in world literature. The aim is to point out fantasy as a style of writing that follows the development of Croatian literature, appearing in the works of canonical writers in various stylistic formations. The aim is also to examine the connection between the high and the popular in literary fantasy.						
Enrolment requirements	No conditions required.						
Learning outcomes	Upon completion of this course, students will be able to: - interpret the meaning and role of individual names and their works in shaping fantasy in Croatian literature - interpret the most significant literary works - apply critical methods and insights in evaluating new literary works - discuss literary works in a competent and research-based manner - discuss key issues in the field of fantasy in Croatian literature with an emphasis on those names and works that have marked the development of this type of literature						
Syllabus	1. The concept of fantasy: theoretical aspects 2. Fantasy: a literary-historical overview and genre system 3. Motifs, procedures, key concepts for fantasy, the allegorical nature of literary fantasy 4. Mystical principles in the formation of fantasy, the concept of the labyrinth, the dream motif 5. The development of fantasy literature: a diachronic overview 6. Gothic narrative as a special form of fantasy literature 7. The generation of Croatian fantasy writers 8. Contemporary Croatian literature and fantasy 9. High and popular in fantasy literature 10. Figures of vampires and demons in fantasy literature 11. Jorgovanić, Gjalski 12. Leskovar, Matoš 13. Galović, Donadini 14. Cesarec, Sudeta, Krleža 15. Tribuson, Pavličić, Čuić 16. Perić, Naprta						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐		

Student obligations	The student is obliged to: - actively, regularly and constructively participate in classes (students are required to attend at least 80% of lectures and 80% of seminars) - respect the ethical and scientific principles of the higher education institution - obtain information about classes that he/she has missed from other students or in consultations with the professor - prepare and present a seminar paper according to pre-determined criteria - pass a written and oral exam					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☐
	Written exam	☒	Project	☒	Participation in class	☐
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the stated learning outcomes and student obligations in the course, the final grade is based on the following elements: - written exam passed – 50% - seminar paper prepared and presented – 25% - class activity, participation in class discussions – 10% - oral exam passed – 15% The evaluation and grading criteria for individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Antologija hrvatske fantastične proze i slikarstva (1975). Donat, B. i Zidić, I. (ur.). Zagreb: Sveučilišna nagrada Liber.			1		
	Pavičić, J. (2000). Hrvatski fantastičari: jedna književna generacija. Zagreb: Merkur print.			1		
	Časopis Mogućnosti (1996): 43 (4-6)			1		
Supplementary literature	Cornwell, N. (1996). Fantastično u književnosti. Mogućnosti, 43 (4-6): 4-31. Donat, B. (1991). Izabrana djela (priredio Velimir Visković). Zagreb: Nakladni zavod Matice hrvatske. Guja u njedrima. Panorama novije hrvatske fantastične proze (1980). Župan, I. (ur.). Rijeka: Izdavački centar. Hume, K. (1996). Fantastika i mimesis. Mogućnosti, 43 (4-6): 43-67. Jackson, R. (1996). Književnost subverzije. Mogućnosti, 43 (4-6): 126-132. Komad, M. (1992). Mitologija i znanstvena fantastika, 2, br. 1, str. 105.-110. Pavičić, J. (1996). Neka pitanja teorije fantastične književnosti. Mogućnosti, 43 (4-6): 133-147. Peruško, T. (2009). Suvremena teorija fantastike. Zbilja, norma, paradigma. Quorum, br. 5-6. Petzold, D. (1996). Fantastična književnost i srodni žanrovi. Mogućnosti, 43 (4-6): 68-76. Pogačnik, J. (2000). Borgesovski model fantastike i kratka proza Gorana Tribusona, u: Književna revija (Osijek), 40, br. 1-2, str. 181.-192. Pogačnik, J. (2001). Autoreferencijalnost i metatekstualnost fantastične proze Gorana Tribusona, u: Drugi hrvatski slavistički kongres, zbornik radova II, Hrvatsko filološko društvo, Zagreb, str. 407.-412. Rabkin, E. S. (1976). The Fantastic in Literature. New Jersey: Princeton University Press.					

	Slabinac, G. (1996). Zavođenje ironijom (poglavlja Povuci crnog mačka za rep ili dešifriranje fantastičnog i Fantastični impuls moderne književnosti). Todorov, T. (1987). Uvod u fantastičnu književnost. Beograd: Nolit. Suvin, D. (2010). Metamorfoze znanstvene fantastike. Zagreb. Visković, V. (1983). Mlada proza. Zagreb: Znanje.		
Quality assurance	- student survey on the quality of teaching and teachers at the university level - passed exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - class attendance, class activity, success in completing tasks - collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	1. The concept of fantasy: theoretical aspects.	2	
Seminar	1. The concept of fantasy: theoretical aspects.	1	
Week: 2.			
Predavanja	2. Fantasy: a literary and historical overview.	2	
Seminar	2. Genre system.	1	
Week: 3.			
Predavanja	3. Motifs, procedures, concepts key to fantasy, allegorical nature of literary fantasy.	2	
Seminar	3. Motifs, allegories.	1	
Week: 4.			
Predavanja	4. Mystical principles in shaping fantasy.	2	
Seminar	4. The concept of labyrinth, dream motif.	1	
Week: 5.			
Predavanja	5. The development of fantasy literature.	2	
Seminar	5. The development of fantasy literature: diachronic overview.	1	
Week: 6.			
Predavanja	6. Gothic narrative as a special form of fantasy literature.	2	
Seminar	6. Gothic narrative as a special form of fantasy literature.	1	
Week: 7.			
Predavanja	7. Generation of Croatian fantasy writers.	2	
Seminar	7. Generation of Croatian fantasy writers.	1	
Week: 8.			
Predavanja	8. Contemporary Croatian literature and fantasy.	2	
Seminar	8. Contemporary Croatian literature and fantasy.	1	
Week: 9.			
Predavanja	9. High and popular in literature.	2	
Seminar	9. High and popular in literature.	1	

Week: 10.			
Predavanja	10. Figures of vampires and demons in fantasy literature.	2	
Seminar	10. Figures of vampires and demons in fantasy literature.	1	
Week: 11.			
Predavanja	11. Jorgovanić.	2	
Seminar	11. Gjalski.	1	
Week: 12.			
Predavanja	12. Leskovar.	2	
Seminar	12. Matoš.	1	
Week: 13.			
Predavanja	13. Galović.	2	
Predavanja	13. Donadini.	1	
Week: 14.			
Predavanja	14. Cesarec. Sudeta.	2	
Seminar	14. Krleža.	1	
Week: 15.			
Predavanja	15. Tribuson, Pavličić, Čuić.	2	
Seminar	15. Perić, Naprta.	1	

Course name	Croatia and Europe: Literary and Cultural Relations						
ID	HZH405	Study year	3.				
Lecturer	izv. prof. dr. sc. Gordana Galić Kakkonen	ECTS workload	3.0				
Associates		Number of hours	L	S	E	P	
			30	15	0	0	
Course status	Elective	Online percentage	0%				
Course description							
Course aims	The goal of this course is to equip students with skills and capacity sufficient to analyze and compare different levels and types of relationships on the cultural and literary level between Croatian and Europe, spanning the period from the Middle Ages to modern-day world.						
Enrolment requirements	None.						
Learning outcomes	Upon completion of this course the students will be able to: - Recognize the main characteristics of the relationship between Croatian and European literary and cultural heritage; - Explain how literary works and cultural impulses circulate; - Discern the importance of translation work in the affirmation and promotion of artistic and intellectual ideas; - Analyze and define various levels and types of literary and cultural influences and contacts; - Interpret and apply the reception theory on various types of discourse.						
Syllabus	Week 1: Culture and civilization: terminology, definition, history. Week 2: Europe and the world – Croatia and Europe: the Western civilizational context and the crossroads of civilizations – positioning: the Mediterranean and Central European space. Week 3: The Middle Ages: intellectuals, warriors, pilgrims. Week 4: Christianity and medieval society; contacts with others; language and literature. Week 5: The early modern period (1500–1800): Croatia in the context of the time – wars, the Reformation and the Counter-Reformation. Week 6: New discoveries, printing activity; Croatian writers in the European context (Marulić, Držić). Week 7: The 17th/18th century. Academies and Enlightenment activity. Week 8: The 19th century: national movements in Europe and the Illyrian Revival; nation and identity; culture, language and literature. Week 9: The 19th century: journals, literary salons, theatre, cafés as spaces of cultural dialogue; periphery and centre: Zagreb–Vienna–Budapest. Week 10: The formation of the literary canon and the history of Croatian literature: the Western canon – the Croatian canon. Week 11: The case of M. J. Zagorka – the first female journalist in southeastern Europe (feminism, politics, literature). Week 12: The 20th century: the aesthetics and politics of translation; literary and identity upheavals from the Modern period to 1941. Week 13: Croatian writers and Europe (Matoš, Krleža); literary journals; Croatia in Yugoslavia – Croatia in Europe (relations). Week 14: Socialism and nation: language and cultural policy. Week 15: Transition and globalization: contemporary currents. Croatia and Europe in the 21st century – European integration and cultural policy.						
Teaching types	☒ Lectures		☒ Fieldwork		☐		
	☒ Seminars		☐ Independent work		☐		
	☐ Practicals		☐ Multimedia		☐		
	☐ Remote learning		☐ Laboratory		☐		

	☐ Blended learning		☐ Supervision			
Student obligations	In addition to active participation in lectures and seminars, students' level of content acquisition will be reflected in the composition and presentation of a seminar essay, which includes thorough knowledge of literature relevant for the course as well as critical and analytical approach to the subject matter. Depending on the number of students in each seminar group and the dynamic of group work, individual seminar essays can also be replaced with a single group project. Note: attendance is not included in the grade, but is a prerequisite for taking the final, oral examination and receiving a final grade (lectures: min. 80%; seminars: min. 80%). A student who misses a lecture is obliged to get acquainted with the content that was covered by asking a fellow student or lecturer. Students must follow all the deadlines for tasks and activities in order to successfully complete the course. Students are expected to behave in accordance with ethical principles in scientific research and higher education.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☐	Project	☒	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	The final grade is based on the following criteria: - Monitoring of student participation in lectures and seminars – 20%; - Oral examination at which the students need to present an analytical and critical approach to the subject as well as comprehensive understanding of course literature – 50%; - Seminar essay (project) in which students need to display a command of the subject matter, show research initiative and competence on the level of content and form – 30%. Evaluation and grading criteria details are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Supićić, I.; Hercigonja, E. et al (ed.), (1997, 2000, 2003, 2009). Hrvatska i Europa: kultura, znanost i umjetnost, I, II, III, IV, V. volume. Zagreb: AGM/HAZU/Školska knjiga. (selection).			2		
	Flaker, A. i Pranjić, K. (1978). Hrvatska književnost u europskom kontekstu. Zagreb: Zavod za znanost o književnosti Filozofskog fakulteta Sveučilišta u Zagrebu: Sveučilišna naklada Liber.			1		
Supplementary literature	Andruhovy, J.; Stasiuk, A. (2007). Moja Europa: dva eseja o takozvanoj Srednjoj Europi. Zagreb: Fraktura. Ashby, C. i drugi (ur.). (2013). The Viennese Café and Fin-de-Siècle Culture. Berghahn Books. Babiak, M. (2001). „Recepcija dramskog djela Mire Gavrana u slovačkom kulturnom kontekstu ili Gavran reče „Nikad više!“ Kazalište, 5/6, 224-227. Babić, D. (2000). „Honoré de Balzac u hrvatskom kontekstu“. Riječ, 6 (1), 93-99.					

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	<p>Bennett, T. (2005). Kultura: znanost reformatora. Zagreb: Golden marketing.</p> <p>Blažina, D. (1999). „Hrvatska čitanja poljske romantične drame”. Književna smotra, 31, 2/3 (112/113), 165-174.</p> <p>Borovac Pečarević, M. (2014). Perspektive razvoja europske kulturne politike: interkulturni dijalog i multikulturalnost. Zagreb: AGM.</p> <p>Bratulić, J. (2014). „Školovanje i obrazovanje glagoljaša.” Senjski zbornik, 41, 461-464.</p> <p>Braudel, F. (1997-1998). Sredozemlje i sredozemni svijet u doba Filipa II. Zagreb: Izdanja Antibarbarus.</p> <p>Brešić, V. (2003). „Europski kontekst hrvatske književnosti 19. stoljeća”. Zagrebačka slavistička škola 32;</p> <p>Cacciari, M. (1996). Geo-filozofija Europe. Zagreb: Ceres.</p> <p>Curtius, E. R. (1998). Europska književnost i latinsko srednjovjekovlje. Zagreb: Naprijed.</p> <p>Čoralić, L. (2001). U gradu svetog Marka. Zagreb: Golden marketing.</p> <p>Damiani, A. (2001). „Krlježa u Italiji.” Novi Kamov, 1 (1), 203-207.</p> <p>Despalatović, E. M. (2016). Ljudevit Gaj i ilirski pokret. Zagreb: Srednja Europa.</p> <p>Duby, G. (2006). Vrijeme katedrala: umjetnost i društvo 980. – 1420. Zagreb: AGM.</p> <p>Duby, G. (2007). Tri reda ili imaginarij feudalizma. Zagreb: Golden marketing.</p> <p>Dukić, D. i drugi (ur.). (2009). Kako vidimo strane zemlje: uvod u imagologiju. Zagreb: Srednja Europa.</p> <p>Eagleton, T. (2014). Ideja kulture. Zagreb: Jesenski i Turk.</p> <p>Eco, U. (2006). Otprilike isto. Zagreb: Algoritam.</p> <p>Eco, U. (2013). Konstruiranje neprijatelja. Zagreb: Mozaik knjiga.</p> <p>Filipović, R. (1972). Englesko-hrvatske književne veze. Zagreb: Liber.</p> <p>Esih, I. (2010). Hrvatska u Europi, Europa u Hrvatskoj. Zagreb: Ex libris.</p> <p>Flaker, A. (1993). „Beč u hrvatskoj književnosti 19. i 20. stoljeća.” Forum, 32, knj. 65, 7/9, 466-501.</p> <p>Foster, N. (1986). Hodočasnici. Zagreb: Grafički zavod Hrvatske.</p> <p>Geert, M. (2010). U Europi - Putovanje kroz dvadeseto stoljeće. Zagreb: Jesenski i Turk.</p> <p>Gjurgjan, Lj. I. i Klepač, T. (ur.). (2007). Irsko ogledalo za hrvatsku književnost: teorijske pretpostavke, književne uposredbe. Zagreb: Filozofski fakultet.</p> <p>Gjurgjan, Lj. I. i Klepač, T. (1984). Kamov i rani Joyce. Zagreb: HFD.</p> <p>Gjurgjan, Lj. I. i Klepač, T. (2002). „Shakespeare i hrvatska moderna.” Umjetnost riječi, 46 (3), 165-185.</p> <p>Grübel, R. (2014). „Njemačka recepcija djela Ranka Marinkovića, i četiri prijevoda esejističke novele Ruke na njemački.” Republika, 70 (1), 60-72.</p> <p>Hercigonja, E. (2004). Na temeljima hrvatske književne kulture: filološkomedievističke rasprave. Zagreb: Matica hrvatska.</p> <p>Hercigonja, E. (2006). Tropismena i trojezična kultura hrvatskoga srednjovjekovlja. Zagreb: Matica hrvatska.</p> <p>Horvat, D. (2001). „Hrvatska književnost i austrijska književnost.” Rijeka, 7 (1), 119-126.</p> <p>Hroch, M. (2006). Društveni preduvjeti nacionalnih preporoda u Europi: komparativna analiza društvenog sastava patriotskih grupa malih europskih nacija. Zagreb: Srednja Europa.</p> <p>Iser, W. (2007). „Autoritet kanona”. Književna republika, 5 (5/6), 72-92.</p> <p>Janković Čikos, A. (2012). „Književnost u drugim jezicima”. Zagrebački književni razgovori 3. Zagreb: Društvo hrvatskih književnika.</p> <p>Jauk-Pinhak, M.; Kiss, G. C. i drugi (ur.) (2002). Croato-Hungarica: uz 900 godina hrvatsko-mađarskih povijesnih veza. Zagreb: Katedra za hungarologiju Filozofskoga fakulteta Sveučilišta/ Matica hrvatska.</p>

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	<p>Peričić Jakovljević, H. (1991/92). „Byron u zapisima Iliraca“. Radovi (Sveučilište u Splitu. Filozofski fakultet Zadar. Razdio filoloških znanosti), 31 (21), 281-288.</p> <p>Polić-Bobić, M. (2001). Hrvatska - Španjolska: povijesne i kulturne veze. Zagreb: Društvo hrvatskih književnika.</p> <p>Protrka-Štimec, M. (2008). Stvaranje književne nacije: oblikovanje kanona u hrvatskoj književnoj periodici 19. stoljeća. Zagreb: Filozofski fakultet.</p> <p>Raspudić, N. (2010). Jadranski (polu)orijentalizam: prikazi Hrvata u talijanskoj književnosti. Zagreb: Naklada Jurčić.</p> <p>Raymond, W. (2003). „Kultura“. K, 1 (1), 7-14.</p> <p>Riemen, R. (2016). Povratak Europe: njene suze, djela i snovi. Zagreb: Tim press.</p> <p>Roić, S. (2006). Stranci: portreti s margine, granice i periferije. Zagreb: Hrvatska sveučilišna naklada.</p> <p>Siebenrock, R. (2004). „Europa: pokušaj definicije“. Hrvatska misao, 8 (33), 7-14.</p> <p>Skoko, B.; Brčić, T. i Vidačković, Z. (2013). „Uloga igranog filma u promociji Hrvatske: dosezi i mogućnosti.“ Medijske studije, 4 (7), 54-74.</p> <p>Slabinac, G. (2005). „Zapadni kanon i hrvatska književnost.“ Književna smotra, 37, 1 (135), 3-15.</p> <p>Stamać, A. (2008). „Dundo Maroje u europskoj Kuli babilonskoj“. Republika, 64 (7/8), 53-56.</p> <p>Steiner, G. (2009). Ideja Europe. Zagreb: Izdanja Antibarbarus.</p> <p>Šalovac, I. (2003). G. B. Shaw u Hrvatskoj: odjeci dramskog stvaranja Georgea Bernarda Shawa na hrvatskim pozornicama u dvadesetom stoljeću. Zagreb: vlast. nakl.</p> <p>Šegota, B. (2002). Poljski autori i glumci u Hrvatskom narodnom kazalištu u Zagrebu: (1840. - 1940.): prilog proučavanju povijesti recepcije poljske drame i kazališta u Hrvatskoj. Zagreb: vlast. izd.</p>

	<p>Šenoa, A. (1983). Zagrebulje i drugi feljtoni. Zagreb: Globus, Naprijed; Beograd: Prosveta; Sarajevo: Svjetlost; Ljubljana: Delo.</p> <p>Šidak, J.; Foretić, V. i drugi (1988). Hrvatski narodni preporod - ilirski pokret. Zagreb: Školska knjiga: Stvarnost.</p> <p>Talan, N. (2009). Između Hrvatske i Portugala. Zagreb: HFD.</p> <p>Tanjić, Ž. (2003). „Elementi kršćanske baštine u stvaranju ujedinjene Europe“. Nova prisutnost, 1 (1), 61-80.</p> <p>Tomasović, M. (1998). Od Vrljke do Lisabona. Sinj: Matica hrvatska Sinj.</p> <p>Tomasović, M. (2006). Tragom struke: od Petrarke do Lamartinea; od Marulića do Hergešića. Zagreb: Erasmus naklada.</p> <p>Tomasović, M. (2001). „Marulićevo europejstvo: hrvatski Dante“. Forum, 40, knj. 73 (4/6), 460-464.</p> <p>Tomasović, M. (2002). „Aminta Torquata Tassa u hrvatskoj književnosti: (u spomen 450. obljetnice rođenja C. Zuzorić)“. Mogućnosti, 49 (4/6), 112-120.</p> <p>Tomasović, M. (1988). Tradicija i kontekst: komparativističko-kroatističke teme. Zagreb: August Cesarec.</p> <p>Vereš, S. (1989). Hrvatki Pariz. Zagreb: Znanje.</p> <p>Vidan, I. (1995). Engleski intertekst hrvatske književnosti. Zagreb: Zavod za znanost o književnosti Filozofskog fakulteta Sveučilišta.</p> <p>Vidović Bolt, I. (2004). „Dobre hrvatsko-poljske veze“, Tema 1 (5/6), 102-104.</p> <p>Weber-Kapusta, D. (2014). Dijalektika identiteta: hrvatsko i njemačko dramsko pismo između postsocijalizma i multikulturalizma. Zagreb: Leykam international;</p> <p>Zorić, M. (1971). „Talijanski pisci o nama i našim književnostima: svjedočanstva, odjeci i prijevodi od Dantea do Pasolinija“. Književna smotra, 3, 9, 88-105.</p> <p>Zorić, M. (1992). Književna prožimanja hrvatsko-talijanska. Split: Književni krug;</p> <p>Žmegač, V. (2012). Europski duh. Zagreb: Profil knjiga.</p> <p>Žmegač, V. (1990). „Teorijski aspekti konvencionalne podjele na velike i male književnosti“. Umjetnost riječi, 34, 2-3, 203-210.</p> <p>Žmegač, V. (2001). Krležini europski obzori. Zagreb: Znanje.</p> <p>Žmegač, V. (2012). Bečka moderna: portret jedne kulture. Zagreb: Matica hrvatska.</p> <p>Žmegač, V. (1992). „Hrvatsko-njemački kulturni odnosi u prošlosti“. Encyclopaedia moderna. 13, 4(40), 599-604.</p> <p>Žmegač, V. (2014). Europa x 10. Zagreb: Profil.</p> <p>Žužul, I. (2015). Tijelo bez kosti: kako se zamišljao nacionalni identitet u tekstovima hrvatskih preporoditelja. Zagreb: Meandarmedia; Osijek: Odjel za kulturologiju Sveučilišta Josipa Jurja Strossmayera u Osijeku.</p> <p>*Zbornici radova Komparativna povijest hrvatske književnosti (razni, selektivno), Split/Zagreb, Odsjek za komparativnu književnost Filozofskog fakulteta u Zagrebu i Književni krug Split,</p> <p>*Časopis Europski glasnik (Hrvatsko društvo pisaca), selektivno;</p> <p>*Povijesti hrvatske književnosti (razne, selektivno);</p> <p>*Hrvatski književni časopisi (razni, selektivno). Vidi u: Brešić V. i drugi (2006). Bibliografija hrvatskih književnih časopisa 19. stoljeća. Zagreb: Filozofski fakultet; Brešić, V. (2010). Bibliografija hrvatskih književnih časopisa 20. stoljeća. Zagreb: Filozofski fakultet.</p>
Quality assurance	<ul style="list-style-type: none"> - attendance and active participation in classes (preparedness for discussions at lectures and seminars, read the given literature according to the schedule of seminar topics); - quality presented seminar topics according to the given parameters (orally and in writing); - passed the oral exam; - individual consultations; - exchange of experiences inside and outside the Department; - student survey on the quality of teaching and teachers at the university level.

Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Culture and civilization: terminology, definition, history.	2	P25
Seminar	Seminar work and topic planning	1	P25
Week: 2.			
Predavanja	Europe and the world – Croatia and Europe: the Western civilizational context and the crossroads of civilizations – positioning: the Mediterranean and Central European space.	2	P25
Seminar	Morin, E. (1995). Misliti Europu. Zagreb: Durieux. Siebenrock, R. (2004). „Europa: pokušaj definicije”. Hrvatska misao, 8 (33), 7-14. Steiner, G. (2009). Ideja Europe. Zagreb: Izdanja Antibarbarus. Žmegač, V. (2012). Europski duh. Zagreb: Profil knjiga. Eagleton, T. (2014). Ideja kulture. Zagreb: Jesenski i Turk. Esih, I. (2010). Hrvatska u Europi, Europa u Hrvatskoj. Zagreb: Ex libris. Tanjić, Ž. (2003). „Elementi kršćanske baštine u stvaranju ujedinjene Europe“. Nova prisutnost, 1 (1), 61-80. Ježić, M. (2003). „O hrvatskoj kulturi u europskim koordinatama“. Nova prisutnost, 1(1), 45-59. Discussion: the concept of culture and the concept of civilization. Ježić, M. (ur.). (1996). Hrvatska u srcu Europe: sredozemni i srednjoeuropski kulturni krajolici hrvatske. Zagreb: Hrvatska paneuropska unija. Liessmann, K. P. (1999). „Osvit Zapada: jedna rekonstrukcija Europe“. Europski glasnik, 4 (4), 106-163.	1	P25
Week: 3.			
Predavanja	The Middle Ages: intellectuals, warriors, pilgrims.	2	P25
Seminar	Duby, G. (2006). Vrijeme katedrala: umjetnost i društvo 980. – 1420. Zagreb: AGM. Duby, G. (2007). Tri reda ili imaginarij feudalizma. Zagreb: Golden marketing. Foster, N. (1986). Hodočasnici. Zagreb: Grafički zavod Hrvatske. Kužić, K. (2003). Hrvati i križari: križarski pohod hrvatsko-ugarskog kralja Andrije II. i austrijskog vojvode Leopolda VI. iz 1217. godine s osvrtom na dodire Hrvata s križarskim pohodima. Zagreb: Hrvatski institut za povijest. Kužić, K. (2013). Hrvatska obala u putopisima njemačkih hodočasnika XIV.-XVII. st. Split: Književni krug.	1	P25
Week: 4.			
Predavanja	Christianity and medieval society; contacts with others; language and literature.	2	P25

Seminar	Dukić, D. i drugi (ur.). (2009). Kako vidimo strane zemlje: uvod u imagologiju. Zagreb: Srednja Europa. Curtius, E. R. (1998). Europska književnost i latinsko srednjovjekovlje. Zagreb: Naprijed. Le Goff, J. (1998). Civilizacija srednjovjekovnog Zapada. Zagreb: Golden marketing. Le Goff, J. (1993). Srednjovjekovni imaginarij. Zagreb: Izdanja Antibarbarus. Le Goff, J. (2009). Intelektualci u srednjem vijeku. Zagreb: Jesenski Turk. Le Goff, J. (1997). „, Europa - davna i buduća: srednjovjekovlje i moderni svijet.“ Lettre internationale (Hrvatsko izd.), 7 (19/20), 35-44. Le Goff, J. (2003). Priča o Europi. Zagreb: Školska knjiga	1	P25
Week: 5.			
Predavanja	The early modern period (1500–1800): Croatia in the context of the time – wars, the Reformation and the Counter-Reformation.	2	P25
Seminar	Bennett, T. (2005). Kultura: znanost reformatora. Zagreb: Golden marketing. Braudel, F. (1997-1998). Sredozemlje i sredozemni svijet u doba Filipa II. Zagreb: Izdanja Antibarbarus. Čoralić, L. (2001). U gradu svetog Marka. Zagreb: Golden marketing. Lučin, B. (2007). „Antun Vrančić i Erazmo Rotterdamski.“ Mogućnosti, 54 (4/6), 168-175. Lučin, B. (2004). „Erazmo i Hrvati XV. i XVI. stoljeća.“ Prilozi za istraživanje hrvatske filozofske baštine, 30, 1/2 (59/60), 5-29.	1	P25
Week: 6.			
Predavanja	New discoveries, printing activity; Croatian writers in the European context (Marulić, Držić).	2	P25
Seminar	Bene, C. (2001). „Marulić i Engleska.“ Forum, 40, knj. 73 (4/6), 476-485. Mønnesland, S. (2011). Dalmacija očima stranaca. Zagreb: Fidipid. Novak, S. P. (2009). Slaveni u renesansi. Zagreb: Matica hrvatska. Novak, S. P. (2002). Zlatno doba: Marulić - Držić – Gundulić. Zagreb: Hrvatska sveučilišna naklada. Stamać, A. (2008). „Dundo Maroje u europskoj Kuli babilonskoj“. Republika, 64 (7/8), 53-56. Tomasović, M. (2001). „Marulićevo europejstvo: hrvatski Dante“. Forum, 40, knj. 73 (4/6), 460-464. Tomasović, M. (2002). „Aminta Torquata Tassa u hrvatskoj književnosti: (u spomen 450. obljetnice rođenja C. Zuzorić).“ Mogućnosti, 49 (4/6), 112-120. Lőkös, I. (2001). „Marulić u srednjoj Europi, napose u Mađarskoj“. Forum, 40, knj. 73 (4/6), 465-475.	1	P25
Week: 7.			
Predavanja	The 17th/18th century. Academies and Enlightenment activity.	2	P25
Seminar	Kunčević, L. (2015). Mit o Dubrovniku: diskursi o identitetu renesansnoga grada. Zagreb: Hrvatska	1	P25

	akademija znanosti i umjetnosti, Zavod za povijesne znanosti u Dubrovniku. Muraj, L. (2001). „Molière preobučen na dubrovačku.” Dubrovnik, 12 (1), 143-168. Tomasović, M. (2002). „Aminta Torquata Tassa u hrvatskoj književnosti: (u spomen 450. obljetnice rođenja C. Zuzorić).“ Mogućnosti, 49 (4/6), 112-120.		
Week: 8.			
Predavanja	The 19th century: national movements in Europe and the Illyrian Revival; nation and identity; culture, language and literature.	2	P25
Seminar	Blažina, D. (1999). „Hrvatska čitanja poljske romantične drame”. Književna smotra, 31, 2/3 (112/113), 165-174. Despalatović, E. M. (2016). Ljudevit Gaj i ilirski pokret. Zagreb: Srednja Europa. Hroch, M. (2006). Društveni preduvjeti nacionalnih preporoda u Europi: komparativna analiza društvenog sastava patriotskih grupa malih europskih nacija. Zagreb: Srednja Europa. Peričić Jakovljević, H. (1991/92). „Byron u zapisima Iliraca”. Radovi (Sveučilište u Splitu. Filozofski fakultet Zadar. Razdio filoloških znanosti), 31 (21), 281-288. Šidak, J.; Foretić, V. i drugi (1988). Hrvatski narodni preporod - ilirski pokret. Zagreb: Školska knjiga: Stvarnost. Žužul, I. (2015). Tijelo bez kosti: kako se zamišljao nacionalni identitet u tekstovima hrvatskih preporoditelja. Zagreb: Meandarmedia; Osijek: Odjel za kulturologiju Sveučilišta Josipa Jurja Strossmayera u Osijeku.	1	P25
Week: 9.			
Predavanja	The 19th century: journals, literary salons, theatre, cafés as spaces of cultural dialogue; periphery and centre: Zagreb–Vienna–Budapest.	2	P25
Seminar	Flaker, A. (1993). „Beč u hrvatskoj književnosti 19. i 20. stoljeća.” Forum, 32, knj. 65, 7/9, 466-501. Ashby, C. i drugi (ur.). (2013). The Viennese Café and Fin-de-Siècle Culture. Berghahn Books. Žmegač, V. (2012). Bečka moderna: portret jedne kulture. Zagreb: Matica hrvatska.	1	P25
Week: 10.			
Predavanja	The formation of the literary canon and the history of Croatian literature: the Western canon – the Croatian canon.	2	P25
Seminar	Brešić, V. (2003). „Europski kontekst hrvatske književnosti 19. stoljeća”. Zagrebačka slavistička škola 32. Iser, W. (2007). „Autoritet kanona”. Književna republika, 5 (5/6), 72-92. Protrka-Štimec, M. (2008). Stvaranje književne nacije: oblikovanje kanona u hrvatskoj književnoj periodici 19. stoljeća. Zagreb: Filozofski fakultet. Slabinac, G. (2005). „Zapadni kanon i hrvatska književnost.” Književna smotra, 37, 1 (135), 3-15.	1	P25

	Žmegač, V. (1990). „Teorijski aspekti konvencionalne podjele na velike i male književnosti.“ Umjetnost riječi, 34, 2-3, 203-210.		
Week: 11.			
Predavanja	The case of M. J. Zagorka – the first female journalist in southeastern Europe (feminism, politics, literature).	2	P25
Seminar	Šenoa, A. (1983). Zagrebulje i drugi feljtoni. Zagreb: Globus, Naprijed; Beograd: Prosveta; Sarajevo: Svjetlost; Ljubljana: Delo. Selected literature on M. J. Zagorka and her time.	1	P25
Week: 12.			
Predavanja	The 20th century: the aesthetics and politics of translation; literary and identity upheavals from the Modern period to 1941.	2	P25
Seminar	Gjurgjan, Lj. I. i Klepač, T. (1984). Kamov i rani Joyce. Zagreb: HFD. Gjurgjan, Lj. I. i Klepač, T. (2002). „Shakespeare i hrvatska moderna.“ Umjetnost riječi, 46 (3), 165-185. Filipović, R. (1972). Englesko-hrvatske književne veze. Zagreb: Liber. Johnston, W. M. (1993). Austrijski duh: intelektualna i društvena povijest od 1848. do 1938. Zagreb: Globus. Juez Gálvez, F. J. (2004). „Nestalna sudbina hrvatske drame u Španjolskoj: još o slučaju Begović.“ Kazalište, 8 (17/18), 126-131.	1	P25
Week: 13.			
Predavanja	Croatian writers and Europe (Matoš, Krleža); literary journals; Croatia in Yugoslavia – Croatia in Europe (relations).	2	P25
Seminar	Bakija, K. (1999). „Ivo Vojnović na češkim pozornicama“. Dubrovnik, 10 (3), 66-71. Damiani, A. (2001). „Krleža u Italiji.“ Novi Kamov, 1 (1), 203-207. Grübel, R. (2014). „Njemačka recepcija djela Ranka Marinkovića, i četiri prijevoda esejističke novele Ruke na njemački.“ Republika, 70 (1), 60-72. Horvat, D. (2001). „Hrvatska književnost i austrijska književnost.“ Rijeka, 7 (1), 119-126. Jauk-Pinhak, M.; Kiss, G. C. i drugi (ur.) (2002). Croato-Hungarica: uz 900 godina hrvatsko-mađarskih povijesnih veza. Zagreb: Katedra za hungarologiju Filozofskoga fakulteta Sveučilišta/ Matica hrvatska. Kiss, G. C. (2014). Budimpešta - Zagreb: s povratnom kartom. Zagreb: Srednja Europa.	1	P25
Week: 14.			
Predavanja	Socialism and nation: language and cultural policy.	2	P25
Seminar	Duda, I., ur. (2017). Stvaranje socijalističkoga čovjeka: Hrvatsko društvo i ideologija jugoslavenskoga socijalizma. Zagreb-Pula: Srednja Europa. Milanja, C. (1996). Hrvatski roman 1945.-1990. Zagreb: Zavod za znanost o književnosti FFZG. Senjković, R. (2008). Izgubljeno u prijenosu, Pop iskustvo soc kulture. Zagreb: Institut za etnologiju i folkloristiku.	1	P25

	Sklevicky, L. (1996). Konji, žene, ratovi. Zagreb: Ženska infoteka.		
Week: 15.			
Predavanja	Transition and globalization: contemporary currents. Croatia and Europe in the 21st century – European integration and cultural policy.	2	P25
Seminar	<p>Andruhovy, J.; Stasiuk, A. (2007). Moja Europa: dva eseja o takozvanoj Srednjoj Europi. Zagreb: Fraktura.</p> <p>Babiak, M. (2001). „Recepcija dramskog djela Mire Gavrana u slovačkom kulturnom kontekstu ili Gavran reče „Nikad više!“ Kazalište, 5/6, 224-227.</p> <p>Borovac Pečarević, M. (2014). Perspektive razvoja europske kulturne politike: interkulturalni dijalog i multikulturalnost. Zagreb: AGM.</p> <p>Cacciari, M. (1996). Geo-filozofija Europe. Zagreb: Ceres.</p> <p>Eco, U. (2006). Otprilike isto. Zagreb: Algoritam.</p> <p>Eco, U. (2013). Konstruiranje neprijatelja. Zagreb: Mozaik knjiga.</p> <p>Esih, I. (2010). Hrvatska u Europi, Europa u Hrvatskoj. Zagreb: Ex libris.</p> <p>Geert, M. (2010). U Europi - Putovanje kroz dvadeseto stoljeće. Zagreb: Jesenski i Turk.</p> <p>Janković Čikos, A. (2012). „Književnost u drugim jezicima“. Zagrebački književni razgovori 3. Zagreb: Društvo hrvatskih književnika.</p> <p>Karlavari-Bremer, U. (2002). „Njemačka recepcija suvremenih hrvatskih književnika.“ Rijeka, 8 (1), 174-178.</p> <p>Kramarić, Z.; Banović-Markovska, A. (2013). Politika, kultura, identitet – interkulturalni dijalog. Osijek: Zagreb: Odjel za kulturologiju Sveučilišta Josipa Jurja Strossmayera; Školska knjiga.</p>	1	P25

Course name	Contrastive Phraseology						
ID	HZH309		Study year		3.		
Lecturer	dr. sc. Josipa Korljan Bešlić, v. lekt.		ECTS workload		3.0		
Associates			Number of hours		L	S	E
					30	15	0
Course status	Elective		Online percentage		0%		
Course description							
Course aims							
Enrolment requirements							
Learning outcomes							
Teaching types	☐ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐		
Student obligations							
Assessment and evaluation of student work							
Required literature	Title	Number of copies available		Availability via other media			
	-						
Supplementary literature							
Quality assurance							
Other (in the opinion of the proponent)							

Course name	Work-based Learning at a Partner Institution							
ID	HZX008		Study year		3.			
Lecturer			ECTS workload		5.0			
Associates			Number of hours		L	S	E	P
					0	30	120	0
Course status	Elective		Online percentage		0%			
Course description								
Course aims	The aim of the course is expose students to work-based learning conditions at a partner institution and to enable them to independently identify and solve straightforward practical problems in a real working environment.							
Enrolment requirements	Students are eligible to apply for the competition for internship before the start of the third year of the undergraduate study programme. In cases where the number of applicants exceeds the number of available placements at the partner institution, a selection procedure is conducted in accordance with the Rulebook on Business Partner Institutions of the Faculty of Humanities and Social Sciences.							
Learning outcomes	<p>Course learning outcomes:</p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none">- Apply the knowledge and skills acquired during the undergraduate studies to independently identify and solve straightforward, concrete problems in a real working environment.- Prepare an internship report that clearly explains the tasks performed and includes relevant supporting documentation. <p>Individual learning outcomes:</p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none">- Describe the organization of the selected partner institution- Identify challenges posed by the working environment and explain the processes used to address specific challenges- Analyze concrete practical situations based on recent scientific sources- Monitor, document, and evaluate processes within the partner institution- Describe problems arising from specific work tasks at the partner institution and explain the processes implemented to resolve them.- Document personal work-based learning experience and critically reflect on it							
Syllabus	The internship entails specific work tasks under the guidance of a mentor from the partner institution and comprises 80 working hours. With the approval of the Faculty of Humanities and Social Sciences supervisor, the partner institution mentor plans the work tasks. The remaining 70 working hours are distributed as follows: mentoring (10 hours with a Faculty supervisor, 20 hours with the partner institution mentor), literature research (10 hours), preparation of the Work-Based Learning Report (20 hours), and preparation and presentation of the Report defense before the Faculty supervisor (10 hours).							
Teaching types	☐ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning		☒ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☒ Supervision			☐ ☐ ☐ ☐		
Student obligations	<p>Students are required to</p> <ul style="list-style-type: none">- comply with ethical and scientific principles in higher education and the principles of organisation/partner institution in accordance with the instructions of the supervisor.- participate in the work of the partner institution and perform the internship-defined obligations in accordance with the professional supervisor's schedule, which enables the acquisition of learning outcomes outlined by the course.- adhere to the time frames required to perform the internship.							

	<ul style="list-style-type: none">- actively and constructively act at the partner institution and report to the supervisor during the performance of this course.- develop and defend an Internship Report.					
Monitoring student work	Class attendance	☒	Research	☒	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☐
	Preparation and defence of the Internship Reporti	☒	Practical work	☒		☐
		☐				
Assessment and evaluation of student work	<p>The internship is assessed descriptively by supervisors from the partner institution and the Faculty of Humanities and Social Sciences in Split. The partner institution mentor continuously monitors the student`s attendance, diligence and performance in completing assigned tasks.</p> <p>At the end of the internship, the mentor assigns one of two descriptive grades:</p> <ul style="list-style-type: none">- The student has successfully completed the internship.- The student has not successfully completed the internship. <p>If the internship is not successfully completed, the partner institution mentor must provide a written explanation, and the Faculty supervisor records a failing grade for the course.</p> <p>If the mentor`s grade confirms successful completion, the Faculty supervisor reviews the internship report, discusses the student`s assignments and assigns one of the following grades:</p> <ul style="list-style-type: none">- The student has successfully written and defended the internship report.- The student has not successfully written and defended the internship report. <p>A negative grade must be justified in writing.</p> <p>The internship is considered passed if both supervisors confirm successful completion of the internship and the internship report. When both grades are positive, the Faculty supervisor records the descriptive grade “Passed” in the Higher Education Institutions Information System (ISVU). In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following elements:</p> <ol style="list-style-type: none">1. Practical work - 60%2. Preparation and presentation of the report in accordance with the supervisors` instructions - 20%3. consultations with supervisors and independent research - 20%					
Required literature	Title			Number of copies available	Availability via other media	
	The specialist literature is defined by the mentor at the partner institution.					
Supplementary literature	The specialist literature is defined by the mentor at the partner institution.					
Quality assurance	<p>Prior to the internship at the partner institution, the Faculty supervisor/teacher provides instructions on conducting the internship, documenting activities, and preparing the internship report.</p> <p>During the internship, the Faculty supervisor/teacher, the partner institution mentor, and the student regularly review the process, while records of the student's attendance and performance are kept. Continuous monitoring is ensured through discussion, (self-) analysis, and (self-) evaluation. Upon completion of the internship, the student completes the survey on the quality of the internship in accordance with the applicable Rulebook.</p>					

Other (in the opinion of the proponent)	
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Course name	Croatian Dialectology						
ID	HZH401	Study year	3.				
Lecturer	prof. dr. sc. Marijana Tomelić Čurlin	ECTS workload	4.0				
Associates		Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	Course objectives are to develop students' interest and skills in preserving Croatian organic idioms; to acquaint them with the linguistic principles of genesis as well as linguistic characteristics of the three Croatian dialects. In addition, the objective is to develop students positive attitude towards the dialect idiom and its vocabulary, i.e. to encourage them to expand their knowledge and to make their own research of the Croatian language and it's three-dialect nature.						
Enrolment requirements	Attended lectures of the History of the Croatian language.						
Learning outcomes	Student will be able to: - apply correct dialectological research methodology - analyse dialectological material - use phonological and phonetic transcription - distinguish dialectological idioms and their specific features.						
Syllabus	1. Introduction: course content and proposal, student responsibilities, seminar structure 2. Science of Croatian dialectology; terminology; three-dialect of Croatian language 3. The Chakavian dialect: boundaries then and today; interrogative pronoun ča, phonological linguistic characteristics Linguistic analysis – the Chakavian text 4. The Chakavian dialect; morphological linguistic characteristics; classification criteria for determining the affiliation of a particular speech to a particular dialect. Linguistic analysis – the Chakavian text 5. Chakavian dialects: Buzet dialect, South Western Istrian dialect, Northern Chakavian dialect, Middle Chakavian dialect, Southern Chakavian dialect, dialect of the island of Lastovo. Linguistic analysis – the Chakavian text 6. Test: the Chakavian dialect 7. The Shtokavian dialect: boundaries then and today; interrogative pronoun što, phonological linguistic characteristics Linguistic analysis – the Shtokavian text 8. The Shtokavian dialect: morphological linguistic characteristics; classification criteria for determining the affiliation of a particular speech to a particular dialect. Linguistic analysis – the Shtokavian text 9. Shtokavian dialects: Slavonian dialect, Eastern Bosnian dialect, Western dialect, East Herzegovina-Krajina dialect; Torlac dialect. Linguistic analysis – the Shtokavian text 10. Test: the Shtokavian dialect 11. The Kajkavian dialect: boundaries then and today; interrogative pronoun kaj, phonological linguistic characteristics. Linguistic analysis – the Kajkavian text 12. The Kajkavian dialect: morphological linguistic characteristics; and accent characteristics 13. Kajkavian dialects: Zagorje-Međimurje dialect, Turopolje-Posavina dialect, Križevci-Podravina dialect, Prigorje dialect, Lower Sutla dialect, Goran dialect 14. Test: the Kajkavian dialect 15. Summary						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals		☒ Fieldwork ☒ Independent work ☐ Multimedia		Konzultacije ☐ ☐		

	☐ Remote learning ☐ Blended learning	☐ Laboratory ☐ Supervision	☐ ☒			
Student obligations	Students are required to: - participate in the teaching process (80 % of lectures and 80 % of seminar papers) - behave in accordance with ethical and scientific principles in higher education process - prepare and present a seminar paper according to pre-determined criteria - pass colloquia (three mid-term exams) during the teaching process or written exam - pass the oral part of the exam.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
	Terensko-istraživački rad	☒		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the stated learning outcomes and the obligations of students in the course, the final assessment is based on the following elements: – passed mid-term exams (or written exam) – 50% – written and presented seminar paper – 25% – passed the oral part of the exam – 25% Criteria for assessment and evaluating individual elements are described in course repository.					
Required literature	Title		Number of copies available	Availability via other media		
	Lisac, J. (2003). Hrvatska dijalektologija 1. Hrvatski dijalekti i govori štokavskoga narječja i hrvatski govori torlačkog narječja. Zagreb: Golden marketing – Tehnička knjiga.		3	ne		
	Lisac, J. (2009). Hrvatska dijalektologija 2. Čakavsko narječje. Zagreb: Golden marketing – Tehnička knjiga.		3	ne		
	Lončarić, M. (1996). Kajkavsko narječje. Zagreb: Školska knjiga.		0	da		
	Moguš, M. (1977). Čakavsko narječje. Fonologija. Zagreb: Školska knjiga.		1	ne		
Supplementary literature	Optional literature: in an agreement with the professor. Blažeka, Đ. (2003). Vrela kajkavskih govora. Čakovec: Visoka učiteljska škola. Blažeka, Đ. (2008). Međimurski dijalekt. Hrvatski kajkavski govori Međimurja. Čakovec: Matica hrvatska. Brozović, D. (1970). O Makarskom primorju kao jednom od središta jezično-historijske i dijalekatske konvergencije. U J. Ravlić (ur.). Makarski zbornik, 1 (str. 381–405). Makarska: JAZU.					
	Brozović, D. (1985). Suvremeno štokavsko narječje kao plod konvergentnoga jezičnoga razvoja. U B. Finka, M. Moguš (ur.). Hrvatski dijalektološki zbornik, 7, 1 (str. 59–71). JAZU: Zagreb.					

