



University of Split

Faculty of philosophy

POSTGRADUATE DOCTORAL
STUDIES IN HUMANITIES



Split, 2010.

CONTENTS:

1. INTRODUCTION

- 1.1. Reasons for establishing doctoral studies
- 1.2. Evaluation of studies' purposefulness
- 1.3. Establishment of cooperative research and thereupon based education
- 1.4. Comparability with foreign universities programmes, especially with those from the EU
- 1.5. Former experiences
- 1.6. Studies' openness according to students' mobility
- 1.7. The possibility of the studies associating with the foreign universities into joint study programmes

2. GENERAL PART

- 2.1. The name of the studies
- 2.2. Head and associate institutions
- 2.3. Institutional development strategies
- 2.4. The innovativeness of the studies
- 2.5. Enrolment requirements
- 2.6. Criteria and selection of candidates
- 2.7. Competences, development and employment possibilities

3. PROGRAMME DESCRIPTION

- 3.1. Studies' structure and organization
- 3.2. Modules, hours, and ECTS credit
 - 3.2.1. Schematic plan of studies with courses, numbers of hours and ECTS points
 - 3.2.2. Joint programme of the studies: a table of studies, courses, heads of studies and ECTS points.
 - 3.2.3. Module programmes: a table of courses, hours and ECTS points
- 3.3. Required and elective activities (attendance at seminars, conferences, round tables etc.)
- 3.4. Students' obligations and rhythm of studying
- 3.5. Courses description with head names
 - 3.5.1. General and joint elective courses
 - 3.5.2. Course descriptions
- 3.6. Guidance and mentoring system, the selection of candidates, obligations of mentors in regard to students and their doctoral theses
- 3.7. List of courses and/or modules available to our students from other postgraduate doctoral and specialist study programmes
- 3.8. List of courses and/or modules available in foreign languages
- 3.9. Criteria and ECTS credit transferral conditions
- 3.10. Conditions for completing the studies and request for approval of subject of doctoral thesis
- 3.11. Conditions under which students who have previously interrupted their studies or lost the right to study at one university programme can continue studies
- 3.12. Conditions under which students are entitled for the certificate of successful completion of the doctoral studies programme as part of lifelong learning
- 3.13. Conditions and means of obtaining a PhD degree by enrolling the doctoral studies and producing a doctoral thesis without attending classes and taking the doctoral exam

3.14. Maximum length of studying

4. STUDIES PERFORMANCE CONDITIONS

- 4.1. Sites of the study programme delivery
- 4.2. Information on the venues and equipment of lectures delivery with special data on research resources (research equipment, human resources)
- 4.3. List of scientific and development projects that are the basis of the Doctoral Studies Programme
- 4.4. Institutional managing of the doctoral studies
- 4.5. Names of professors and associates
- 4.6. List of teaching venues (classes delivery bases) (for teaching and researching); consent of the head of each venue where classes are held, verification statement ensuring that the needed equipment and venues are at disposition, in accordance with the studies programme; list and qualifications of associate lecturers and research staff
- 4.7. Optimal number of students eligible for enrolment considering the studying premises, equipment and number of teaching staff, and with special regard to the number of potential doctoral thesis mentors
- 4.8. Estimate of study programme cost and enrolment fees per student
- 4.9. Financing of the doctoral studies
- 4.10. The quality of the doctoral studies

5. APPENDICES

- 5.1. tabular scheme of doctoral studies
- 5.2. An alphabetical list of all courses
- 5.3. Courses delivery plans
- 5.4. Staff's curricula vitae and their experience at doctoral studies

1. Introduction

1.1. Reasons for establishing doctoral studies

The Faculty of Humanities was established at University of Split in 2001, at that time comprising three departments combinable in dual degree programmes – Department of Croatian Language and Literature, Department of English Language and Literature and Department of Italian Language and Literature. The dislocated Department of History at the University of Zagreb was started in the academic year 2003-2004 on basis of a contract between the University of Split and the Faculty of Humanities, University of Zagreb. On October the 6th 2005 the Faculty of Philosophy at the University of Split was established with new study programmes and departments: Sociology, Philosophy, History of Art and Pedagogy. In 2008, Centar Studia Mediterranea - the interdisciplinary scientific research centre for humanistic studies was established at the Faculty. In 2010 the Department of Psychology was established. In the same year, the e-learning programme started, developed by the Croatian Studies Centre networked with a dozen universities in Europe, North America, Australia and New Zealand.