Brozović, D. (1998). Hrvatski jezik. U M. Lončarić (ur.). Opole: Uniwersytet Opolski - Instytut Filologii Polskiej.

Celinić, A., Čilaš Šimpraga, A., Kurtović Budja I., Jozić, Ž. (2010). U M. Lončarić (ur.). Prinosi hrvatskoj dijalektnoj fonologiji. Split – Zagreb: Književni krug Split - Institut za hrvatski jezik i jezikoslovlje.

Crnić Novosel, M. (2019). Štokavski jezik u Gorskom kotaru. Zagreb: Institut za hrvatski jezik i jezikoslovlje.

Finka, B., Moguš, M. (1981). Karta čakavskog narječja. U B. Finka i M. Moguš (ur.).

Hrvatski dijalektološki zbornik, 5 (str. 49–58). Zagreb: JAZU.

Galović, F. (2019). Govori otoka Šolte. Zagreb – Šolta: Hrvatsko katoličko sveučilište i Općina Šolta.

Ivšić, S. (1936). Jezik Hrvata kajkavaca, 48. Zagreb: Ljetopis JAZU.

Junković, Z. (1972). Jezik Antuna Vramca i podrijetlo kajkavskog dijalekta. Rad JAZU, 363, Zagreb. (Samo poglavlje Kritika Ramovševe teze). Kapović, M. (2015). Povijest hrvatske akcentuacije. Zagreb: Matica hrvatska.

Langston, K. (2015). Čakavska prozodija. Zagreb: Matica hrvatska.

Lisac, J. (2012). Dvije strane medalje. Dijalektološki i jezičnopovijesni spisi o hrvatskom jeziku. Split: Književni krug.

Lukežić, I. (1998). Govori Klane i Studene, 1. Crikvenica: Libellus.

Lukežić, I. (2012). Zajednička povijest hrvatskih narječja. 1. Fonologija. Rijeka: Filozofski fakultet u Rijeci – Katedra Čakavskoga sabora Grobnišćine. Lukežić, I. (2015). Zajednička povijest hrvatskih narječja. 2. Morfologija. Rijeka: Filozofski fakultet u Rijeci – Katedra Čakavskoga sabora Grobnišćine.

Menac-Mihalić, M., Celinić, A. (2012). Ozvučena čitanka iz hrvatske dijalektologije. Zagreb: Knjigra d.o.o.

Pliško, L. (2000). Govor Barbanštine. Pula: Filozofski fakultet u Puli.

Pliško, L. (2011). Govori Općine Ližnjan. Pula: Sveučilište Jurja Dobrile u Puli.

Šimunović, P. (2011). Čakavska čitanka. Zagreb: Golden marketing – Tehnička knjiga.

Tomelić Ćurlin, M. (2019). Jezične posebnosti peljeških govora. Fonologija. Split: Filozofski fakultet u Splitu.

U A. Bičanić (ur.). (2009). Povijest hrvatskoga jezika, 1. knjiga: srednji vijek. Zagreb: Društvo za promicanje hrvatske kulture i znanosti CROATICA (odabrana poglavlja).

U A. Bičanić (ur.). (2011). Povijest hrvatskoga jezika, 2. knjiga: 16. stoljeće. Zagreb: Društvo za promicanje hrvatske kulture i znanosti CROATICA (odabrana poglavlja).

U A. Bičanić (ur.). (2013). Povijest hrvatskoga jezika, 3. knjiga: 17. i 18. stoljeće. Zagreb: Društvo za promicanje hrvatske kulture i znanosti CROATICA (odabrana poglavlja).

U A. Bičanić (ur.). (2015). Povijest hrvatskoga jezika, 4. knjiga: 19. stoljeće. Zagreb: Društvo za promicanje hrvatske kulture i znanosti CROATICA (odabrana poglavlja).

U A. Bičanić (ur.). (2018). Povijest hrvatskoga jezika, 5. knjiga: 20. stoljeće (1. dio). Zagreb: Društvo za promicanje hrvatske kulture i znanosti CROATICA (odabrana poglavlja).

U A. Bičanić (ur.). (2019). Povijest hrvatskoga jezika, 6. knjiga: 20. stoljeće (2. dio). Zagreb: Društvo za promicanje hrvatske kulture i znanosti CROATICA (odabrana poglavlja).

Vranić, S. (2005). Čakavski ekavski dijalekt: sustavi i podsustavi. Rijeka: Biblioteka časopisa Fluminensia.

Vukša Nahod, P. (2017). Slivanjski govori: fonologija i morfologija. Zagreb: Institut za hrvatski jezik i jezikoslovlje.

	Zečević, V. (1992). Fonološke neutralizacije u kajkavskom vokalizmu. Zagreb: Zavod za hrvatski jezik Hrvatskoga filološkog instituta. Zečević, V. (2000). Hrvatski dijalekti u kontaktu. Zagreb: Institut za hrvatski jezik i jezikoslovlje.		
Quality assurance	<ul style="list-style-type: none">- class attendance- class activity- individual consultations- student questionnaire on the quality of teaching and teachers at the university level- passed exam and the fulfillment of the other obligations prescribed by the syllabus.		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction: course content and proposal, student responsibilities, seminar structure 7. tjedan: štokavsko narječje: granice štokavskoga narječja nekad i danas; upitno-odnosna zamjenica što, pojedine fonološke posebnosti; jezična analiza – štokavski tekst 8. tjedan: štokavsko narječje: pojedine morfološke posebnosti; klasifikacijski kriteriji za određivanje pripadnosti pojedinoga govora pojedinom narječju; jezična analiza – štokavski tekst 9. tjedan: štokavski dijalekti: slavonski dijalekt, istočnobosanski dijalekt, zapadni dijalekt, istočnohercegovačko-krajiški dijalekt; hrvatski govori torlačkoga narječja; jezična analiza – štokavski tekst 10. tjedan: kolokvij: štokavsko narječje 11. tjedan: kajkavsko narječje: granice kajkavskoga narječja nekad i danas; upitno-odnosna zamjenica kaj, pojedine fonološke posebnosti; jezična analiza – kajkavski tekst 12. tjedan: kajkavsko narječje: pojedine morfološke i naglasne posebnosti 13. tjedan: kajkavski dijalekti: zagorsko-međimurski dijalekt, turopoljsko-posavski dijalekt, križevačko-podravski dijalekt, prigorski dijalekt, donjosutlanski dijalekt, goranski dijalekt 14. tjedan: kolokvij: kajkavsko narječje tjedan: sažetak nastavnoga procesa.	2	P8
Seminar	Introduction: course content and proposal, student responsibilities, seminar structure	2	P2, P13
Week: 2.			
Predavanja	Science of Croatian dialectology; terminology; three-dialect of Croatian language	2	P8
Seminar	Science of Croatian dialectology; terminology; three-dialect of Croatian language	2	P2, P13
Week: 3.			
Predavanja	The Chakavian dialect: boundaries then and today; interrogative pronoun ča, phonological linguistic	2	P8

	characteristics. Linguistic analysis – the Chakavian text		
Seminar	The Chakavian dialect: boundaries then and today; interrogative pronoun ča, phonological linguistic characteristics. Linguistic analysis – the Chakavian text	2	P2, P13
Week: 4.			
Predavanja	The Chakavian dialect; morphological linguistic characteristics; classification criteria for determining the affiliation of a particular speech to a particular dialect	2	P8
Seminar	Linguistic analysis – the Chakavian text	2	P2, P13
Week: 5.			
Predavanja	Chakavian dialects: Buzet dialect, South Western Istrian dialect, Northern Chakavian dialect, Middle Chakavian dialect, Southern Chakavian dialect, dialect of the island of Lastovo	2	P8
Seminar	Linguistic analysis – the Chakavian text	2	P2, P13
Week: 6.			
Predavanja	Test: the Chakavian dialect	2	P8
Seminar	Test: the Chakavian dialect	2	P2, P13
Week: 7.			
Predavanja	The Shtokavian dialect: boundaries then and today; interrogative pronoun što, phonological linguistic characteristics	2	P8
Seminar	Linguistic analysis – the Shtokavian text	2	P2, P13
Week: 8.			
Predavanja	The Shtokavian dialect: morphological linguistic characteristics; classification criteria for determining the affiliation of a particular speech to a particular dialect	2	P8
Seminar	Linguistic analysis – the Shtokavian text	2	P2, P13
Week: 9.			
Predavanja	Shtokavian dialects: Slavonian dialect, Eastern Bosnian dialect, Western dialect, East Herzegovina-Krajina dialect; Torlac dialect	2	P8
Seminar	Linguistic analysis – the Shtokavian text	2	P2, P13
Week: 10.			
Predavanja	Test: the Shtokavian dialect	2	P8
Seminar	Test: the Shtokavian dialect	2	P2, P13
Week: 11.			
Predavanja	The Kajkavian dialect: boundaries then and today; interrogative pronoun kaj, phonological linguistic characteristics	2	P8
Seminar	Linguistic analysis – the Kajkavian text	2	P2, P13
Week: 12.			
Predavanja	The Kajkavian dialect: morphological linguistic characteristics; and accent characteristics	2	P8
Seminar	Linguistic analysis – the Kajkavian text	2	P2, P13

Week: 13.			
Predavanja	Kajkavian dialects: Zagorje-Međimurje dialect, Turopolje-Posavina dialect, Križevci-Podravina dialect, Prigorje dialect, Lower Sutra dialect, Goran dialect	2	P8
Seminar	Kajkavian dialects: Zagorje-Međimurje dialect, Turopolje-Posavina dialect, Križevci-Podravina dialect, Prigorje dialect, Lower Sutra dialect, Goran dialect	2	P2, P13
Week: 14.			
Predavanja	Test: the Kajkavian dialect	2	P8
Seminar	Test: the Kajkavian dialect	2	P2, P13
Week: 15.			
Predavanja	Summary	2	P8
Seminar	Summary	2	P2, P13

Course name	Methodological Approaches to the Literary Text							
ID	HZH403		Study year		3.			
Lecturer	prof. dr. sc. Boris Škvorc		ECTS workload		4.0			
Associates	dr. sc. Ivana Dizdar		Number of hours		L	S	E	P
					30	30	0	0
Course status	Compulsory		Online percentage		25%			
Course description								
Course aims	<p>The aim of the course is to familiarize students with different methodological approaches so that, after completing the course Methodological Approaches to Literary Text, they can recognize, use, and evaluate various approaches to literary works and become competent in literary-theoretical thinking. They should understand and be able to interpret the starting points and scope of different methodological practices and readings, as well as their possible anachronism or contemporary relevance in recent literary studies. In this sense, an important goal is for students to acquire relevant terminology, that is, the meanings of individual terms in both the traditional sense and in recent theories, beginning with the very concept of literature. Another important goal is to train students for professional reading based on the scientific methodology of the discipline. In their seminar papers and exercises, the aim is to enable students to develop independent approaches to and interpretations of theoretical literature and literary texts. Following these concepts, students develop critical thinking and become highly competent in approaching texts independently and critically, as well as in working with scholarly literature.</p>							
Enrolment requirements	Completeet course Theory of Literature							
Learning outcomes	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none">-research and critically reflect on the meaning and structure of literary and non-literary texts;-study scholarly and professional literature while taking into account comparative factors and the possible application of knowledge in new situations;-apply reflective and critical methods in forming their own assumptions about literary concepts, poetics, literary value, and the influence of methodological concepts, their ideologies, and hegemonies on the meaning/reading of texts;- discuss research approaches used in the fields of literary theory, literary methodologies, and cultural theory;- discuss key questions from the field of theoretical thought and humanistic paradigms at the local, national, and international levels in different contexts;- apply the knowledge gained in this course to the study of literature and later to teaching literature, writing about literature, and discussing literature and culture in general.							
Syllabus	<p>1. Introductory lecture on the concepts of studying literature and discourse. Introductory seminar: Distribution of responsibilities and seminar papers. Example: Reading texts by J. Culler and A. Compagnon.</p> <p>2. Literature as mimesis and diegesis (the truthfulness and credibility of the text: from Aristotle to positivism). Reading and presentation of texts by A. Auerbach and Aristotle.</p> <p>3. From positivism to Russian formalism and New Criticism. Reading and presentation of texts by H. Taine, A. Propp, and N. Frye.</p> <p>4. Structuralism and the theory of interpretation. Reading and presentation of texts by R. Barthes, J. Lotman, E. Staiger, and W. Kayser.</p> <p>5. Hermeneutics and semiotics.</p>							

	Reading and presentation of texts by H. G. Gadamer and C. W. Morris. 6. Psychoanalytic theories from Freud to Lacan. Reading and presentation of texts by S. Freud and J. Lacan. 7. Poststructuralism, deconstruction, and feminist theories. Reading and presentation of texts by J. Derrida, J. Butler, and M. Foucault. 8. Postcolonial theory and New Historicism. Reading and presentation of texts by G. Spivak and S. Greenblatt. An example of methodologically grounded practice: Theory of enunciation (reading literary texts). 9. Enunciation and utterance. Subject of enunciation and subject of the utterance. Interlocutor and addressee. Deixis and modalization, indications, traces, and symptoms. Reading and presentation of texts by O. Ducrot and E. Benveniste. 10. Performativity. The genealogy of the concept of speech act from Austin to J. Butler. What is performance? Jonathan Culler, "Meaning and Repetition," chapter from On Deconstruction. Narration and story. Author. Dietrich Schwanitz, "Self-Referentiality of Narration," chapter from Systems Theory and Literature. 11. Plot. The plot of resolution and the plot of revelation. Different conceptualizations of plot: Marxist, psychoanalytic, feminist. Susan Winnett, "Deconstructing the Plot: Women, Men, Narrative, and the Principles of Pleasure," from Contemporary Narrative Theory. 12. Character construction. Distribution across the levels of the diegetic universe. Genette's concept of focalization and its critics. Gérard Genette, "Types of Focalization and Their Stability," from Contemporary Narrative Theory. 13. Narration and the construction of identity. Narration at once of the other (in oneself), of others (characters), and to others (readers). What is the relationship among them? Mark Currie, "True Lies," chapter from Politics and Ethics of Narration. 14. Online presentations and discussion. 15. Online presentations and discussion.					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	☐ ☐ ☐ ☐			
Student obligations	1. Nazočnost na nastavi i seminarima Napomena: nazočnost na kolegiju ne ulazi u ocjenu, ali je preduvjet za izlazak na ispit; nazočnost na predavanjima – minimalno 80%, seminari – minimalno 80%. 2. Informirati se o nastavi s koje je student izostao u vrijeme konzultacija nastavnika i s drugim studentima. 3. Napisati seminar i završni esej, sudjelovati u e-raspravama. 4. Poštovati etička i znanstvena načela visokoškolske ustanove. 5. Pridržavati se vremenskih okvira potrebnih za obavljanje aktivnosti na kolegiju					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☒
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☒	Participation in class	☐

	☐	☐	☐
	☐		
Assessment and evaluation of student work	1. Active participation in lectures and online discussions — 20% 2. Online discussions about other students' seminars — 10% 3. Seminar paper — 30% 4. Final essay / exam — 40% The criteria for evaluation and grading of individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Beker, M. (1979). Povijest književnih teorija. Zagreb: Liber. (odabrana poglavlja)	2	Da
	Beker, M. (1999). Suvremene književne teorije. Zagreb: Matica hrvatska. (odabrana poglavlja)	2	Da
	Biti, V. (1992). Suvremene teorije pripovijedanja. Zagreb: Globus (odabrana poglavlja)	2	Da
	Biti, V. (2000). Pojmovnik suvremene književne i kulturalne teorije. Zagreb: Matica hrvatska. (naznačene natuknice)	3	Da
	Biti, V. (2000). Politika i etika pripovijedanja. Zagreb: Hrvatska sveučilišna naklada. (odabrana poglavlja)	2	Da
	Burzyńska, A., Michał Paweł Markowski, M. (2011). Književne teorije dvadesetog veka. Beograd: Službeni glasnik. (odabrana poglavlja)	3	Da
Supplementary literature	Literatura za seminare: Barthes, R. (1992). Uvod u strukturalnu analizu pripovjednih tekstova. U: V. Biti (ur.). Suvremena teorija pripovijedanja, 47–78. Zagreb: Globus. Biti, V. (2000). Pojmovnik suvremene književne i kulturne teorije. Zagreb: Matica hrvatska. (natuknice: hermeneutika (paragrafi 1-7), interpretacija (1-3), razumijevanje (1-4) strukturalizam, struktura, sustav (1-2), opreka, semiotika, označitelj, označeno, znak, dekonstrukcija (1-4), diferancija, neodlučivost, bezdanost (1-2), poststrukturalizam (1-3), izvanjskost (1-3), drugi (1-6), psihoanalitička kritika (4-10), prijenos (1-5), nesvjesno, žudnja (1-4), feministička kritika, zrcalo, postkolonijalna kritika (1-6), hegemonija, historizam (1-9)). Butler, J. (2000). Subverzivni tjelesni činovi. U: Nevolje s rodom, Feminizam i subverzija identiteta. Zagreb: Ženska infoteka. Derrida, J. (2007). Struktura, znak i igra u diskursu humanističkih znanosti. U: Pisanje i razlika. Sarajevo/Zagreb: Naklada Šahinpašić. Ducrot, O. (1987). Nacrt za polifonijsku teoriju iskazivanja. Republika 11-12/1987. Foucault, M. (1994). Poredak diskursa. U: Znanje i moć. Zagreb: Nakladni zavod Globus. Freud, S. (1986). Budućnost jedne iluzije. U: G. Flego (ur.). Budućnost jedne iluzije i drugi spisi. Zagreb: Naprijed. Gadamer, H.-G. (2002). Jezik i razumijevanje. U: Čitanka. Zagreb: Matica hrvatska. Greenblatt, S. (2003.) Kolanje društvene energije. U: Z. Lešić (ur.). Nova čitanja. Poststrukturalistička čitanka. Sarajevo: Buybook. Hirsch, E. D. (1983). U odbranu autora. U: Načela tumačenja. Beograd: Nolit. Lacan, J. (2001). Edipov kompleks. Tvrdá: časopis za književnost, umjetnost, znanost, 1-2, 95–104.		