The Faculty of Philosophy at the University of Split seeks to justify its position in the regional development of the humanistic sciences as well as within the University of Split as a whole, with special regard to the postgraduate studies based on the research Centre, interdisciplinarity, interuniversity networks, and its professional orientation towards the Mediterranean component of the Croatian and regional humanistic sciences. In 2010 the first generation of graduates is to complete their studies while some among them are interested in the continuation of their studies at postgraduate scientific and research level. The University is obliged to ensure them that possibility here at the University of Split.

There are, therefore, both scientific and professional necessities for establishing postgraduate studies in humanistic sciences that would be oriented towards research and explication and transfer of knowledge. Same reasons apply to the issues of preservation, promotion, systematization and nurturing of the regional cultural heritage. Consequently, the two fundamental reasons for opening the postgraduate studies are: firstly, the need for providing the educational hierarchy and gratifying the scientific-research potentials of the region; secondly, to satisfy the practical regional and state requirements present in tourism, ecology; safekeeping, maintenance, interpretation and presentation of heritage; the potential contribution to research journalism, media, new media, media culture; museums, cultural institutions, libraries and other areas. The doctoral studies in humanities comprising the traditional humanistic disciplines and interdisciplinary components would significantly contribute to better understanding and progress of the region and its fitting in the European integrations. Apart from the mentioned two, the third reason for opening the doctoral studies is their contribution to the development, safeguarding and promoting the tradition, local identification in the global environment, deeper understanding of the tradition and education of educators at the highest level of education.

Accordingly, it is vital to note that nowadays every humanistic research and application of knowledge in the domain of humanities is multidisciplinary and interdisciplinary. For this reason, and on basis of the interdisciplinary humanistic research Centres, the Faculty of

Philosophy in Split is a place where different disciplines meet and new research projects are being started. Simultaneously, practically speaking, this fact leads to even more systematic integration of the study disciplines involved in the safekeeping, protection and interpretation of the heritage in Dalmatia, Croatia and the whole of the Mediterranean basin. The studies' focus on associating with other similar studies in the country and wider region would also contribute to the better communication and strategic planning of the future in which the humanistic disciplines are to have an important position, what, more often than not, has not been the case in our environment so far.

The aim of the studies is to prepare the students for scientific and research work in the domains of philosophy, linguistics, Croatian language and literature, history, history of art, Italian language and literature, archaeology and in the interdisciplinary field of the Mediterranean culture, a field that surpasses the closed domains of particular disciplines.

In this way, the doctoral students are enabled for work in universities, institutes, museums, galleries, science and research centres and other institutions involved in the preservation of culture, tourist organizations, traditional and new media, including the private sector where it is focused on cultural tourism and managing monuments of culture.

1.2. Evaluation of studies' purposefulness

Postgraduate doctoral studies in humanities enable students for performing independent scientific-research activities, working in higher education sectors, scientific institutions, domain of preservation and safekeeping of cultural heritage, for keeping the pace with the trends in maintaining and promoting cultural tourism, sustainable development and cultural management. The proposed studies would perform this at international level and on basis of aligning the domestic findings with the global system of protection and promotion of local cultures and cultural goods. Exactly this area shows the lack of experts and future leaders, and thus, there is a great need for highly educated doctors in science.

Necessities for this kind of practitioners in science and higher education are evident, even more so due to the recent reform of higher education, development of this University that holds the key role in region and district strategic development, generational shift in faculty staff, and ever-growing scope of work in high education institutions, lifelong learning institutions and other institutes and bureaus. If we want to keep the pace with these developmental trends and meet the goals of strategic educational and economy politics, it is clear that these studies are an imperative.

Also, doctors and experts of humanistic profile are wanted at the local level, too, namely in institutions involved in the domain of perseverance and safekeeping of the exceptionally rich, dispersed and unsatisfactorily protected cultural heritage; international representation of Croatian humanistic professionals, part-taking in international projects; in the protection of local specific monuments of culture in relation to state and international cultural policies and institutions; in cooperation with international funds for protection and promotion of cultural heritage; and at local (self)administration institutions where the need for highly proliferated experts in humanities is enormous. There is a necessity for intermediating between the local heritage and international level, in relationship to similar local institutions and to tourist economy, especially in the circumstances that demand a radical turning point in dealing with tourist offer towards an ecological, participatory and cultural tourism.