	<p>Morris, C. W. (1975). Uvod i Semjoza i semjotika. U: Osnove teorije o znacima. Beograd: BIGZ.</p> <p>Said, E. W. (1999). Uvod. U: Orijentalizam. Sarajevo: Svjetlost.</p> <p>Schwanitz, D. (1994). Autoreferencijalnost pripovijedanja. U: Teorija sistema i književnost. Zagreb: Naknada MD.</p> <p>Dopunska literatura za seminare (po izboru studenata):</p> <p>Aristotel (2004). O pjesničkom umijeću. Zagreb: Školska knjiga.</p> <p>Auerbach, A. (1978). Mimesis. Beograd: Nolit.</p> <p>Bahtin, M. (1980). Marksizam i filozofija jezika. Beograd: Nolit.</p> <p>Butler, J. (2000). Nevolje s rodom. Zagreb: Ženska infoteka.</p> <p>Culler, J. (1991). O dekonstrukciji. Zagreb: Globus.</p> <p>De Saussure, F. (2001). Tečaj opće lingvistike. Zagreb: Art Tresor & Institut za hrvatski jezik i jezikoslovlje.</p> <p>Derrida, J. (2007). Pisanje i razlika. Sarajevo: BTC Šahinpašić.</p> <p>Doležel, L. (1991). Poetike Zapada. Sarajevo: Svjetlost.</p> <p>Eagleton, T. (1997). Iluzije postmodernizma. Novi Sad: Svetovi.</p> <p>Eagleton, T. (1987). Književna teorija. Zagreb: Liber.</p> <p>Eco, U. (1973). Kultura, informacija, komunikacija. Beograd: Nolit.</p> <p>Eco, U. (1965). Otvoreno djelo. Sarajevo: Veselin Masleša.</p> <p>Eco, U. (2004). U potrazi za savršenim jezikom. Zagreb: Hena com.</p> <p>Foucault, M. (2002). Riječi i stvari. Zagreb: Golden Marketing.</p> <p>Foucault, M. (1994). Znanje i moć. Zagreb: Globus.</p> <p>Frye, N. (2000). Anatomija kritike. Zagreb: Golden marketing.</p> <p>Hirsch, E. D. (1983). Načela tumačenja. Beograd: Nolit.</p>		
Quality assurance	<p>1. Class attendance, activity in class, and successful completion of assignments.</p> <p>2. Student survey on the quality of teaching and instructors at the university level.</p> <p>3. Passing the exam and fulfilling other obligations prescribed by the syllabus.</p> <p>4. Individual consultations.</p> <p>5. Students' self-assessment of achieved learning outcomes.</p> <p>5. Collaborative evaluation of the implementation and quality of the teaching process.</p>		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	1. Uvodno predavanje o koncepcijama proučavanja književnosti i iskazivanja	2	
Seminar	Uvodni seminar: Raspoređivanje obaveza i seminarskih radnji. Primjer: Čitanje tekstova J. Cullera i A. Compagnona	2	
Week: 2.			
Predavanja	2. Književnost kao mimeza i diageza (istinitost i vjerodostojnost teksta: od Aristotela do pozitivizma)	2	
Seminar	Čitanje i prezentacija tekstova A. Auerbacha i Aristotela	2	
Week: 3.			
Predavanja	3. Od pozitivizma do ruskog formalizma i nove kritike	2	
Predavanja	Čitanje i prezentacija tekstova H. Tainea, A. Proppa i N. Fryea	2	
Week: 4.			
Predavanja	4. Strukturalizam i učenje o interpretaciji	2	

Seminar	Čitanje i prezentacija tekstova R. Barthesa, J. Lotmana, E. Staigera i W. Kaysera	2	
Week: 5.			
Predavanja	5. Hermeneutika i semiotika	2	
Predavanja	Čitanje i predstavljanje tekstova H. G. Gadamera i C. W. Morrisa	2	
Week: 6.			
Predavanja	6. Psihoanalitičke teorije od Freuda do Lacana	2	
Seminar	Čitanje i prezentacija tekstova S. Freuda i J. Lacana	2	
Week: 7.			
Predavanja	7. Poststrukturalizam, dekonstrukcija i feminističke teorije	2	
Seminar	Čitanje i prezentacija tekstova J. Derride, J. Butler i M.	2	
Week: 8.			
Predavanja	8. Postkolonijalna teorija i novi historicizam	2	
Seminar	Čitanje i prezentacija tekstova G. Spivak i S. Greenblatha	2	
Week: 9.			
Predavanja	9. Primjer metodološki utemeljene prakse: Teorija iskazivanja (čitanja književnog teksta)	2	
Seminar	Čitanje tekstova i seminarских radnji. Rasprave	2	
Week: 10.			
Predavanja	10. Iskazivanje i iskaz. Subjekt iskazivanja i subjekt iskaza. Sugovornik i naslovnik. Deiksa i modalizacija, naznake, tragovi i simptomi.	2	
Seminar	Čitanje tekstova: Lacan, Povijest književnih teorija, Biti. Seminari i rasprave.	2	
Week: 11.			
Predavanja	11. Performativnost. Geneza pojma govornog čina od Austina do J. Butler. Što je to izvedba? Jonathan Culler, „Značenje i ponovljivost“, poglavlje iz O dekonstrukciji.	2	
Seminar	Čitanje tekstova: Butler, Austin, Culler. Seminari i rasprave.	2	
Week: 12.			
Predavanja	12. Zaplet. Zaplet rješavanja i zaplet otkrivanja. Različite konceptualizacije zapleta: marksistička, psihoanalitička, feministička	2	
Seminar	Susan Winnett, „Rastrojavanje: žene, muškarci, pripovjedni tekst i principi užitka“, iz Suvremena teorija pripovijedanja. Rasprave i seminari	2	
Week: 13.			
Predavanja	13. Tvorba lika. Raspodjela po razinama dijegetičkog univerzuma. Genetteov pojam fokalizacije i njegovi kritičari Gérard Genette.	2	
Seminar	„Tipovi fokalizacije i njihova postojanost“, iz Suvremena teorija pripovijedanja Čitanje tekstova. Rasprave i seminari.	2	

Week: 14.			
Predavanja	14. Pripovijedanje i tvorba identiteta. Pripovijedanje u istinama drugog (u sebi samome), o drugima (likovima), drugima (čitateljima). Kakav je odnos među njima?	2	
Seminar	Mark Currie, „Istinite laži“, poglavlje iz Politika i etika pripovijedanja. Čitanje tekstova. Rasprave i seminari.	2	
Week: 15.			
Predavanja	15. On-line prezentacije i pismena rasprava o seminarima	2	
Seminar	On-line prezentacije i rasprave o seminarima, komentarima i temama za ispit	2	

Course name		Romanticism, Realism and the Modern Age in Croatian Literature					
ID	HZH402	Study year		3.			
Lecturer	izv. prof. dr. sc. Lucijana Armanda Šundov	ECTS workload		4.0			
Associates		Number of hours		L	S	E	P
				30	30	0	0
Course status	Compulsory	Online percentage		0%			
Course description							
Course aims	The aim of the course is to introduce students to the key themes and content of contemporary Croatian literature in its European context, genre practices and the most significant names and works in its development in the period of Romanticism, Realism and Modernism. The aim is to develop the ability to perceive true literary values and the sensitivity to understand phenomena in diachronic and synchronic development. The aim is to introduce students to canonical texts in the mentioned periods, to acquaint them with the historical processes that influenced Croatian literature in the second half of the 19th century and the beginning of the 20th century. The aim is also to provide students with insight into the genre determinants of the mentioned period in order to acquire skills for independent analysis and interpretation of literary works, bearing in mind the theoretical framework of observation and evaluation of literary facts.						
Enrolment requirements	No conditions required.						
Learning outcomes	Upon completion of this course, students will be able to: - interpret literary works in the layers of their meanings - apply critical methods and insights in evaluating new literary works - discuss literary works in a competent and research-based manner - discuss key issues in the field of literature - participate in thematic meetings and round tables on literary topics - present and argue their own insights and conclusions in the field of literature - develop a system of comparative reflection on literary phenomena						
Syllabus	1. Introductory. Historical context and political-cultural writings in the period of romanticism. Poetry of Stanko Vraz and Petar Preradović. 2. Mirko Bogović: Matija Gubec i Teuta. Travel literature: Putositnice by Nemčić and Pogled u Bosnu by Mažuranić. 3. Dimitrije Demeter: Grobničko polje. Ivan Mažuranić: Smrt Smail-age Čengića. 4. August Šenoa: Prosjak Luka, Prijan Lovro, Seljačka buna. 5. Rikard Jorgovanić: Dada, Stella Raiva. Josip Eugen Tomić: Zmaj od Bosne. 6. Croatian Realism: A Diachronic Overview and Comparison with European Romanticism. 7. Ante Kovačić: U registraturi. Vjenceslav Novak: Posljednji Stipančići. 8. Josip Kozarac: stories. Eugen Kumičić: Naturalism in Gospođa Sabina. 9. Ksaver Šandor Gjalski: Pod starim krovovima, Janko Borislavić, San doktora Mišića. 10. Silvije Strahimir Kranjčević: pjesme. 11. The Modern in Croatian Literature: disputes about the beginning and the end, the conflict between the old and the young, the Prague and Vienna groups, criticism in the Modern. 12. Antun Gustav Matoš: stories and poems. Dinko Šimunović: stories. 13. Poetry in the Modern: Vladimir Vidrić, Vladimir Nazor, Janko Polić Kamov, Fran Galović, Dragutin Domjanić. 14. Plays in the Modern: Milan Begović, Ivo Vojnović 15. Novels in the Modern: Bijeg, Dunja u kovčegu, Đuka Begović						
Teaching types	☒ Lectures		☐ Fieldwork			☐	

	☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	☐ ☐ ☐																																					
Student obligations	1. Active participation in lectures and seminars: attendance at the course is not included in the grade, but is a prerequisite for taking the exam. - attendance at lectures – minimum 75%, seminars – minimum 75%. 2. Inform yourself about the classes that the student missed during consultations with the teacher and with other students. 3. Write a seminar and take a written exam. 4. Respect the ethical and scientific principles of the higher education institution.																																							
Monitoring student work	<table border="1"> <tr> <td>Class attendance</td><td>☒</td> <td>Research</td><td>☐</td> <td>Practical work</td><td>☐</td> </tr> <tr> <td>Experimental work</td><td>☐</td> <td>Paper</td><td>☐</td> <td>Essay</td><td>☐</td> </tr> <tr> <td>Seminar paper</td><td>☒</td> <td>Midterm exam</td><td>☐</td> <td>Oral exam</td><td>☐</td> </tr> <tr> <td>Written exam</td><td>☒</td> <td>Project</td><td>☐</td> <td>Participation in class</td><td>☒</td> </tr> <tr> <td></td><td>☐</td> <td></td><td>☐</td> <td></td><td>☐</td> </tr> <tr> <td></td><td>☐</td> <td></td><td></td> <td></td><td></td> </tr> </table>	Class attendance	☒	Research	☐	Practical work	☐	Experimental work	☐	Paper	☐	Essay	☐	Seminar paper	☒	Midterm exam	☐	Oral exam	☐	Written exam	☒	Project	☐	Participation in class	☒		☐		☐		☐		☐							
Class attendance	☒	Research	☐	Practical work	☐																																			
Experimental work	☐	Paper	☐	Essay	☐																																			
Seminar paper	☒	Midterm exam	☐	Oral exam	☐																																			
Written exam	☒	Project	☐	Participation in class	☒																																			
	☐		☐		☐																																			
	☐																																							
Assessment and evaluation of student work	Grading and evaluation of student work will be based on participation in lectures, preparation and production of independent student seminar papers, and on the results of the written and oral exam: - regular attendance of lectures (75%) and seminars (75%); - write and present a seminar paper according to pre-determined criteria; - actively participate in the analysis of texts in seminars; - pass a written exam; - behave in accordance with ethical and scientific principles in higher education teaching; - complete individual and group assignments in a timely and high-quality manner. The criteria for evaluating and grading individual elements are described in the course repository.																																							
Required literature	Title	Number of copies available	Availability via other media																																					
	Jelčić, Dubravko (2004). Povijest hrvatske književnosti. Zagreb: Naklada Pavičić	1																																						
	Leksikon hrvatskih pisaca. (2000). Urednici: Krešimir Nemec, Dunja Fališevac, Darko Novaković. Zagreb: Školska knjiga.	1																																						
	Frangeš, Ivo (1987). Povijest hrvatske književnosti. Zagreb: Nakladni zavod Matice hrvatske. Poglavlja: Protorealizam i realizam i Moderna.	1																																						
	Šicel, Miroslav (2004 i 2005). Povijest hrvatske književnosti I, II, III. Zagreb: Naklada Ljevak.	1																																						
Supplementary literature	Batušić, N., Kravar, Z.n, Žmegač, V. (2001). Književni protusvjetovi. Poglavlja iz hrvatske moderne. Zagreb. Brešić, V. (1997). Autobiografije hrvatskih pisaca. Zagreb: AGM. Brešić, V. (2015). Hrvatska književnost 19. stoljeća. Zagreb: Alfa. Edicija Pet stoljeća hrvatske književnosti.																																							

	Edicija Stoljeća hrvatske književnosti. Detoni-Dujmić, D. (1998). Ljepša polovica književnosti. Zagreb: Matica hrvatska. Hrvatska književnost u europskom kontekstu (1978). Zagreb: Liber. Nemec, K.(1995, 1999). Povijest hrvatskog romana. Zagreb: Znanje. Šicel, M. (1971). Novela hrvatske moderne. U: Stvaraoci i razdoblja u novijoj hrvatskoj književnosti. Zbornici: Dani hvarskoga kazališta. Zbornici: Komparativna povijest hrvatske književnosti. Žmegač, V. (1993). Duh impresionizma i secesije. Zagreb.		
Quality assurance	<ul style="list-style-type: none">- Class attendance, class activity, success in completing assignments.- Student survey on the quality of teaching and teachers at the university level.- Passed the exam and fulfilled other obligations prescribed by the syllabus.- Individual consultations.- Student self-assessment of achieved learning outcomes.- Collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	1. Historical context and political-cultural writings in the Romantic period.	2	
Seminar	1. Poetry of Stanko Vraz and Petar Preradović.	1	
Week: 2.			
Predavanja	2. Mirko Bogović: Matija Gubec and Teuta.	2	
Seminar	Nemčić: Putositnice and Mažuranić: Pogled u Bosnu.	2	
Week: 3.			
Predavanja	3. Dimitrije Demeter: Grobničko polje.	2	
Seminar	3. Ivan Mažuranić: Smrt Smail-age Čengića.	2	
Week: 4.			
Predavanja	4. August Šenoa: Prosjak Luka.	2	
Seminar	4. Prijan Lovro, Seljačka buna.	2	
Week: 5.			
Predavanja	5. Rikard Jorgovanić: Dada, Stella Raiva.	2	
Seminar	5. Josip Eugen Tomić: Zmaj od Bosne.	2	
Week: 6.			
Predavanja	6. Croatian Realism: A Diachronic Overview and Comparison with European Romanticism.	2	
Seminar	6. Croatian Realism: A Diachronic Overview and Comparison with European Romanticism.	2	
Week: 7.			
Predavanja	7. Ante Kovačić: U registraturi.	2	
Seminar	7. Vjenceslav Novak: Posljednji Stipančići.	2	
Week: 8.			
Predavanja	8. Josip Kozarac: stories.	2	
Seminar	Eugen Kumičić: Naturalism in Gospođa Sabina.	2	
Week: 9.			

Predavanja	9. Ksaver Šandor Gjalski: Pod starim krovovima	2	
Seminar	9. Janko Borislavić, San doktora Mišića.	2	
Week: 10.			
Predavanja	10. Silvije Strahimir Kranjčević: poems.	2	
Seminar	10. Silvije Strahimir Kranjčević: poems.	2	
Week: 11.			
Predavanja	11. Croatian Modern: disputes about the beginning and end, the conflict between the old and the young, the Prague and Vienna groups, criticism in the modern period.	2	
Seminar	11. Croatian Modern: disputes about the beginning and end, the conflict between the old and the young, the Prague and Vienna groups, criticism in the modern period.	2	
Week: 12.			
Predavanja	12. Antun Gustav Matoš: stories and poems.	2	
Predavanja	12. Dinko Šimunović: stories.	2	
Week: 13.			
Predavanja	13. Poetry in the Modern period: Vladimir Vidrić, Vladimir Nazor,	2	
Seminar	13. Janko Polić Kamov, Fran Galović, Dragutin Domjanić.	2	
Week: 14.			
Predavanja	14. Plays in the Modern period.	2	
Seminar	14. Milan Begović, Ivo Vojnović	2	
Week: 15.			
Predavanja	15. Novels in the Modern period.	2	
Seminar	15. Bijeg, Dunja u kovčegu, Đuka Begović	2	

Course name	Croatian Language for Foreigners B1.2					
ID		Study year	3.			
Lecturer	Ina Bilonić, lekt. dr. sc. Helena Burić, v. pred. dr. sc. Josipa Korljan Bešlić, v. lekt.	ECTS workload	5.0			
Associates		Number of hours	L	S	E	P
			0	0	140	0
Course status	Elective	Online percentage	0%			
Course description						
Course aims	The aim of this course is to familiarize participants with the Croatian language with the aim of applying this knowledge in everyday use of the Croatian language.					
Enrolment requirements	Completed Croatian Language for Foreigners B1.1 or certificate of knowledge of the Croatian language at the B1.1 level					
Learning outcomes	After completing and passing the course, participants will be able to: 1. Identify and classify different grammatical and spelling rules of the Croatian language. 2. Recognize grammatical structures, the main topic, and essential information in short spoken and written texts. 3. Apply language knowledge in everyday speaking situations. 4. Speak spontaneously on various topics. 5. Participate in discussions. 6. Argue own views, opinions, feelings, and interests, and engage in debates on familiar topics. 7. Write more complex texts (essays, official and personal letters, and dictations) and know how to express a topic, narrate, and describe. 8. Independently use language guides.					
Syllabus	1st week: a) Topics and vocabulary: learning foreign languages, collocations, and phrases related to languages b) Grammatical units: review of declensions and conjugations c) Cultural topics: Baška tablet 2nd week: a) Topics and vocabulary: countries and languages b) Grammatical units: verbs in context: pisati (to write), napisati (to finish writing), opisati (to describe), zapisati (to write down), ispisati (to write out), ispisati se (to withdraw), dopisati (to write additional), potpisati se (to sign), upisati se (to enroll), prepisati (to copy); aspect pairs: pisati – napisati, opisivati – opisati, zapisivati – zapisati, potpisivati se – potpisati, prepisivati – prepisati c) Cultural topics: Misal po zakonu rimskog dvora 3rd week: a) Topics and vocabulary: modern lifestyle 1 b) Grammatical units: nominative of state carriers in the dative, verbs and prepositions with locative and dative c) Cultural topics: Croatian Parliament (Hrvatski sabor) 4th week: a) Topics and vocabulary: the modern world and addictions b) Grammatical units: verbs in context: gledati (to watch), pogledati (to look at), pregledati (to review), razgledati (to sightsee), ugledati (to notice), nadgledati (to supervise); aspect pairs: gledati – pogledati, pregledavati – pregledati, razgledavati – razgledati					

	<p>c) Cultural topics: everyday culture 5th week: a) Topics and vocabulary: science, discoveries, inventions b) Grammatical units: instrumental, prepositions with instrumental, verbs with instrumental, verbs in context: misliti (to think), pomisliti (to think of), izmisliti (to invent), razmisliti (to reconsider), umisliti (to imagine), umisliti se (to be deluded), zamisliti (to imagine), zamisliti se (to reflect); aspect pairs: izmišljati – izmisliti, umišljati – umisliti, razmišljati – razmisliti c) Cultural topics: Croatian scientists and inventors 6th week: a) Topics and vocabulary: art b) Grammatical units: genitive, prepositions and verbs with genitive, verbs in context: raditi (to work), uraditi/napraviti (to finish, make), zaraditi (to earn), naraditi se (to work a lot), odraditi (to complete), razraditi (to elaborate), preraditi (to process); aspect pairs: raditi – uraditi/napraviti, zarađivati – zaraditi, odradivati – odraditi, prerađivati – preraditi c) Cultural topics: contemporary Croatian artists 7th week: a) Topics and vocabulary: nature, environment, ecology b) Grammatical units: present tense of verbs –(n)uti > (n)em; verbs in context: zvati (to call), zvati se (to be called), nazvati (to name), pozvati (to invite), odazvati se (to respond), izazvati (to provoke); aspect pairs: nazivati – nazvati, pozivati – pozvati, odazivati se – odazvati se, izazivati – izazvati; collective nouns c) Cultural topics: protected Croatian nature, national parks and nature parks 8th week: a) Topics and vocabulary: activism and activist organizations b) Grammatical units: present tense of verbs -ći -d-em; -ati -anem, present tense of verbs uzeti (to take) and početi (to start); verbs in context: stati (to stop), postati (to become), ostati (to stay), pristati (to agree), prestati (to stop), nastati (to originate), ustati (to rise); aspect pairs: stajati – stati, postajati – postati, ostajati – ostati, prestajati – prestati, ustajati – ustati c) Cultural topics: activism in Croatia</p>
	<p>9th week: a) Topics and vocabulary: eating habits and health, food and drink b) Grammatical units: present tense of verbs jesti (to eat), peći (to bake), piti (to drink); present tense of verbs -sti dem and -itiujem; verbs in context: držati (to hold), izdržati (to endure), zadržati (to retain), održati (to maintain), podržati (to support), pridržati (to hold); aspect pairs: zadržavati – zadržati, održavati – održati, podržavati – podržati, pridržavati – pridržati c) Cultural topics: popular Croatian products and food 1 10th week: a) Topics and vocabulary: sports and athletes b) Grammatical units: present tense of verbs -sti -dnem, -sti ; -tnem, -sti -zem; -ći -gnem; -ijeti ; -esem; verbs in context: igrati (se) (to play), zaigrati (se) (to start playing), odigrati (to play a game), razigrati se (to get excited), poigrati se (to play with), izigrati (to outplay); aspect pairs: zaigravati (se) – zaigrati (se), poigravati se – poigrati se, izigravati – izigrati c) Cultural topics: Croatian athletes, popular sports 11th week:</p>

	a) Topics and vocabulary: family and generational differences b) Grammatical units: nouns <i>dob</i> (age, feminine) and <i>doba</i> (period, neuter); present participle; verbs in context: <i>živjeti</i> (to live), <i>doživjeti</i> (to experience), <i>preživjeti</i> (to survive), <i>nadživjeti</i> (to outlive), <i>uživjeti se</i> (to get used to), <i>oživjeti</i> (to revive); aspect pairs: <i>doživljavati</i> – <i>doživjeti</i> , <i>preživljavati</i> – <i>preživjeti</i> , <i>oživljavati</i> – <i>oživjeti</i> c) Cultural topics: everyday culture and Croatian family today 12th week: a) Topics and vocabulary: gender equality b) Grammatical units: pronouns; verbs in context: <i>govoriti</i> (to speak), <i>reći/kazati</i> (to say), <i>razgovarati</i> (to talk), <i>izgovarati</i> (to pronounce), <i>dogovarati se</i> (to agree), <i>pregovarati</i> (to negotiate), <i>nagovarati</i> (to persuade), <i>ogovarati</i> (to gossip); aspect pairs: <i>govoriti</i> – <i>reći/kazati</i> , <i>dogovarati se</i> – <i>dogovoriti se</i> , <i>izgovarati</i> – <i>izgovoriti</i> , <i>nagovarati</i> – <i>nagovoriti</i> c) Cultural topics: famous Croatian women, Old Croatian mythology 13th week: a) Topics and vocabulary: values, abilities, and interests b) Grammatical units: verbal adjectives; verbal nouns; verbs in context: <i>pustiti</i> (to let go), <i>dopustiti</i> (to allow), <i>otпустiti</i> (to release), <i>ispustiti</i> (to drop), <i>popustiti</i> (to give in), <i>propustiti</i> (to miss), <i>prepustiti</i> (to leave), <i>napustiti</i> (to abandon); aspect pairs: <i>puštati</i> – <i>pustiti</i> , <i>dopuštati</i> – <i>dopustiti</i> , <i>otpuštati</i> – <i>otпустiti</i> , <i>ispuštati</i> – <i>ispustiti</i> , <i>popuštati</i> – <i>popustiti</i> , <i>propuštati</i> – <i>propustiti</i> , <i>prepuštati</i> – <i>prepustiti</i> , <i>napuštati</i> – <i>napustiti</i> c) Cultural topics: Croatian labor market 14th week: a) Topics and vocabulary: humor and entertainment b) Grammatical units: impersonal sentences, conditional sentences, verbs in context: <i>staviti</i> (to put), <i>dostaviti</i> (to deliver), <i>predstaviti</i> (to present), <i>nastaviti</i> (to continue), <i>ostaviti</i> (to leave), <i>sastaviti</i> (to assemble), <i>postaviti</i> (to set); aspect pairs: <i>stavljati</i> – <i>staviti</i> , <i>dostavljati</i> – <i>dostaviti</i> , <i>predstavljati</i> – <i>predstaviti</i> , <i>nastavljati</i> – <i>nastaviti</i> , <i>ostavljati</i> – <i>ostaviti</i> , <i>sastavljati</i> – <i>sastaviti</i> , <i>postavljati</i> – <i>postaviti</i> c) Cultural topics: Croatian humor and jokes 15th week: a) Topics and vocabulary: synthesis of material and exam preparation b) Grammatical units: synthesis of material and exam preparation c) Cultural topics: synthesis of material and exam preparation					
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	Attendance at classes, active participation in classes, completing assignments, taking exams					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐

		☐	
Assessment and evaluation of student work	The final grade is the result of systematic monitoring of activities and work in class, the results of the midterm, and the final exam. The evaluation and assessment criteria of individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Čilaš-Mikulić, M., Gulešić Machata, M. i Udier S. L. Razgovarajte s nama! (udžbenik i vježbenica za više početnike, B1 – B2 razinu). Zagreb: FF Press. 2014.	2	
	Matovac, D. Basic Croatian Grammar. Croatian University Press, Zagreb, 2022.	2	
Supplementary literature	Anić, V.. Rječnik hrvatskog jezika. Zagreb, Novi liber, 1994. Babić, Moguš. Hrvatski pravopis. Zagreb: Školska knjiga, 2011. Cesarec, M.. Učimo hrvatski – gramatička vježbenica I. dio. Zagreb : FF Press. 2003.Ham, Sanda. Školska gramatika hrvatskoga jezika. Zagreb: Školska knjiga. 2000.		
Quality assurance	attendance, class participation, and successful completion of assignments student survey on the quality of teaching and instructors at the university level passing the examination and fulfilling other obligations prescribed by the syllabus individual consultations		
	students' self-assessment of achieved learning outcomes collaborative evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lektorske vježbe	a) Topics and vocabulary: learning foreign languages, collocations, and phrases related to languages b) Grammatical units: review of declensions and conjugations c) Cultural topics: Baška tablet	9	
Week: 2.			
Lektorske vježbe	a) Topics and vocabulary: countries and languages b) Grammatical units: verbs in context: pisati (to write), napisati (to finish writing), opisati (to describe), zapisati (to write down), ispisati (to write out), ispisati se (to withdraw), dopisati (to write additional), potpisati se (to sign), upisati se (to enroll), prepisati (to copy); aspect pairs: pisati – napisati, opisivati – opisati, zapisivati – zapisati, potpisivati se – potpisati, prepisivati – prepisati c) Cultural topics: Misal po zakonu rimskog dvora	9	
Week: 3.			
Lektorske vježbe	a) Topics and vocabulary: modern lifestyle b) Grammatical units: nominative of state carriers in the dative, verbs and prepositions with locative and dative c) Cultural topics: Croatian Parliament (Hrvatski sabor)	9	

Week: 4.			
Lektorske vježbe	a) Topics and vocabulary: the modern world and addictions b) Grammatical units: verbs in context: gledati (to watch), pogledati (to look at), pregledati (to review), razgledati (to sightsee), ugledati (to notice), nadgledati (to supervise); aspect pairs: gledati – pogledati, pregledavati – pregledati, razgledavati – razgledati c) Cultural topics: everyday culture	9	
Week: 5.			
Lektorske vježbe	a) Topics and vocabulary: science, discoveries, inventions b) Grammatical units: instrumental, prepositions with instrumental, verbs with instrumental, verbs in context: misliti (to think), pomisliti (to think of), izmisliti (to invent), razmisliti (to reconsider), umisliti (to imagine), umisliti se (to be deluded), zamisliti (to imagine), zamisliti se (to reflect); aspect pairs: izmišljati – izmisliti, umišljati – umisliti, razmišljati – razmisliti c) Cultural topics: Croatian scientists and inventors	9	
Week: 6.			
Lektorske vježbe	a) Topics and vocabulary: art b) Grammatical units: genitive, prepositions and verbs with genitive, verbs in context: raditi (to work), uraditi/napraviti (to finish, make), zaraditi (to earn), naraditi se (to work a lot), odraditi (to complete), razraditi (to elaborate), preraditi (to process); aspect pairs: raditi – uraditi/napraviti, zarađivati – zaraditi, odradivati – odraditi, preradivati – preraditi c) Cultural topics: contemporary Croatian artists	9	
Week: 7.			
Lektorske vježbe	a) Topics and vocabulary: nature, environment, ecology b) Grammatical units: present tense of verbs –(n)uti (n)em; verbs in context: zvati (to call), zvati se (to be called), nazvati (to name), pozvati (to invite), odazvati se (to respond), izazvati (to provoke); aspect pairs: nazivati – nazvati, pozivati – pozvati, odazivati se – odazvati se, izazivati – izazvati; collective nouns c) Cultural topics: protected Croatian nature, national parks and nature parks	9	
Week: 8.			
Lektorske vježbe	a) Topics and vocabulary: activism and activist organizations b) Grammatical units: present tense of verbs -ći -d-em; -ati ; -anem, present tense of verbs uzeti (to take) and početi (to start); verbs in context: stati (to stop),	9	

	postati (to become), ostati (to stay), pristati (to agree), prestatu (to stop), nastati (to originate), ustati (to rise); aspect pairs: stajati – stati, postajati – postati, ostajati – ostati, prestajati – prestatu, ustajati – ustati c) Cultural topics: activism in Croatia		
Week: 9.			
Lektorske vježbe	a) Topics and vocabulary: eating habits and health, food and drink b) Grammatical units: present tense of verbs jesti (to eat), peći (to bake), piti (to drink); present tense of verbs -sti dem and -iti ijem; verbs in context: držati (to hold), izdržati (to endure), zadržati (to retain), održati (to maintain), podržati (to support), pridržati (to hold); aspect pairs: zadržavati – zadržati, održavati – održati, podržavati – podržati, pridržavati – pridržati c) Cultural topics: popular Croatian products and food	9	
Week: 10.			
Lektorske vježbe	a) Topics and vocabulary: sports and athletes b) Grammatical units: present tense of verbs -sti -dnem, -sti -tnem, -sti -zem; -ći -gnem; -ijeti -esem; verbs in context: igrati (se) (to play), zaigrati (se) (to start playing), odigrati (to play a game), razigrati se (to get excited), poigrati se (to play with), izigrati (to outplay); aspect pairs: zaigravati (se) – zaigrati (se), poigravati se – poigrati se, izigravati – izigrati c) Cultural topics: Croatian athletes, popular sports	9	
Week: 11.			
Lektorske vježbe	a) Topics and vocabulary: family and generational differences b) Grammatical units: nouns dob (age, feminine) and doba (period, neuter); present participle; verbs in context: živjeti (to live), doživjeti (to experience), preživjeti (to survive), nadživjeti (to outlive), uživjeti se (to get used to), oživjeti (to revive); aspect pairs: doživljavati – doživjeti, preživljavati – preživjeti, oživljavati – oživjeti c) Cultural topics: everyday culture and Croatian family today	9	
Week: 12.			
Lektorske vježbe	a) Topics and vocabulary: gender equality b) Grammatical units: pronouns; verbs in context: govoriti (to speak), reći/kazati (to say), razgovarati (to talk), izgovarati (to pronounce), dogovarati se (to agree), pregovarati (to negotiate), nagovarati (to persuade), ogovarati (to gossip); aspect pairs: govoriti – reći/kazati, dogovarati se – dogovoriti se, izgovarati – izgovoriti, nagovarati – nagovoriti	9	

	c) Cultural topics: famous Croatian women, Old Croatian mythology		
Week: 13.			
Lektorske vježbe	a) Topics and vocabulary: values, abilities, and interests b) Grammatical units: verbal adjectives; verbal nouns; verbs in context: pustiti (to let go), dopustiti (to allow), otpustiti (to release), ispustiti (to drop), popustiti (to give in), propustiti (to miss), prepustiti (to leave), napustiti (to abandon); aspect pairs: puštati – pustiti, dopuštati – dopustiti, otpuštati – otpustiti, ispuštati – ispustiti, popuštati – popustiti, propuštati – propustiti, prepuštati – prepustiti, napuštati – napustiti c) Cultural topics: Croatian labor market	9	
Week: 14.			
Lektorske vježbe	a) Topics and vocabulary: humor and entertainment b) Grammatical units: impersonal sentences, conditional sentences, verbs in context: staviti (to put), dostaviti (to deliver), predstaviti (to present), nastaviti (to continue), ostaviti (to leave), sastaviti (to assemble), postaviti (to set); aspect pairs: stavljati – staviti, dostavljati – dostaviti, predstavljati – predstaviti, nastavljati – nastaviti, ostavljati – ostaviti, sastavljati – sastaviti, postavljati – postaviti c) Cultural topics: Croatian humor and jokes	9	
Week: 15.			
Lektorske vježbe	a) Topics and vocabulary: synthesis of material and exam preparation b) Grammatical units: synthesis of material and exam preparation c) Cultural topics: synthesis of material and exam preparation field classes	14	

Course name	Feminism and Literature						
ID	HZH507		Study year		3.		
Lecturer	prof. dr. sc. Boris Škvorc		ECTS workload		2.0		
Associates			Number of hours		L	S	E
					15	15	0
Course status	Elective		Online percentage		0%		
Course description							
Course aims							
Enrolment requirements							
Learning outcomes							
Teaching types	☐ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐		
Student obligations							
Assessment and evaluation of student work							
Required literature	Title	Number of copies available		Availability via other media			
	-						
Supplementary literature							
Quality assurance							
Other (in the opinion of the proponent)							

Course name	Slavic Language (Russian Language)						
ID	HZY004		Study year		3.		
Lecturer	prof. dr. sc. Anita Runjić-Stoilova		ECTS workload		2.0		
Associates			Number of hours		L	S	E
					P		
					15	0	15
Course status	Elective		Online percentage		0%		
Course description							
Course aims	The aim of the course is to introduce students to another Slavic language so that students adopt the basics of the Russian language (in terms of conversation) and language norms. The aim of the course is also to familiarize students with useful everyday phrases or expressions.						
Enrolment requirements	None.						
Learning outcomes	Upon completion of this course students will be able to: - read and write the Russian alphabet - distinguish basic grammatical categories in the Russian language - decline the nouns and adjectives and conjugate verbs - use limited vocabulary - speak Russian in simple everyday situations: introducing yourself, saying something about yourself and your family, place of residence, shopping and going to a restaurant, etc.						
Syllabus	1. Introduction - Russian alphabet, consonants and vowels. (1L) Pronunciation and writing of Russian letters and words. (1S) 2. Introduction, name and surname. Days of the week. Personal pronouns. (1L) Greetings. Formal and informal introducing. (1S) 3. City and state. Declension of nouns. Genitive. (1L) Expressing gratitude. Addressing the meeting. (1S) 4. Home. Premises and furniture. Singular and plural nouns. Locative. (1L) Congratulations and wishes. Writing an address. (1S) 5. Family and relatives. Age. Possessive pronouns. (1L) Dictation. Conversation. (1S) 6. Occupation and job. Instrumental. (1L) Confirmation and negation. Repetition. (1S) 7. Trade, purchase. Household expenses. Months. Present. Numbers 100-1000. (1L) Request and response to request. Reading. (1S) 8. Services. Moving around the city. Accusative and dative. Verbs of movement, present. Suggestions. (1L) Addressing a request. Advice. Writing information about yourself. (1S) 9. Nutrition. Restaurant service. Date and time. Imperative. Adjectives and adverbs. (1L) Conversation in a restaurant. Toasts. Antonyms. (1S) 10. In the workplace. Workplace relationships. Perfect. Reflexive verbs and pronouns. (1L) Telephone conversation. Call and call rejection. Reading. (1S) 11. Types of sports. Health and disease. Type of verb and future. (1L) Conversation and repetition. (1S) 12. Film, theatre, music, entertainment. Demonstrative pronouns. Imperative. (1L) Expressing opinions and assessments. (1S) 13. A person's appearance, clothing. Colours. Question and relative pronouns. (1L) Reading a magazine. (1S) 14. Free time. Weather conditions. Comparative adjectives. (1L)						

	Compliment and response to compliment. Repetition. (1S) 15. Travel. Hotels. Verbs of movement. (1L) Apology and response to an apology. Conversation. (1S)					
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐ ☐	
Student obligations	Students are required to: - actively, regularly and constructively participate in classes (students are required to attend a minimum of 80% of lectures and 80% of seminars) - respect the ethical and scientific principles of the higher education institution - pass a written exam, and an oral one - to be informed about the classes he / she missed with other students or in consultations with the professor					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	Considering the learning outcomes and students' obligations, the final grade is based on the following elements: - passed written exam - 70% - research and seminar essay - 30% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Dautović, M. (2002). Hrvatsko-ruski rječnik, svezak I i II. Zagreb: Školska knjiga.			0		
	Hruš, V. (1997). Sputnjik; udžbenik ruskog jezika za srednjoškolske i odrasle početnike. Zagreb: Školska knjiga.			0		
	Poljanec, R. F. (1987). Pregled gramatike ruskog jezika. Zagreb: Školska knjiga.			0		
	Poljanec, R. F. (1987). Rusko-hrvatski rječnik. Zagreb: Školska knjiga.			0		
Supplementary literature	Korać, T., Menac, A., Popović, M., Skljarov, M., Venturin, R., Volos, R. (1979). Rusko-hrvatski frazeološki rječnik, I i II dio. Zagreb: Školska knjiga. Ožegov, S. I. (1990). Rječnik ruskoga jezika. Akademija nauka SSSR, Institut ruskoga jezika. Moskva: Ruski jezik. - a collection of poems or short stories on Russian of student's choice					
Quality assurance	- class attendance, class activity, successfully completing tasks - active participation in class discussions - individual consultations - passed exam and the fulfillment of the other obligations prescribed by the syllabus					

	- student questionnaire on the quality of teaching and teachers at the university level		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction - Russian alphabet, consonants and vowels.	1	P17
Lektorske vježbe	Pronunciation and writing of Russian letters and words	1	P17
Week: 2.			
Predavanja	Introduction, name and surname. Days of the week. Personal pronouns.	1	P17
Lektorske vježbe	Greetings. Formal and informal introducing.	1	P17
Week: 3.			
Predavanja	City and state. Declension of nouns. Genitive.	1	P17
Lektorske vježbe	Expressing gratitude. Addressing the meeting.	1	P17
Week: 4.			
Predavanja	Home. Premises and furniture. Singular and plural nouns. Locative.	1	P17
Lektorske vježbe	Congratulations and wishes. Writing an address.	1	P17
Week: 5.			
Predavanja	Family and relatives. Age. Possessive pronouns.	1	P17
Lektorske vježbe	Dictation. Conversation.	1	P17
Week: 6.			
Predavanja	Occupation and job. Instrumental.	1	P17
Lektorske vježbe	Confirmation and negation. Repetition.	1	P17
Week: 7.			
Predavanja	Trade, purchase. Household expenses. Months. Present. Numbers 100-1000.	1	P17
Lektorske vježbe	Request and response to request. Reading.	1	P17
Week: 8.			
Predavanja	Services. Moving around the city. Accusative and dative. Verbs of movement, present. Suggestions.	1	P17
Lektorske vježbe	Addressing a request. Advice. Writing information about yourself.	1	P17
Week: 9.			
Predavanja	Nutrition. Restaurant service. Date and time. Imperative. Adjectives and adverbs.	1	P17
Lektorske vježbe	Conversation in a restaurant. Toasts. Antonyms.	1	P17

Week: 10.			
Predavanja	In the workplace. Workplace relationships. Perfect. Reflexive verbs and pronouns.	1	P17
Lektorske vježbe	Telephone conversation. Call and call rejection. Reading.	1	P17
Week: 11.			
Predavanja	Types of sports. Health and disease. Type of verb and future.	1	P17
Lektorske vježbe	Conversation and repetition.	1	P17
Week: 12.			
Predavanja	Film, theatre, music, entertainment. Demonstrative pronouns. Imperative.	1	P17
Lektorske vježbe	Expressing opinions and assessments.	1	P17
Week: 13.			
Predavanja	A person's appearance, clothing. Colours. Question and relative pronouns.	1	P17
Lektorske vježbe	Reading a magazine.	1	P17
Week: 14.			
Predavanja	Free time. Weather conditions. Comparative adjectives.	1	P17
Lektorske vježbe	Compliment and response to compliment. Repetition.	1	P17
Week: 15.			
Predavanja	Travel. Hotels. Verbs of movement.	1	P17
Lektorske vježbe	Apology and response to an apology. Conversation.	1	P17

Course name	Stylistic Analysis of Poetry and Prose							
ID	HZH506		Study year		3.			
Lecturer	doc. dr. sc. Eni Buljubašić		ECTS workload		3.0			
Associates			Number of hours		L	S	E	P
30					15	0	0	
Course status	Elective		Online percentage		0%			
Course description								
Course aims	The objectives of this course follow up on those of the Stylistics course. The students will be better acquainted with the theory and practice of literary style analysis (literary stylistics). They will develop analytical skills needed for stylistic analysis and learn how to use them in interpretation of various literary texts. The students will be introduced to different schools of stylistics (stylistic schools and approaches) and will be able to independently produce a stylistic interpretation of a literary text.							
Enrolment requirements	Having took and passed the courses: Theory of Literature, Phonetics and Phonology, Morphology and Word Formation, Syntax							
Learning outcomes	Students will be able to: - describe and discuss literary stylistics as a sub-discipline in both stylistics and literary theory - classify different approaches within literary stylistics - participate in analysis of literary texts and thus develop stylistic analytical skills - use and combine theoretical assumptions in literary analysis - write stylistic analyses using stylistic terminology independently and argumentatively							
Syllabus	1. Introduction to literary stylistics (1 week) 2. Stylistics of poetry (1 week) 3. Poetry by Slavko Mihalić (2 weeks) 4. Poetry by Danijel Dragojević (2 weeks) 5. Poetry by Ivan Slamnig (2 weeks) 6. Stylistics of prose (1 week) 7. Prose by Ivan Slamnig (1 week) 8. Prose by Dubravka Ugrešić (2 weeks) 9. Prose by Zoran Ferić (2 weeks)							
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision		☐ ☐ ☐ ☐			
Student obligations	1. Attendance at classes and seminars Remark: - Attendance at the course is not included in the grade, but is a prerequisite for taking the exam. - attendance at lectures - minimum 80%, seminars - minimum 80%. 2. To be informed about the classes that the student was absent from during the teacher's consultations with other students. 3. Respect the ethical and scientific principles of the higher education institution. 4. Written seminar and access to written exam and participation in e-discussions. 5. Adhere to the time frames required to perform the activities in the course							
Monitoring student work	Class attendance	☒	Research	☐	Practical work		☐	
	Experimental work	☐	Paper	☐	Essay		☒	
	Seminar paper	☒	Midterm exam	☐	Oral exam		☐	

	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	Teaching activity and readiness for teaching in the form of reading given literature, theoretical and literary works. The exam grade is based on two seminar papers (essays), ie stylistic interpretations (excerpts) of literary texts of your choice. One seminar paper analyzes poetry and the other the prose of authors whose texts have been interpreted in class.					
Required literature	Title			Number of copies available	Availability via other media	
	Bagić, K. (1994). Živi jezici: poetska pisma Ivana Slamniga, Josipa Severa i Anke Žagar. Zagreb: MD			1	yes	
	Buljubašić, E. (2013). Vježba iz feminističke stilistike. Umjetnost riječi LVII, br. 3-4 Zagreb			1	yes	
	Katnić-Bakaršić, M. (2001). Stilistika. Sarajevo: Ljiljan.			1	yes	
	Pranjić, K. (1983). Stil i stilistika. U Z. Škreb, A. Stamać (ur.). Uvod u književnost. 193-231. Zagreb: Nakladni zavod Globus			1	yes	
	Škvorc, B. (2003). "Novak i Ferić: obnova ili urušavanje modela". U: C. Milanja & B. Bosnjak. Zbornik radova II znanstvenog skupa s međunarodnim sudjelovanjem. Zagreb: altaGAMA, 209 -231.			1	yes	
	Pieniążek, K. (2001). Pjesničko stvaralaštvo Antuna Branka Šimića. Zagreb: Matica Hrvatska			1	yes	
	Lemac, T. (2015). Autorsko, povijesno, mitsko (pjesnički diskurz Vesne Parun - teorija i interpretacija). Zagreb: Biakova			1	yes	
Supplementary literature	Bagić, K. (2012). Rječnik stilskih figura. Zagreb: Školska knjiga. Bagić, K. (2004). Treba li pisati kako dobri pisci pišu? Zagreb: Disput. Božanić, J. (2012). Stilističke interpretacije: Danijel Dragojević - Mak Dizdar. Zbornik radova Filozofski fakultet u Splitu, Split. Katušić, B. (2015). Ferićevo višestruko bajkovno izvrtanje. Umjetnost riječi, Vol.59, br. 1-2.2. Korljan Bešlić, J. (2010). Ironijsko podrivanje kanona: nacerena bablja lica. U: Turk, M.; Srdoč-Konestra, I. (ur.). Peti hrvatski slavistički kongres: zbornik radova, knjiga 2. Rijeka: Filozofski fakultet. O Slamnigu: zbornik radova s Međunarodnoga znanstvenog skupa Modernitet druge polovice dvadesetog stoljeća, Ivan Slamnig - Boro Pavlović, postmodernitet - Dani Ivana Slamniga: (Osijek studenog 1998., Osijek studenog 2000., Osijek-Pečuh 2001.). Osijek: Pedagoški fakultet, 2003. Ryznar, A. (2009). Razaranje tjelesnih tabua u suvremenoj hrvatskoj ženskoj prozi (S. Drakulić, D. Drndić, D. Ugrešić). U: Tabu: širom otvorenih očiju (8-9.12.2009.; Poznanj, Poljska) Tabu: w oku szeroko otwartym str. 301-310. Ryznar, A. (2010). Lutanja kroz imaginarno i diskurzivne strategije presvlačenja jednog žanra (Dubravka Ugrešić "Baba Jaga je snijela jaje") / U: Batušić, Nikola ; Bogišić, Rafo; Pavličić, Pavao; Moguš, Milan (ur.). Dani hvarskoga kazališta 36: Putovanje, lutanje i bijeg u hrvatskoj književnosti i kazalištu. Zagreb-Split : Hrvatska akademija znanosti i umjetnosti, Književni krug Split, 2010, str. 314-331.					

	<p>Ryznar, A. (2011). Muškarci su najčešće žene i obrnuto. Obilježja Slamnigova ljubavnog dijaloga. / U: Krešimir Bagić (ur.). Ivan Slamnig, ehnti tschatschine Rogge!. Kijevo-Zagreb: Općina Kijevo/ Pučko otvoreno učilište Invictus / AGM, 2011., str. 45-59.</p> <p>Sandor, K. (2010). Photo/graphic Traces in Dubravka Ugrešić's The Museum of Unconditional Surrender. U: Elleström, L. (ur). Media Borders, .Multimodality and Intermediality. Palgrave MacMillan. str. 187-198.</p> <p>Škvorc, B.(2005). Gorak okus prešućenog: ironično u tekstovima, kontekstu i intertekstualnim konotacijama suvremene hrvatske proze. Zagreb: Alfa. (odabrani dijelovi)</p> <p>Škvorc, B., Korljan Bešlić, J. (2010). Upisivanje ženskosti u popularnu/fantastičnu/političku teksturu gledišta - o prozi Dubravke Ugrešić. Zbornik radova Filozofskog fakulteta u Splitu vol. 2-3</p> <p>Vuletić, B. (2005). Fonetika pjesme. Zagreb: FF Press.</p>		
Quality assurance	<p>regular class attendance and activity</p> <p>active participation in class discussions</p> <p>individual consultations</p> <p>passed all parts of the exam</p> <p>student questionnaire on the quality of teaching and teachers at the university level</p>		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction to the course / literary stylistics	2	
Seminar	Introduction to seminar/presentation themes	1	
Week: 2.			
Predavanja	Stylistics of poetry	2	
Seminar	poetry by A. B. Šimić- analysis	1	
Week: 3.			
Predavanja	poetry by A. B. Šimić - 2	2	
Seminar	poetry by A. B. Šimić- analysis 2	1	
Week: 4.			
Predavanja	Poetry by I. Slamniga	2	
Seminar	Poetry - I. Slamnig analysis	1	
Week: 5.			
Predavanja	Poetry - Slavko Mihalić	2	
Seminar	Poetry - Slavko Mihalić analysis	1	
Week: 6.			
Predavanja	Poetry by Danijel Dragojević	2	
Seminar	Poetry by Danijel Dragojević analysis	1	
Week: 7.			
Predavanja	Poetry by Vesna Parun	2	
Seminar	Poetry by Vesna Parun analysis	1	

Week: 8.			
Predavanja	Poetry by Vesna Parun 2	2	
Seminar	Poetry by Vesna Parun analysis 2	1	
Week: 9.			
Predavanja	Stylistics of prose	2	
Seminar	Analysis of selected texts	1	
Week: 10.			
Predavanja	Prose by Ivan Slamnig	2	
Seminar	Prose by Ivan Slamnig - analysis	1	
Week: 11.			
Predavanja	Prose by Dubravka Ugrešić	2	
Seminar	Prose by Dubravka Ugrešić - analysis	1	
Week: 12.			
Predavanja	Prose by Dubravka Ugrešić 2	2	
Seminar	Prose by Dubravka Ugrešić - analysis 2	1	
Week: 13.			
Predavanja	Prose by Zoran Ferić	2	
Seminar	Prose by Zoran Ferić - analysis	1	
Week: 14.			
Predavanja	Prose by Vesna Krmpotić	2	
Seminar	Prose by Vesna Krmpotić - analysis	1	
Week: 15.			
Predavanja	Conclusion to the course	2	
Seminar	Summary of stylistic exercises and conclusion	1	

Course name	Croatian Literature of the 20th Century							
ID	HZH501		Study year		3.			
Lecturer	izv. prof. dr. sc. Lucijana Armanda Šundov		ECTS workload		4.0			
Associates			Number of hours		L	S	E	P
30					30	0	0	
Course status	Compulsory		Online percentage		0%			
Course description								
Course aims	<p>The aim of the course is to introduce students to the key themes and content of contemporary Croatian literature in its European context, genre practices and the most significant names and works in its development. The aim is also to observe and describe the periodization of Croatian literature; literary epochs and periods; Croatian Modern literature; avant-garde movements (expressionism?); Krleža's era; Krleža's speech at the writers' congress; resistance to bourgeois aesthetics and vulgarizing utilitarian and pragmatic concepts; writers after the Second World War; literature in exile; the generation of the circle; poets of reason; postmodernism (fantasy writers, modern historical novel); magazines and literary histories; criticism, contemporary dramatic literature, and the names: Šegedin; Marinković; Parun; Kaleb; Kaštelan; Ivanišević; Matković; Pavletić; Božić; Šoljan; Slamnig; Novak; Mihalić; Pupačić; Gotovac; Peić; Raos; Zidić; Dragojević; Maroević; Petrak; Kušan; Laušić; Aralica; Majdak; Fabrio; Pavličić; Tribuson; Barbieri; Tomaš (...)</p> <p>The aim is to study and critically reflect on the roles of individual names and works in the development of Croatian literature and their correlation with phenomena in the European literary context.</p>							
Enrolment requirements	No conditions required.							
Learning outcomes	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none">- interpret the meaning and role of individual names and their works in shaping Croatian literary history- interpret literary works in the layers of their meanings- apply critical methods and insights in evaluating new literary works- discuss literary works in a competent and research-based manner- discuss key issues in the field of literature- participate in thematic meetings and round tables on literary topics- present and argue their own insights and conclusions- develop a system of comparative reflection on literary phenomena							
Syllabus	<ol style="list-style-type: none">1. Introduction to the course / From modern literature to contemporary2. Miroslav Krleža3. Literature of the 1930s and 1940s4. Contemporary Croatian literature (existentialist novels)5. Poetic interspace – literature between modernism and postmodernism6. Historiographic fiction7. Fantasy writers; female literature8. Neo-existentialist novel; outside the dominant currents9. Krug10. Razlog11. Croatian poetry from 1970 to 200512. Croatian contemporary drama13. Croatian literature at the turn of the century and millennium14. Literary periodicals, histories of Croatian literature / discussion, conclusion, questions15. 20th-century Croatian literature in the European context							
Teaching types	☒ Lectures		☐ Fieldwork			☐		

	☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐	
Student obligations	1. Active participation in lectures and seminars: attendance at the course is not included in the grade, but is a prerequisite for taking the exam. Attendance at lectures – minimum 75%, seminars – minimum 75%. 2. Inform yourself about the classes that the student has missed during consultations with the teacher and other students. 3. Write a seminar and take a written exam. 4. Respect the ethical and scientific principles of the higher education institution.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☐
	Written exam	☒	Project	☒	Participation in class	☐
		☐		☐		☐
		☐				
Assessment and evaluation of student work	1. Class activity, participation in class discussions and seminars – 10% 2. Seminar paper prepared and presented 40% 3. Written exam – 50% (The criteria for evaluating and grading individual elements are described in the course repository.)					
Required literature	Title			Number of copies available	Availability via other media	
	Fališevac, D.; Nemec, K.; Novaković, D. (ur.) (2000). Leksikon hrvatskih pisaca. Zagreb: Školska knjiga.			1		
	Flaker, A. et al. (ur.) (1978). Hrvatska književnost u evropskom kontekstu. Zagreb: Zavod za znanost o književnosti Filozofskog fakulteta Sveučilišta (etc.).			1		
	Frangeš, I. (1987). Povijest hrvatske književnosti. Zagreb: Nakladni zavod Matice hrvatske; Ljubljana: Cankarjeva založba.			1		
	Milanja, C. (2000–2003). Hrvatsko pjesništvo od 1950. do 2000. (knjige I–III). Zagreb: Zagrebphoto, Altagama.			1		
	Nemec, K. (2003). Povijest hrvatskog romana. Zagreb: Školska knjiga.			1		
	Šicel, M. (1979). Pregled novije hrvatske književnosti. Zagreb: Matica hrvatska.			1		
Supplementary literature	Bogišić, V. et al. (1998). Mali leksikon hrvatske književnosti. Zagreb: Naprijed. Brešić, V. (1994). Novija hrvatska književnost: rasprave i članci. Zagreb: Nakladni zavod Matice hrvatske. Detoni-Dujmić, D. (1998). Ljepša polovica književnosti. Zagreb: Matica hrvatska. Donat, B. (1992). Crni dossier. Zagreb: Nakladni zavod Matice hrvatske. Hećimović, B. (1976). 13 hrvatskih dramatičara. Zagreb: Znanje. Horvatić, D. (prir.) (2002). Hrvatski putopis od XVI. stoljeća do danas: antologijski izbor. Zagreb: K. Krešimir. Jelčić, D. (2004). Povijest hrvatske književnosti: tisućljeće od Bašćanske ploče do postmoderne. Zagreb: Naklada Pavičić.					

	Milanja, C. (2000). Hrvatsko pjesništvo od 1950. do 2000. (Novosimbolizam. Dijalektalno pjesništvo). Zagreb: Zagrebphoto, Altagama. Pet stoljeća... (1964). Pet stoljeća hrvatske književnosti (nakladnički niz). Zagreb: Matica hrvatska, Zora. Senker, B. (prir.) (2000.–2001.). Hrestomatija novije hrvatske drame. Dio 1: 1895–1940; Dio 2: 1941–1995. Zagreb: Disput. Stamać, A. (ur.) (1988). Suvremeno hrvatsko pjesništvo. Zagreb: Zavod za znanost o književnosti Filozofskog fakulteta. Stoljeća hrvatske književnosti (cijela edicija). Zagreb: Matica hrvatska. Školska biblioteka Erasmus naklade. Vaupotić, M. (1966). Suvremena hrvatska književnost. Zagreb: P.E.N. club centre.
Quality assurance	- Class attendance, class activity, success in completing assignments. - Student survey on the quality of teaching and teachers at the university level. - Passed the exam and fulfilled other obligations prescribed by the syllabus. - Individual consultations. - Student self-assessment of achieved learning outcomes. - Collaborative assessment of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	1. Introduction to the course.	2	
Seminar	1. The comparison of the modern and contemporary literature.	2	
Week: 2.			
Predavanja	2. Miroslav Krleža.	2	
Seminar	2. Miroslav Krleža.	2	
Week: 3.			
Predavanja	3. Literature of the 1930s and 1940s.	2	
Seminar	3. Literature of the 1930s and 1940s.	2	
Week: 4.			
Predavanja	4. Contemporary Croatian literature (existentialist novels).	2	
Seminar	4. Contemporary Croatian literature (existentialist novels).	2	
Week: 5.			
Predavanja	5. Poetic Interspace – Literature Between Modernism and Postmodernism.	2	
Seminar	5. Poetic Interspace – Literature Between Modernism and Postmodernism.	2	
Week: 6.			
Predavanja	6. Historiographic fiction.	2	
Seminar	6. Historiographic fiction.	2	
Week: 7.			
Predavanja	7. Fantasy writers: female literature.	2	
Seminar	7. Fantasy writers: female literature.	2	

Week: 8.			
Predavanja	8. Neo-existentialist novel; outside the dominant currents.	2	
Seminar	8. Neo-existentialist novel; outside the dominant currents.	2	
Week: 9.			
Predavanja	9. Krugovi.	2	
Seminar	9. Krugovi.	2	
Week: 10.			
Predavanja	10. Razlog.	2	
Seminar	10. Razlog.	2	
Week: 11.			
Predavanja	11. Croatian poetry from 1970 to 2005.	2	
Seminar	11. Croatian poetry from 1970 to 2005.	2	
Week: 12.			
Predavanja	12. Croatian contemporary plays.	2	
Seminar	12. Croatian contemporary plays.	2	
Week: 13.			
Predavanja	13. Croatian literature at the turn of the century and millennium.	2	
Seminar	13. Croatian literature at the turn of the century and millennium.	2	
Week: 14.			
Predavanja	14. Literary periodicals, history of Croatian literature / discussion, conclusion, questions.	2	
Seminar	14. Literary periodicals, history of Croatian literature / discussion, conclusion, questions.	2	
Week: 15.			
Predavanja	15. Croatian literature of the 20th century in the European context.	2	
Seminar	15. Croatian literature of the 20th century in the European context.	2	

Course name	Stylistics							
ID	HZH603		Study year		3.			
Lecturer	doc. dr. sc. Eni Buljubašić		ECTS workload		4.0			
Associates			Number of hours		L	S	E	P
					30	30	0	0
Course status	Compulsory		Online percentage		0%			
Course description								
Course aims	Students will be acquainted with and adopt fundamental categories and terminology of stylistic analyses. They will be able to approach and analyse texts stylistically. Theoretical stylistic approaches will be translated into skills of analysis of literary and non-literary texts. Students will be able to interpret texts stylistically as well as produce texts belonging to different functional styles. Students will learn about different stylistic methods and schools and will develop skills to interpret various texts stylistically.							
Enrolment requirements	Having took and passed the following courses: Phonetics and Phonology, Morphology and word formation, Syntax, Dialectology, Theory of Literature							
Learning outcomes	Students will be able to describe and assess the disciplinary status of stylistics as 'in between' literary and language studies. They will be able to classify different stylistic schools and approaches. They will perform stylistic analyses and interpretations of both literary and non-literary texts. They will develop text analysing skills. They will be able to use theoretical concepts in text analysis. They will be able to explain their analytical approaches argumentatively.							
Syllabus	<p>I.</p> <p>Introduction to stylistics - literature and language - stylistics and rhetoric - literary and nonliterary texts</p> <p>Literature:</p> <p>1. Katičić, R. (1983). Književnost i jezik. U:Z. Škreb, A. Stamać (ur.). Uvod u književnost, (139-173).</p> <p>2. Bakaršić, M. K. (2001). Stilistika. Poglavlje: Stilistika i retorika. Sarajevo.</p> <p>3. Pranjić, K. (1983). Stil i stilistika. U: Škreb-Stamać (ur.). Uvod u književnost. Zagreb. (2P)</p> <p>Text interpretation: Marinković's Kiklop, ecxerpt: Vrijeme je strašna dimenzija postojanja (2S)</p> <p>II.</p> <p>Introduction to stylistics - „Proturječnosti proučavanja umjetnosti riječi“</p> <p>Literatura:</p> <p>1. Božanić, J. (1984). Proturječnosti proučavanja umjetnosti riječi, Mogućnosti 1984/6-7 (2P)</p> <p>Text discussion: Proturječnosti proučavanja umjetnosti riječi - Interpretation: Dragutin Tadijanović – Samostan (2S)</p> <p>III.</p> <p>Linguistic sylistics - referential, impresive, expressive levels izraza - pono- sylistics - morphno- sylistics</p> <p>Literature:</p> <p>1. Pranjić, K. (1968). Jezik i književno djelo. Zagreb.</p> <p>2. Božanić, J. (1992). Komiške facende. Stilistika i poetika usmene nefikcionalne priče Komiže. Poglavlje Mikrostrukture stila u facendama (147 - 187) (2P)</p> <p>Interpretation: Mak Dizdar poetry: Zapis o zemlji – prose text interpretation (2 studente) (2S)</p> <p>IV.</p> <p>Linguistic stylistics - syntactic stylistics - semantic stylistics</p> <p>Literature:</p> <p>1. Pranjić, K. (1968). Jezik i književno djelo Zagreb (2P)</p> <p>Public speech interpretation - media language interpretation (2 students)</p>							

	<p>Literatura:</p> <p>1. Žanić, I. (1986). Deset ključnih riječi našeg javnog jezika. Gordogan, VIII 20-21, str.78-89 (2S)</p> <p>V.</p> <p>Free indirect speech (FID): I. Frangeš, R. Katičić, K. Pranjić, M. Bošković-Stuli - FID in M. Krleža novels: M. Krleža: Na rubu pameti, Povratak Filipa Latinovitza</p> <p>Literature:</p> <p>1. Božanić, J. (2004). Lingvostilistička interpretacija zapisa nepoznatog pomorca iz 19. st. o životu "maloga" na jedrenjacima. U: R. Vidović: Život pod jedrima, Književni krug Split, str. 289-338, poglavlje Slobodni neupravni govor, str. 302 - 304.</p> <p>2. Božanić, J. (1992). Komiške facende. Stilistika i poetika usmene nefikcionalne priče Komiže. Poglavlje Sintaktostilematika - Slobodni neupravni govor, str.177 – 187.</p> <p>3. Božanić, J.; Brešan T. (2007). Slobodni neupravni govor u facendama otoka Visa, Čakavska rič, XXXV, br. 2, str. 237 - 247.</p> <p>4. Pranjić, K. (2002). O Krležinu stilu i koje o čem još. Poglavlje Slobodni neupravni govor, str. 56-63, Artresor, Zagreb.</p> <p>5. Vuletić, B. (2006). Slobodni neupravni govor . U knjizi Govorna stilistika, FF Press, Zagreb (2P)</p> <p>Interpretation: Mak Dizdara poetry - Zapis o štitu, Modra rijeka - lyrical poems (2 students) (2S)</p> <p>VI.</p> <p>Narratology: diegesis, mimesis, extra/hypodiegesis; narratorial levels; (non)omniscient narrators</p> <p>Literature:</p> <p>1. Shlomit Rimmon-Kenan (1989). Naracija: Razine i glasovi. U knjizi Z. Kramarić (ur.). Uvod u naratologiju, str. 81-103, Izdavački centar Revija, Osijek.</p> <p>2. Božanić, J. (2009). Naratološka, socioantropološka, lingvostilistička interpretacija triju usmenih priča iz sela Okjucina na otoku Visu, Čakavska rič 1-2.</p> <p>3. M. Solar (1974). Pojam priče. U knjizi Ideja i priča, Liber, Zagreb (2P)</p> <p>Interpretacija usmene priče Guc</p> <p>Seminar literature:</p> <p>1. Božanić, J. (2007). Guc - Naratološka interpretacija zapisa jednog doživljaja mora, Čakavska rič, XXXV, br. 1, str. 17 – 53 (2S)</p>
	<p>VII.</p> <p>Lexical stylistics - archaisms, jargonisms, dialectical, foreign lexis; maritime lexis, ideologems, key words; onomastic stylistics</p> <p>Literature:</p> <p>1. Pranjić, K. (1968). Jezik i književno djelo. Zagreb.</p> <p>2. Šimunović, P. (2009). Uvod u hrvatsko imenoslovlje, poglavlje: Uvod u onomastičku stilistiku (Stilski funkcionalni tipovi, Nadimci kao posebna afektivna imenska kategorija, Afektivnost u toponima, Motiviranost, Markacija imenom, Estetiziranje imena (str. 355-359)</p> <p>3. Badurina, L. (1998). Neke odlike leksika u suvremenoj hrvatskoj publicistici. Filologija 30-31 (str. 417-426) (2P)</p> <p>Interpretation: „Mali“ - journalistic text (2 students)</p> <p>Literature:</p>