1.3. Establishment of cooperative research and thereupon based education

These studies comprising six modules enable doctoral students for various specializations via cooperative research projects shared with institutions in Croatia and abroad, from teaching positions at higher education establishments, i.e. colleges, universities, to associate teaching and research positions at institutions abroad such as UN, UNESCO and other locally, regionally or more widely framed international institutions that deal with humanistic research, protection and promotion of cultural heritage and transfer of knowledge in the interdisciplinary humanistic domain. The projects of the Centres form the research basis of the Faculty already networked with institutions in Croatia and abroad so that an array of possibilities of research collaboration is at hand.

1.4. Comparability with foreign universities programmes, especially those from the EU

The chief trends in the development doctoral studies in the EU and Anglo Celtic countries are cultural studies, studies of preservation of tangible and intangible cultural heritage and interdisciplinary studies that, alongside close proliferation in one discipline, also provide a wider insight into key issues of congenial disciplines. Exactly herein lies an opportunity of forming shared courses or even whole modules with kindred studies in Slovenia, Italy, Portugal, Greece, Bosnia and Herzegovina, Montenegro, Poland, Germany, Austria and Netherlands; also with transoceanic countries such as Australia, Canada and The United States of America in cases where The University of Split has already closed contracts on cooperation with certain universities which hold similarly structured doctoral studies. The concept of our doctoral studies is considerably similar to doctoral studies in humanities in Ljubljana, where there is also a shared humanistic doctoral studies programme that surpasses limits of a single discipline; also, it is similar to doctoral studies of other smaller but respectable universities in the neighbouring countries. With University in Ljubljana a system of mentor exchange will be developed, and a system of some elective research courses as well. These two doctoral studies are further comparable with regard to the insistence on the research component.

These studies are based on the idea of interdisciplinarity and concurrent specialization within one module of the studies programme, a concept comparable to most integrated humanistic doctoral studies of the region (e.g. Ljubljana). The origin of this approach is based on exceptional richness and diversity of local cultural heritage, from the ancient heritage, anthropology of islands and detritus, tangible and intangible cultural remnants of the Middle Ages, the Renaissance, Baroque, to the specific diversity of the 21st century cultural heritage, also seen at similar studies in the region (Italy, Slovenia, Austria). Therefore, it is realistic to expect comparability of our studies programme with these similar studies in neighbouring countries, in addition to expectations of free flowing exchange of doctoral students, where comparative insights and theoretical framing of knowledge is gained, all based on compatible and comparable programmes. Openness of both studies in question is closely linked to their comparability.

1.5. Former experiences

Since Faculty of Philosophy in Split is a rather new institution, we have up to now not had a doctoral studies programme of our own. The fact is, however, that the professoriate involved in this programme holds teaching positions at other universities in the country and abroad, and is involved in creating doctoral studies elsewhere as well. As evident from *curricula vitae* of professors working with our University, most of them have experience in teaching and mentoring at doctoral studies in Croatia (Zadar, Rijeka, and Zagreb) and abroad (USA, Australia, Slovenia, Germany etc.)

A wide network of associates (from Croatia, Slovenia and other countries) included in the programme is a guarantee of broad and rich experiences evident from their *curricula vitae*.

1.6. Studies' openness according to students' mobility

Doctoral students are expected to spend at least one semester (equivalent of 30 ECTS credit) at another university, in the country or abroad, whether by physically attending the foreign university, mutual exchange of reciprocal elective courses between universities or by organising shared courses and guest visits of professors and students from another university. For each student, and for at least one semester a co-mentor should be an employee of another university, Croatian or foreign, which will be awarded with more credit. For sake of rationalization of expenses, mutual exchange of courses is planned between similar studies in Croatia and abroad (Slovenia) during the fourth semester of studies, along with the possibility of video conferencing of professors from the Great Britain, USA, Slovenia, Austria and Poland in general and organizing shared courses, as well as some module-specific courses (Literature and Culture, Linguistics, Philosophy, etc.).

Postgraduate doctoral studies in humanities are open for students from other Croatian and foreign institutions, especially from similar universities in Osijek, Pula, Rijeka, Zadar and Zagreb and from regional universities (such as those from Bosnia and Herzegovina, Montenegro, Serbia, Slovenia, Hungary, Italy and Austria). Some courses available in foreign languages (Italian, English) are open for all doctoral student from the EU, according to courses exchange and students exchange principle. In this vein, it is intended that until the beginning of the studies a special CEEPUS network be established in cooperation with congenial regional doctoral studies. Thus the free flow of students and professors at certain courses is allowed, but also by mentor-guided projects with temporary mentors who are an exceptionally vital part of this studies programme.