	<p>1. Božanić, J. (2004). Lingvostilistička interpretacija zapisa nepoznatog pomorca iz 19. st. o životu "maloga" na jedrenjacima. U: R. Vidović Život pod jedrima, Književni krug Split, str. 289-338 (2S)</p> <p>VIII.</p> <p>Speech stylistics - Charles Bally, Petar Guberina's stylistics, folk oral narration Literature:</p> <p>1. Vuletić, B. (2006). Govorna stilistika. Zagreb: FF press.</p> <p>2. Vuletić, B. (1986). Govorni izraz emocije. Govor 3, str. 33-38.</p> <p>3. Vuletić, B. (1976). Fonetika književnosti. Zagreb: Školska knjiga.</p> <p>4. Vuletić, B. (2005). Fonetika pjesme. Zagreb, FF Press (2P)</p> <p>Interpretation: Dobriša Cesarić poetry - „Poludjela ptica“ – 2 texts by students' choice (2 students) (2S)</p> <p>XIX.</p> <p>Style and structure of literary text, stileme as inner structure indeks; immanent approach in literary criticism Literature:</p> <p>1. Petrović, S. (1972). Priroda kritike. Poglavlja: Stil i struktura (87-103) i Unutrašnji pristup kao vrsta književne kritike (104 - 113) (2P)</p> <p>Interpretacija poezije Danijela Dragojevića</p> <p>Interpretacija jezika medija (2 studenta)</p> <p>2. Božanić, J. (2012). Poetika šutnje Danijela Dragojevića, Zbornik Filozofskog fakulteta u Splitu (2S)</p> <p>X.</p> <p>Stylistic markers; norm deviation, M. Riffaterre's theory Literature:</p> <p>1. Pranjić, K. (1968). Jezik i književno djelo, Zagreb.</p> <p>2. Pranjić, K (1983). Stil i stilistika. U: Z. Škreb, A. Stamać (ur.). Uvod u književnost, GZH Zagreb.</p> <p>3. Pranjković, I. (2002). Stilistika i normativistika: prilog raspravi o naravi stilogenosti.</p> <p>4. U knjizi Važno je imati stila, Zbornik posvećen K. Pranjiću, Disput, Zagreb (2P)</p> <p>Interpretation: A. G. Matoš - Oko Lobora (fragment)</p> <p>Ads texts interpretation (2 students) (2S)</p> <p>XI.</p> <p>Metaliterarity in contemporary literature, Cervantes' Don Quijote as ironic text; Metaliterarity in R. Marinković's prose Literature:</p> <p>1. Solar, M. (2006). Smrt Sancha Panze. U knjizi Smrt Sancha Panze i drugi eseji (str. 9-36), Golden marketing, Zagreb.</p> <p>2. Božanić, J. (2003). Metaliterarni karakter književnog djela Ranka Marinkovića. U Ž. Bjelanović, Š. Pilić (ur.). Zbornik Ivana Mimice. (str. 45-48). Split: Biblioteka Školskog vjesnika 1 (2P)</p> <p>Ads texts interpretation - journalistic text interpretation(students' presentations) – Discussion (2S)</p> <p>XII.</p> <p>Stylistics of novels - case study: Ranko Marinković - interpretation of novella „Samotni život tvoj“ Literature:</p> <p>1. Božanić, J. (1985). Interpretacija novele Ranka Marinkovića - Samotni život tvoj, Mogućnosti 8-9 (2P)</p> <p>Interpretation of prose texts by students' choice. Discussion (2S)</p>
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	XIII. Vernacular stylistics Literatura: 1. Božanić, J. 2011. Prolegomena za vernakularnu stilistiku, Croatian Studies Review, vol. 7, str. 231-281 (2P) Interpretation of Kajkavian text: „Račun majstora Hermana Kraleca leta gospodnjega Ajntauzendosemstosezdesetdrugega“ (2S) XIV. Stylistics of novels - case study: Ranko Marinković - interpretation of novella „Anđeo“ Literature: 1. Božanić, J. (1985). Interpretacija novele Ranka Marinkovića - Anđeo, Zadarska revija 2-3 (2P) Interpretation of prose texts by students' choice. (2S) XV. Functional styles (administrative, scientific, colloquial, journalistic, literary) (2P) Identification of stylistic characteristics in various types of texts (2S)					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision		☐ ☐ ☐ ☐ ☐	
Student obligations	The students are required to: - actively, regularly and constructively participate in classes (students are required to attend a minimum of 80% of lectures and 80% of seminars) - respect the ethical and scientific principles of the higher education institution - prepare a seminar paper according to the instructions of the teacher - hold a short presentation on the selected topic according to the teacher's instructions - pass both parts of the written exam (colloquium and term exam) - to be informed about the classes he / she missed with other students or in consultations with the professor					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☐
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed with regard to the realization of the following elements: 1. mid-term test - 25% 2. written exam - 35% 3. prepared seminar paper in accordance with the instructions of the teacher - 25% 4. activity and presentation in classes - 15% Criteria for evaluating and grading individual elements are described in the course repository.					

Required literature	Title	Number of copies available	Availability via other media
	Božanić, J. (1992). Komiške facende. Stilistika i poetika usmene nefikcionalne priče Komiže. Poglavlje: Stilistički pristup (73 -90)	1	yes
	Katnić-Bakaršić, M. (2001). Stilistika. Sarajevo: Ljiljan. (Poglavlje: Pravci u stilistici, Retorika i stilistika)	1	yes
	Pranjić, K. (1983). Stil i stilistika. U Z. Škreb, A. Stamać (ur.). Uvod u književnost. 193-231. Zagreb: Nakladni zavod Globus	1	yes
	Bagić, K. (2004). Treba li pisati kako dobri pisci pišu. Zagreb: Disput. (poglavlje: Beletristički stil, 7-20)	1	yes
	Silić, J. (2006). Funkcionalni stilovi hrvatskoga jezika. Zagreb: Disput. (Dio 1, 2)	3	yes
	Vuletić, B. (2006). Govorna stilistika. Poglavlje: Slobodni neupravni govor, (165-192). Zagreb: FF Press.	2	yes
	Kovačević, M., Badurina, L. (2001) Raslojavanje jezične stvarnosti. Rijeka: Izdavački centar Rijeka. (7-152)	1	no
Supplementary literature	<p>Bagić, K. (2012). Rječnik stilskih figura. Zagreb: Školska knjiga</p> <p>Bagić, K. (1994). Živi jezici: poetska pisma Ivana Slamniga, Josipa Severa i Anke Žagar. Zagreb: MD</p> <p>Bagić, K. (2017). Četiri teksta pjesme „Smrt” A. B. Šimića. Jezik in fabula. Zagreb: FFZG.</p> <p>Božanić, J. (1985). Interpretacija novele Ranka Marinkovića „Samotni život tvoj“. Mogućnosti, 8-9. Split.</p> <p>Božanić, J. (1984). Proturječnosti proučavanja umjetnosti riječi. Mogućnosti, 6-7. Split.</p> <p>Božanić, J. (2012). Stilističke interpretacije: Danijel Dragojević - Mak Dizdar. Zbornik radova Filozofski fakultet u Splitu, Split.</p> <p>Zbožanić, J. (2011). Prolegomena za vernakularnu stilistiku. Časopis za hrvatske studije/Croatian Studies Review, vol. 7, br. 1-2.</p> <p>Božanić, J. (1992). Komiške facende. Stilistika i poetika usmene nefikcionalne priče Komiže. Poglavlja: Stilistički pristup (73 -90), Usmenost - pisanost (91 - 100), Mikrostrukture stila u facendama (147 - 187).</p> <p>Buljubašić, E. (2012). Popeljuha Zavaljuha: stilistička interpretacija narodne bajke. Zbornik radova Filozofskog fakulteta u Splitu.</p> <p>Buljubašić, E. (2013). Vježba iz feminističke stilistike. Umjetnost riječi LVII (2013), 3–4: 1-20.</p> <p>Buljubašić, E. (2020). Neoklapski diskurs i stil: o aspektima interdiskurzivnosti mediteranizma, baštine i popularne kulture. Split: Književni krug, Frangeš, I. (1986). Nove stilističke studije. Zagreb: Globus.</p> <p>Frangeš, I. (1963). Slobodni neupravni govor kao stilska osobina. Umjetnost riječi, 4/1963.</p> <p>Guirard, P. (1964). Stilistika. Sarajevo: Veselin Masleša. Str 5-66.</p> <p>Pranjić, K. (1973). Jezik i književno djelo. Zagreb: Školska knjiga.</p> <p>Škreb, Z. (1983). Mikrostrukture stila i književne forme. U Z. Škreb, A. Stamać (ur.). Uvod u književnost. 107-150. Zagreb: Nakladni zavod Globus.</p> <p>Vuletić, B. (1980). Sintaksa krika. Rijeka: Izdavački centar Rijeka.</p> <p>Vuletić, B. (2005). Fonetika pjesme. Zagreb: FF Press.</p> <p>http://hrcak.srce.hr/</p>		

Quality assurance	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Predavanja	Introduction to Stylistics – Literature and Language – Stylistics and Rhetoric – Literary and Non-Literary Texts	2	
Seminar	Text Interpretation from Marinković's Cyclops: Time Is a Terrible Dimension of Existence	2	
Week: 2.			
Predavanja	Introduction to Stylistics - the paradoxes of studying literature	2	
Seminar	Discussion on the Text: Contradictions in the Study of Verbal Art – Interpretation: Dragutin Tadijanović – Samostan	2	
Week: 3.			
Predavanja	Linguostylistics – Referential, Expressive and Impressive Levels of Expression – Phonostylistics – Morphophonological Stylistics	2	
Seminar	Interpretation: Mak Dizdar - Zapis o zemlji and other poems	2	
Week: 4.			
Predavanja	Syntactic Stylistics – Semantic Stylistics	2	
Seminar	Interpretation of a Public Speech Example – Interpretation of Media Language	2	
Week: 5.			
Predavanja	Free indirect speech - O SNG: I. Frangeš, R. Katičić, K. Pranjić, M. Bošković-Stuli - in novels by M. Krleža: Na rubu pameti, Povratak Filipa Latinovitza	2	
Seminar	Poetry interpretations: Mak Dizdara - Zapis o štitu, Modra rijeka	2	
Week: 6.			
Predavanja	Narratology – Diegesis, Mimesis, Diegetic Level, Extradiegetic Level, Hypodiegetic Level, Diegetic Narrator, Intradiegetic Narrator, Reliable – Unreliable Narrator	2	
Seminar	Interpretation of folk take Guc	2	
Week: 7.			
Predavanja	Lexicostylistics – Archaisms, Jargonisms, Dialectalisms, Alloglottisms, Anglicisms, Maritimisms, Ideologemes, Slogan Words; Onomastic Stylistics	2	
Seminar	Interpretation of novella Mali - Journalistic text interpretation	2	

Week: 8.			
Predavanja	Stylistics of Speech – Charles Bally's Stylistics; Affectivity in Speech, P. Guberina's Stylistics, Values of Spoken Language, Interactive Signs of Oral Narration.	2	
Seminar	Interpretation of poetry: Dobriša Cesarić - Poludjela ptica ; selected other poems	2	
Week: 9.			
Predavanja	Style and Structure of a Literary Work – Style as an "Indicator" Term, Styleme as a Sign of Internal Structure, Immanent Approach to the Literary Work.	2	
Seminar	Interpretation of the Poetry of Danijel Dragojević Interpretation of Media Language (2 students)	2	
Week: 10.			
Predavanja	Stylogenicity – Deviation from the Norm, Styleme as a Sign of the Internal Structure of a Literary Text, M. Riffaterre's Theory.	2	
Seminar	Interpretations: A. G. Matoš - Oko Lobora (fragment) Interpretation of ads (2 studenta)	2	
Week: 11.			
Predavanja	Metaliterariness – The Phenomenon of Metaliterariness in Contemporary Literature, Cervantes's Don Quixote as the Origin of Ironic Discourse in European Literature; Metaliterariness in the Work of R. Marinković.	2	
Seminar	The Language of Advertising – Interpretation of Newspaper Articles (independent student work) – Discussion.	2	
Week: 12.			
Predavanja	Sylistics of novellas by Ranko Marinković: interpretation of Samotni život tvoj	2	
Seminar	Interpretation of selected prose text; discussion	2	
Week: 13.			
Predavanja	Vernacular stylistics	2	
Seminar	Interpretation of kajkavian text	2	
Week: 14.			
Predavanja	Sylistics of novellas by Ranko Marinković: interpretation of Andeo	2	
Seminar	Interpretation of select prose texts	2	
Week: 15.			
Predavanja	Functional stylistics	2	
Seminar	Identification of Characteristic Functional Stylistic Features in Various Text Types.	2	

Course name	Bachelor's Thesis - Croatian Language and Literature						
ID	HZH505		Study year		3.		
Lecturer			ECTS workload		5.0		
Associates			Number of hours		L	S	E
					0	0	0
Course status	Compulsory		Online percentage		0%		
Course description							
Course aims							
Enrolment requirements							
Learning outcomes							
Teaching types	☐ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐		
Student obligations							
Assessment and evaluation of student work							
Required literature	Title	Number of copies available		Availability via other media			
	-						
Supplementary literature							
Quality assurance							
Other (in the opinion of the proponent)							

Course name	Croatian Language for Foreigners B2					
ID		Study year	3.			
Lecturer	Ina Bilonić, lekt. dr. sc. Helena Burić, v. pred. dr. sc. Josipa Korljan Bešlić, v. lekt.	ECTS workload	5.0			
Associates		Number of hours	L	S	E	P
			0	0	140	0
Course status	Elective	Online percentage	0%			
Course description						
Course aims	The aim is to familiarize the participants with the Croatian language with the aim of applying activity objectives this knowledge in everyday use of the Croatian language.					
Enrolment requirements	Completed Croatian Language for Foreigners B1.2 or certificate of knowledge of the Croatian language at the B1.2 level.					
Learning outcomes	After completing and passing the course, students will be able to: 1. Identify and classify different grammatical and orthographic rules of the Croatian language. 2. Recognize grammatical constructions, as well as the topic and key information in shorter spoken and written texts. 3. Apply language knowledge in everyday speaking situations. 4. Speak spontaneously and extensively about different, including unusual, topics. 5. Participate in discussions. 6. Argue personal views, opinions, feelings, and interests, and engage in debates on related topics. 7. Understand the majority of literary texts written in standard language. 8. Understand most documentary programs, interviews, talk shows, dramatic programs, and most films that use standard language. 9. Write more complex texts (essays, formal and informal letters, dictations) and be able to express a topic, narrate, and describe. 10. Independently use language reference materials.					
Syllabus	1st week : a) Topics and vocabulary: contemporary world; standard of living; addictions b) Grammatical units: dative and locative; present tense of verbs -iti -im, -jeti im, -ati -im c) Cultural topics: Croatian Parliament 2nd week : a) Topics and vocabulary: science, technology, inventions, and discoveries; famous Croatian scientists b) Grammatical units: instrumental; present tense of verbs: -ati (j)em, -vati jem c) Cultural topics: Croatian scientists in the past and contemporary times 3rd week: a) Topics and vocabulary: art (music, theater, visual arts...) b) Grammatical units: genitive; present tense of verbs -ovati/-ivati/-evati -ujem c) Cultural topics: most famous Croatian artists (selection) 4th week: a) Topics and vocabulary: ecology, protected nature b) Grammatical units: collective nouns; present tense of verbs -nuti -nem c) Cultural topics: protected nature in Croatia 5th week: a) Topics and vocabulary: activism and activist organizations; major natural disasters b) Grammatical units: present tense of verbs -ati -anem					

	<p>c) Cultural topics: famous Croat: Andrija Štampar</p> <p>6th week:</p> <p>a) Topics and vocabulary: eating habits, health; Easter</p> <p>b) Grammatical units: intensifiers and mitigators in conversation; present tense of verbs -sti -dem, -iti -ijem</p> <p>c) Cultural topics: popular Croatian food products</p> <p>7th week:</p> <p>a) Topics and vocabulary: sports; media; reading</p> <p>b) Grammatical units: pluralia tantum; present tense of verbs ending in -ći and -sti</p> <p>c) Cultural topics: famous Split athletes; Croatian newspapers and magazines</p> <p>8th week:</p> <p>a) Topics and vocabulary: life stages, generational differences</p> <p>b) Grammatical units: declension and comparison of adjectives, phonetic changes in adjectives; present and past participles</p> <p>c) Cultural topics: famous Croatian woman: Ivana Brlić Mažuranić, writer</p> <p>9th week:</p> <p>a) Topics and vocabulary: relationships between genders then and now</p> <p>b) Grammatical units: interrogative-relative pronouns; reflexive pronouns</p> <p>c) Cultural topics: addressing in Croatian and other languages</p> <p>10th week:</p> <p>a) Topics and vocabulary: values, abilities, interests; job, and career</p> <p>b) Grammatical units: passive verbal adjectives; verbal nouns</p> <p>c) Cultural topics: famous Croatian woman: Slava Raškaj, painter</p> <p>11th week:</p> <p>a) Topics and vocabulary: laughter, humor, entertainment</p> <p>b) Grammatical units: conditional and imperative; conditional sentences; impersonal sentences</p> <p>c) Cultural topics: famous Croat: Juraj Julije Klović, painter and miniaturist</p> <p>12th week:</p> <p>a) Topics and vocabulary: introducing and getting to know people, professions</p> <p>b) Grammatical units: systematization of the present tense; cases – meanings, morphology, and syntax</p> <p>c) Cultural topics: Zagreb, Croatia</p> <p>13th week:</p> <p>a) Topics and vocabulary: values, abilities, interests, professional orientation, job, and career</p> <p>b) Grammatical units: passive verbal adjectives; verbs in context; verb pairs</p> <p>c) Cultural topics: Slava Raškaj, International Womens Rights Day</p> <p>14th week:</p> <p>a) Topics and vocabulary: laughter, humor, entertainment, stress, quality of life</p> <p>b) Grammatical units: verbal moods – conditional and imperative; verbs in context, verb pairs</p> <p>c) Cultural topics: Croatian humor; Juraj Julije Klović, Croatian Language Days</p> <p>15th week:</p> <p>a) Topics and vocabulary: June – current events, anniversaries, and interesting facts</p> <p>b) Grammatical units: subordinate clauses (causal, purposive, conditional sentences with negation, the difference in using the conjunctions and the focus of language exercises on the use of these sentences), verbs in context; verb pairs</p> <p>c) Cultural topics: Croatian anniversaries in June, Croatian history (selection), political system</p> <p>Preparation for the final written and oral exam.</p>		
Teaching types	☐ Lectures	☒ Fieldwork	☐

	☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	☐ ☐ ☐			
Student obligations	actively and constructively participate in the teaching process participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes envisaged by the course attend at least 80% of classes (class attendance is not included in the final grade but is a prerequisite for taking the exam) behave in accordance with ethical and academic principles in higher education teaching pass the written and oral examination prepare a seminar paper and a field research paper obtain information about missed classes during the instructor's office hours and from other students adhere to the prescribed deadlines for completing course assignments and activities					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	Success will be assessed on the basis of participation and active work in practical classes, active participation in discussions, and successful completion of the assigned tasks during classes (10%), a completed and presented seminar paper (28,800 characters) (30%), and the results of the oral (30%) and written examination (30%). The assessment and grading criteria for each component are described in the course repository.					
Required literature	Title			Number of copies available	Availability via other media	
	Marica Čilaš-Mikulić, Milvia Gulešić Machata i Sanda Lucija Udier: Razgovarajte s nama!, udžbenik i vježbenica za razinu B2, FF press, Zagreb, 2016.			2		
	Matovac, D. Basic Croatian Grammar. Croatian University Press, Zagreb, 2022			2		
Supplementary literature	Anić, V. Rječnik hrvatskog jezika. Zagreb, Novi liber, 1994. Babić, Moguš. Hrvatski pravopis. Zagreb: Školska knjiga, 2011. Cesarec, M. Učimo hrvatski – gramatička vježbenica I. dio. Zagreb : FF Press. 2003. Ham, Sanda. Školska gramatika hrvatskoga jezika. Zagreb: Školska knjiga. 2000.					
Quality assurance	class attendance, class participation, and successful completion of assignments student survey on the quality of teaching and instructors at the university level passed examinations and fulfillment of other obligations prescribed by the syllabus individual consultations students' self-assessment of achieved learning outcomes collaborative evaluation of the implementation and quality of the teaching process					

Other (in the opinion of the proponent)			
Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lektorske vježbe	a) Topics and vocabulary: contemporary world; standard of living; addictions b) Grammatical units: dative and locative; present tense of verbs -iti-im, -jeti -im, -ati -im c) Cultural topics: Croatian Parliament	9	
Week: 2.			
Lektorske vježbe	a) Topics and vocabulary: science, technology, inventions, and discoveries; famous Croatian scientists b) Grammatical units: instrumental; present tense of verbs: -ati; (j)em, -vati jem c) Cultural topics: Croatian scientists in the past and contemporary times	9	
Week: 3.			
Lektorske vježbe	a) Topics and vocabulary: art (music, theater, visual arts...) b) Grammatical units: genitive; present tense of verbs -ovati/-ivati/-evati -ujem c) Cultural topics: most famous Croatian artists (selection)	9	
Week: 4.			
Lektorske vježbe	a) Topics and vocabulary: ecology, protected nature b) Grammatical units: collective nouns; present tense of verbs -nuti -nem c) Cultural topics: protected nature in Croatia	9	
Week: 5.			
Lektorske vježbe	a) Topics and vocabulary: activism and activist organizations; major natural disasters b) Grammatical units: present tense of verbs -ati -anem c) Cultural topics: famous Croat: Andrija Štamparpar	9	
Week: 6.			
Lektorske vježbe	a) Topics and vocabulary: eating habits, health; Easter b) Grammatical units: intensifiers and mitigators in conversation; present tense of verbs -sti -dem, -iti ; -ijem c) Cultural topics: popular Croatian food products	9	
Week: 7.			
Lektorske vježbe	a) Topics and vocabulary: sports; media; reading b) Grammatical units: pluralia tantum; present tense of verbs ending in -ći and -sti c) Cultural topics: famous Split athletes; Croatian newspapers and magazines	9	
Week: 8.			

Lektorske vježbe	a) Topics and vocabulary: life stages, generational differences b) Grammatical units: declension and comparison of adjectives, phonetic changes in adjectives; present and past participles c) Cultural topics: famous Croatian woman: Ivana Brlić Mažuranić, writer	9	
Week: 9.			
Lektorske vježbe	a) Topics and vocabulary: relationships between genders then and now b) Grammatical units: interrogative-relative pronouns; reflexive pronouns c) Cultural topics: addressing in Croatian and other languages	9	
Week: 10.			
Lektorske vježbe	a) Topics and vocabulary: values, abilities, interests; job, and career b) Grammatical units: passive verbal adjectives; verbal nouns c) Cultural topics: famous Croatian woman: Slava Raškaj, painter	9	
Week: 11.			
Lektorske vježbe	a) Topics and vocabulary: laughter, humor, entertainment b) Grammatical units: conditional and imperative; conditional sentences; impersonal sentences c) Cultural topics: famous Croat: Juraj Julije Klović, painter and miniaturist	9	
Week: 12.			
Lektorske vježbe	a) Topics and vocabulary: introducing and getting to know people, professions b) Grammatical units: systematization of the present tense; cases – meanings, morphology, and syntax c) Cultural topics: Zagreb, Croatia	9	
Week: 13.			
Lektorske vježbe	a) Topics and vocabulary: values, abilities, interests, professional orientation, job, and career b) Grammatical units: passive verbal adjectives; verbs in context; verb pairs c) Cultural topics: Slava Raškaj, International Women's Rights Day	9	
Week: 14.			
Lektorske vježbe	a) Topics and vocabulary: laughter, humor, entertainment, stress, quality of life b) Grammatical units: verbal moods – conditional and imperative; verbs in context, verb pairs c) Cultural topics: Croatian humor; Juraj Julije Klović, Croatian Language Days	9	
Week: 15.			

Lektorske vježbe	<p>a) Topics and vocabulary: June – current events, anniversaries, and interesting facts</p> <p>b) Grammatical units: subordinate clauses (causal, purposive, conditional sentences with negation, the difference in using the conjunctions <i>ti</i> and <i>–</i> the focus of language exercises on the use of these sentences), verbs in context; verb pairs</p> <p>c) Cultural topics: Croatian anniversaries in June, Croatian history (selection), political system</p> <p>Preparation for the final written and oral exam.</p> <p>Field classes.</p>	14	
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3. ANNEXES

3.1. Learning outcomes of the study programme

Learning outcome code	Description of learning outcome
LO 1	define the fundamental concepts of the discipline and apply them in further study of the Croatian language
LO 2	analyse the meaning and structure of literary and non-literary texts
LO 3	study scientific and professional literature on the Croatian language and literature, taking into account comparative factors, and adapt to new situations
LO 4	apply reflective and critical approaches in developing personal perspectives on literary concepts, poetics, literary value, and the influence of ideologies and hegemonies on the meaning/interpretation of texts
LO 5	analyse and interpret texts from the perspective of literary theory and cultural theory
LO 6	discuss key issues in the field of Croatian language and literature at the local, national, and international levels
LO 7	apply acquired knowledge to writing on literature and teaching literature
LO 8	explain and interpret the structure of language
LO 9	apply acquired linguistic knowledge and analyse linguistic material
LO 10	interpret and compare different linguistic theories and critically evaluate new theoretical approaches
LO 11	proofread and edit professional, scientific, and popular texts in the Croatian language
LO 12	conduct original field research in Croatian oral literature, ethnology, and anthropology
LO13	formulate personal views on the relationship between national literature and auxiliary disciplines (ethnology, anthropology, history, archaeology, theology, art history), as well as on the position of national literature within the context of European literature
LO 14	interpret the development of Croatian literature from diachronic and synchronic perspectives
LO 15	engage in argument-based discussions on the dominant poetic characteristics of different literary-historical periods
LO 16	acquire competences related to Croatian intangible cultural heritage
LO 17	understand the structure of the Old Church Slavonic language and independently read and analyse Glagolitic texts
LO 18	apply acquired knowledge by developing research curiosity regarding the historical development and formation of national idioms
LO 19	explain the structure of the contemporary standard Croatian language
LO 20	discuss open issues related to the emergence and development of national literacy, as well as the languages and scripts in which it developed
LO 21	interpret linguistic theories and apply their insights and methodologies in practice
LO 22	analyse texts belonging to all functional styles of the Croatian language

LO 23	explain the principal directions and concepts in the study of world literature
LO 24	apply scientific methodology in the study of Croatian and world literatures
LO 25	identify the circulation of literary works within the context of translation activities
LO 26	recognise and explain regularities in the structure of general and specialised lexis.
LO 27	discuss contemporary concepts in Croatian lexicology, lexicography, and onomastics, and critically approach the processing of different corpora
LO 28	distinguish theoretical approaches in Croatian dialectological literature
LO 29	participate in the development of models for field-based linguistic and literary research and explain and describe the analysed material
LO 30	apply phonological and phonetic transcription to samples of native-language speech

Learning outcomes of the study programme	LO1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11	LO 12	LO 13	LO 14	LO 15
Total number of courses for each LO	19	12	25	11	9	10	11	14	13	3	10	2	8	17	17
<i>Phonetics and Phonology</i>	+		+					+	+		+				
<i>Theory of Literature</i>	+	+	+	+	+	+	+							+	+
<i>Theory of Language</i>	+		+					+	+	+					
<i>Language Exercises</i>	+		+					+			+				
<i>English for Academic Purposes</i>							+		+						
<i>Morphology and Word Formation</i>	+		+					+	+		+				
<i>Croatian Oral Literature</i>												+	+	+	+
<i>Old Church Slavonic Language</i>	+		+			+		+	+						
<i>Croatian Language in Writing and Speech</i>	+	+	+			+		+	+		+				
<i>Introduction to the Latin Language</i>	+						+								
<i>Syntax of the Croatian Language</i>	+		+					+	+		+				
<i>Croatian Medieval and Renaissance Literature</i>		+	+				+							+	+
<i>European Literary Traditions</i>			+	+			+							+	+
<i>Basics of Poetics: Literary Genres and Periods with Examples</i>		+	+	+		+	+						+	+	+
<i>Norm and Codification</i>	+		+					+	+		+				
<i>Croatian Myths, Folktales and Legends</i>													+	+	+
<i>Introduction to the Cognitive Grammar of the Croatian Language</i>	+		+					+	+	+					

Learning outcomes of the study programme	LO1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11	LO 12	LO 13	LO 14	LO 15
<i>Introduction to Croatian Culture and Civilization</i>			+	+									+	+	
<i>History of the Croatian Languages</i>	+		+					+	+						
<i>Croatian Literature from the Catholic Revival to Romanticism</i>		+	+				+							+	+
<i>Lexicology and Onomastics</i>	+		+			+		+			+	+			
<i>Non-western Literary Traditions</i>		+	+	+			+								+
<i>Croatian Hagiographic Heritage</i>													+	+	+
<i>Croatian Orthoepy</i>	+		+					+	+		+				
<i>Public Speaking</i>	+		+												
<i>Dialectology</i>	+		+					+	+						
<i>Romanticism, Realism and the Modern Age in Croatian Literature</i>		+	+	+	+		+						+	+	+
<i>Methodological Approaches to Literary Texts</i>	+	+	+	+	+	+	+							+	+
<i>Reading the Novel</i>	+	+	+	+	+	+	+							+	+
<i>Croatia and Europe – Literary and Cultural Connections</i>		+	+	+		+	+						+	+	+
<i>The Fantastic in Croatian Literature</i>			+	+	+								+	+	+
<i>Contrastive Phraseology</i>	+		+			+		+	+	+	+				
<i>Croatian Literature of the 20th Century</i>		+	+	+	+		+						+	+	+
<i>Stylistics</i>	+	+		+	+	+	+		+		+			+	+
<i>Stylistic Analysis of Poetry and Prose</i>		+		+	+		+								
<i>Slavic Language (Russian)</i>								+	+						
<i>Feminism and Literature</i>	+	+	+	+	+	+	+							+	+

Learning outcomes of the study programme	LO16	LO17	LO18	LO19	LO20	LO21	LO22	LO23	LO24	LO25	LO26	LO27	LO28	LO29	LO30
Total number of courses for each LO	7	1	6	12	7	8	7	2	6	3	4	4	1	3	4
<i>Phonetics and Phonology</i>						+									+
<i>Theory of Literature</i>															
<i>Theory of Language</i>				+	+	+	+				+	+			+

[illegible]

Learning outcomes of the study programme	LO16	LO17	LO18	LO19	LO20	LO21	LO22	LO23	LO24	LO25	LO26	LO27	LO28	LO29	LO30
<i>Croatia and Europe – Literary and Cultural Connections</i>										+					
<i>The Fantastic in Croatian Literature</i>															
<i>Contrastive Phraseology</i>				+		+					+				
<i>Croatian Literature of the 20th Century</i>									+						
<i>Stylistics</i>							+		+						
<i>Stylistic Analysis of Poetry and Prose</i>									+						
<i>Slavic Language (Russian)</i>															
<i>Feminism and Literature</i>															

3.2. Instructors in the study programme

	Lucijana Armanda Šundov	Ina Bilonić	Tanja Brešan Ančić	Eni Buljubašić
<i>CROSBİ link</i>	CroRIS	CroRIS	CroRIS	CroRIS
<i>Title</i>	associate professor	language instructor	associate professor	assistant professor
<i>Area</i>	Humanities	Humanities	Humanities	Humanities
<i>Field</i>	Philology	Philology	Philology	Philology
<i>Home institution</i>	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
<i>Type of employment</i>	employment contract	employment contract	employment contract	employment contract
<i>Percentage of employment at the higher education institution</i>	100%	100%	100%	100%
<i>Teaching workload at the home institution</i>	1026 working hours	1498.5 working hours	988.8 working hours	945 working hours
<i>Workload at external institutions</i>	/	/	/	/
<i>Expected workload in the new study programme</i>	/	/	/	/
<i>Expected workload at the home institution¹¹</i>	1026 working hours	1498.5 working hours	988.8 working hours	945 working hours
<i>Expected workload at external institutions</i>	/	/	/	/

¹¹ Workload data are based on the teaching delivered in the academic year 2025/2026.

<i>Scientific and review papers¹² in the last 5 years (total)</i>	15	3	7	5
<i>Professional papers¹³ in the last 5 years (total)</i>	/	/	1	0
<i>Total¹⁴ number of citations (SCOPUS)</i>	1	/	1	8
<i>Total¹⁵ h-index (SCOPUS)</i>	1	/	1	1
<i>Leader and/or associate on competitive projects (total)</i>	/	/	/	/
<i>Leader and/or associate on other projects (total)</i>	/	/	/	/
<i>List of courses taught in the study programme</i>	- Romanticism, Realism and the Modern Age in Croatian Literature - Croatian Literature of the 20th Century - The Fantastic in Croatian Literature	- Croatian Language for Foreigners A1 - Croatian Language for Foreigners A2 - Croatian Language for Foreigners B1.1 - Croatian Language for Foreigners B1.2	- Croatian Language Exercises - Morphology and Word Formation - Syntax of the Croatian Language - Norm and Codification of the Croatian Language	- Stylistics - Basics of Poetics: Literary Genres and Periods with Examples - Stylistic Analysis of Poetry and Prose

¹² Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.

¹³ Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.

¹⁴ For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be stated.

¹⁵ See the previous footnote.

<i>List of training for the acquisition of teaching competences</i>	Graduate study programme in Croatian Language and Literature and English Language and Literature, Faculty of Humanities and Social Sciences in Split. Professional training (traineeship). Passed the professional examination. Participation in a professional meeting organised by the Education and Teacher Training Agency. Participation in the scientific and professional conference Through Teacher Competences towards Student Competences. Participation in the workshop Ethical Aspects in Higher Education.	Completed graduate study programme with teaching competences. Professional training (traineeship). Passed the professional examination. Participation in professional and scientific meetings.	Graduate study programme in Croatian Language and Literature, Faculty of Humanities and Social Sciences, University of Zagreb. Participation in the Montessori professional meeting.	Completed graduate study programme with teaching competences.
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	Helena Burić	Ivana Dizdar	Jelena Đorđević
<i>CROSBI link</i>	<i>CroRIS</i>	<i>CroRIS</i>	<i>CroRIS</i>
<i>Title</i>	senior lecturer	senior assistant	assistant
<i>Area</i>	Humanities	Humanities	Humanities
<i>Field</i>	Philology	Philology	Philology

<i>Home institution</i>	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
<i>Type of employment</i>	employment contract	employment contract	employment contract
<i>Percentage of employment at the higher education institution</i>	100%	100%	100%
<i>Teaching workload at the home institution</i>	1582.5 working hours	725.4 working hours	676 working hours
<i>Workload at external institutions</i>	/	/	/
<i>Expected workload in the new study programme</i>	/	/	/
<i>Expected workload at the home institution¹⁶</i>	1582.5 working hours	725.4 working hours	733 working hours
<i>Expected workload at external institutions</i>	/	/	/
<i>Scientific and review papers¹⁷ in the last 5 years (total)</i>	1	16	6
<i>Professional papers¹⁸ in the last 5 years (total)</i>	3	/	1
<i>Total¹⁹ number of citations (SCOPUS)</i>	/	0	/
<i>Total²⁰ h-index (SCOPUS)</i>	/	0	/
<i>Leader and/or associate on competitive projects (total)</i>	/	/	/
<i>Leader and/or associate on other projects (total)</i>	1	/	/
<i>List of courses taught in the study programme</i>	<ul style="list-style-type: none"> - Introduction to Croatian Culture and Civilization - Croatian Language in Writing and Speech - Croatian Language for Foreigners A1 - Croatian Language for Foreigners A2 - Croatian Language for Foreigners B1.1 - Croatian Language for Foreigners B1.2 	<ul style="list-style-type: none"> - Croatian Medieval and Renaissance Literature - Croatian Literature from the Catholic Revival to Romanticism - Methodological Approaches to the Literary Text - Theory of Literature 	<ul style="list-style-type: none"> - Croatian Language in Writing and Speech - Croatian Language Exercises

¹⁶ Workload data are based on the teaching delivered in the academic year 2025/2026.

¹⁷ Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.

¹⁸ Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.

¹⁹ For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be stated.

²⁰ See the previous footnote.

<i>List of training for the acquisition of teaching competences</i>	<ul style="list-style-type: none"> - Postgraduate doctoral study programme Croatian Studies at the Faculty of Humanities and Social Sciences, University of Zagreb - graduate teacher education study programme at the Faculty of Natural Sciences, Mathematics and Education in Split (now the Faculty of Humanities and Social Sciences in Split) (teaching track) - professional training (traineeship) - passed the professional examination - completed training in managing the Desire to Learn distance learning platform at the University of Waterloo, Canada - participation in professional and scientific meetings 	<p>Completed graduate study programme in Croatian Language and Literature with teaching competences and graduate study programme in English Language and Literature (translation track) at the Faculty of Humanities and Social Sciences in Split (2011). Professional training (traineeship, 2012). Passed the professional examination (2012). Completed the PPDMO programme (pedagogical, psychological, didactic and methodological education) for English (2021). Attended the workshop "Assessment of Student Achievement" at the Faculty of Humanities and Social Sciences in Split (2025). Participation in professional and scientific meetings.</p>	<ul style="list-style-type: none"> - graduate study programme in Croatian Language and Literature and English Studies at the Faculty of Humanities and Social Sciences in Split - professional training (traineeship) - passed the professional examination - participation in professional meetings organised by the Education and Teacher Training Agency
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	Gordana Galić Kakkonen	Josipa Korljan Bešlić	Katarina Lozić Knezović	Siniša Ninčević
<i>CROSBI link</i>	<i>CroRIS</i>	<i>CroRIS</i>	<i>CroRIS</i>	
<i>Title</i>	associate professor	senior language instructor	associate professor	senior language instructor
<i>Area</i>	Humanities	Humanities	Humanities	Humanities
<i>Field</i>	Philology	Philology	Philology	Philology

<i>Home institution</i>	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
<i>Type of employment</i>	employment contract	employment contract	employment contract	employment contract
<i>Percentage of employment at the higher education institution</i>	100%	100%	100%	100%
<i>Teaching workload at the home institution</i>	1008 working hours	1426.2 working hours	1031.4 working hours	926.1 working hours
<i>Workload at external institutions</i>	/	/	/	/
<i>Expected workload in the new study programme</i>	/	/	/	/
<i>Expected workload at the home institution²¹</i>	1008	1426.2 working hours	1031.4 working hours	926.1 working hours
<i>Expected workload at external institutions</i>	/	/	/	/
<i>Scientific and review papers²² in the last 5 years (total)</i>	6	2	8	2
<i>Professional papers²³ in the last 5 years (total)</i>	1	2	1	2
<i>Total²⁴ number of citations (SCOPUS)</i>	4	0	7	/
<i>Total²⁵ h-index (SCOPUS)</i>	2	0	2	/
<i>Leader and/or associate on competitive projects (total)</i>	/	/	/	2
<i>Leader and/or associate on other projects (total)</i>	/	/	/	/

²¹ Workload data are based on the teaching delivered in the academic year 2025/2026.

²² Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.

²³ Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.

²⁴ For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be stated.

²⁵ See the previous footnote.

<i>List of courses taught in the study programme</i>	<ul style="list-style-type: none"> - European Literary Traditions - Non-western Literary Traditions - Croatia and Europe – Literary and Cultural Relations - Croatian Medieval and Renaissance Literature 	<ul style="list-style-type: none"> - Croatian Language in Writing and Speech - Feminism and Literature - Contrastive Phraseology - Croatian Language for Foreigners A1 - Croatian Language for Foreigners A2 - Croatian Language for Foreigners B1.1 - Croatian Language for Foreigners B1.2 	<ul style="list-style-type: none"> - Old Church Slavonic Language - Croatian Language in Writing and Speech - Introduction to Croatian Culture and Civilization - Lexicology and Onomastics 	- English for Academic Purposes
<i>List of training for the acquisition of teaching competences</i>	- Graduate study programme in Comparative Literature and Ethnology (pre-Bologna programme), Faculty of Humanities and Social Sciences, University of Zagreb – teaching track	<ul style="list-style-type: none"> - graduate study programme in Croatian Language and Literature at the University of Zadar - passed the professional examination - participation in professional meetings 	Graduate study programme in Croatian Language and Literature, Faculty of Philosophy in Zadar Professional training (traineeship) Passed the professional examination Participation in a professional meeting organised by the Education and Teacher Training Agency	/

	Anita Runjić-Stoilova	Nikola Sunara	Boris Škvorc	Marijana Tomelić Čurlin
<i>CROSB link</i>	<u>CroRIS</u>	<u>CroRIS</u>	<u>CroRIS</u>	<u>CroRIS</u>
<i>Title</i>	full professor	assistant professor	full professor with tenure	full professor
<i>Area</i>	Humanities	Humanities	Humanities	Humanities
<i>Field</i>	Philology	Philology	Philology	Philology

<i>Home institution</i>	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
<i>Type of employment</i>	employment contract	employment contract	employment contract	employment contract
<i>Percentage of employment at the higher education institution</i>	100%	100%	100%	100%
<i>Teaching workload at the home institution</i>	1076.4 working hours	1086 working hours	888 working hours	1077.2 working hours
<i>Workload at external institutions</i>	525 working hours	/	/	/
<i>Expected workload in the new study programme</i>	/	/	/	/
<i>Expected workload at the home institution²⁶</i>	1076.4 working hours	1086 working hours	888 working hours	1077.2 working hours
<i>Expected workload at external institutions</i>	525 working hours	/	/	/
<i>Scientific and review papers²⁷ in the last 5 years (total)</i>	10	7	6	17
<i>Professional papers²⁸ in the last 5 years (total)</i>	2	/	/	/
<i>Total²⁹ number of citations (SCOPUS)</i>	1	0	2	0
<i>Total³⁰ h-index (SCOPUS)</i>	1	0	1	0
<i>Leader and/or associate on competitive projects (total)</i>	2	/	/	1
<i>Leader and/or associate on other projects (total)</i>	/	/	/	3

²⁶ Workload data are based on the teaching delivered in the academic year 2025/2026.

²⁷ Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.

²⁸ Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.

²⁹ For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be stated.

³⁰ See the previous footnote.

<i>List of courses taught in the study programme</i>	<ul style="list-style-type: none"> - Phonetics and Phonology - Croatian Language in Writing and Speech - Orthoepy of the Croatian Language - Slavic Language (Russian) - Rhetoric 	<ul style="list-style-type: none"> - Croatian Oral Literature - Croatian Myths, Folktales, and Legends - Croatian Hagiographic Heritage - Croatian Literature from the Catholic Revival to Romanticism 	<ul style="list-style-type: none"> - Theory of Literature - Methodological Approaches to the Literary Text - Reading Novels - Feminism and Literature 	<ul style="list-style-type: none"> - Croatian Language Exercises - History of the Croatian Language - Dialectology
<i>List of training for the acquisition of teaching competences</i>	<ul style="list-style-type: none"> - graduate study programme in Phonetics and Russian Language and Literature, Faculty of Humanities and Social Sciences, University of Zagreb 	<ul style="list-style-type: none"> - graduate study programme in Croatian Language and Literature and English Language and Literature at the Faculty of Humanities and Social Sciences in Split – teaching track - professional training (traineeship) - passed the professional examination - professional development in teaching competences: - Through Teacher Competences towards Student Competences (2023) - Ethical Aspects in Higher Education (2025) 	Completed graduate study programme with teaching competences.	Completed graduate study programme with teaching competences. Passed the professional examination. Professional training (traineeship) Participation in professional meetings organised by the Education and Teacher Training Agency.