Except for direct students exchange via CEEPUS or ERASMUS programmes (of electoral courses, above described mentored courses, videoconference lessons, seminars and consultation hours; interuniversity or other agreement regulating the means of payment for enrolling certain courses and/or semesters), doctoral students from other universities will pay 300 kuna per 1 ECTS exchange credit. It is planned that along with the first years of the studies a Studies Foundation (Zaklada studija) be organized, ensuring financial support for the top candidates, whether they are candidates for a single course, semester or complete module within the studies programme.

1.7. The possibility of the studies associating with the foreign universities into joint study programmes

Postgraduate doctoral studies in humanities are open for different form of cooperation with Croatian and foreign universities to develop a network of shared courses and programmes, as well as professors' mobility.

These doctoral studies are especially interested in these forms of cooperation since within some general interdisciplinary courses professors from other Croatian and foreign universities would be involved from the very beginning. At the beginning phase it is intended to propose shared courses/programmes, via videoconference lectures with foreign universities already contract-tied to our university, but also with regional and Croatian universities on basis of study programme similarity. The latter refers to the Faculty of Philosophy at University in Zagreb and Faculty of Philosophy at University in Rijeka. The targeted foreign universities are: within the EU the University in Ljubljana and on broader scale the Macquarie University in Sydney, Australia and Waterloo University in Waterloo, Canada. With the last two universities an agreement has already been reached of the possible acceptance of students from our University, co-mentoring, and in some disciplines even of the shared, the so-called *co tutelle* degrees, a prospect that in the future, depending on the CEEPUS network development, would encompass some universities from Austria, Slovenia, Hungary, Italy, Montenegro and Bosnia and Herzegovina.

Whether at module level (interdisciplinary study of the Mediterranean culture) or courses level (Intangible cultural heritage), joint study programmes will be started as soon as the necessary conditions are fulfilled, i.e. at the completion of the first academic year, 2011-2012. The contract tied universities that are already cooperating with the Faculty of Philosophy in Split are targets of the further joint cooperation as mentioned above. With Croatian and regional universities it is planned to develop mutual electoral courses exchange in the fourth semester of the studies, i.e. the complete programme of the *Second elective course* (see 4th semester).

2. GENERAL PART

2.1. The name of the studies:

Postgraduate doctoral studies in humanities

Scientific area: humanities

The studies are **multidisciplinary** and belong to domain of the **humanities**; further domains of **philology** (theory and history of literature, Croatian, English, Italian studies), **philosophy**, **history**, **history of art** and interdisciplinary domain of **cultural studies**.

2.2. Head and associate institutions

The head of the studies is the Faculty of Philosophy at the University in Split

Chosen representatives from all Departments of the Faculty participated in elaboration of the Plan and Programme and the structure of the studies, suggesting joint basis and specific modules of the studies. The representatives are chosen for four year mandate in accordance to

decisions of Council of each Department involved in elaboration and drafting of Plan and Programme of specific modules. The appointed Head of doctoral studies is the Associate Dean for science of the Faculty of Philosophy in Split, who manages and coordinates Faculty's Committee (Radno povjerenstvo). The appointed Associated Head is also the coordinator of joint and general elective courses. Faculty's Committee for elaboration of the Plan and Programme of the postgraduate studies is in charge of coordination of the studies documents and later for technical procedures of organization and implementation of the studies.

The studies were suggested by the following Departments and Centres of the Faculty of Philosophy at the University of Split:

Department of Croatian Language and Literature
Department of History
Department of History of Art
Department of Philosophy
Department of Italian Language and Literature
Department of English Language and Literature
Studia Mediterranea Centre
Centre for Croatian Studies Abroad

The Council of Doctoral Studies is comprised of appointed representatives of Modules. Except from Head of Modules, the studies as a whole are coordinated by Head of Studies, Vice Head of Studies and Faculty's Committee for purposes of elaboration of Plan and Programme (after the report is handed in to the Secretariat of Doctoral Studies).

Heads of Modules are responsible for their respective Modules. Head of Studies is responsible for the studies as a whole. Faculty's Committee for purposes of elaboration of Plan and Programme is appointed by Head of Studies and the Dean. At the moment of handing in the report the mentioned parties form the Secretariat of Doctoral Studies. For more information on this see 4.4. Institutional managing of the doctoral studies.

The studies will be conducted in cooperation with Croatian and foreign universities' doctoral studies. Furthermore, collaboration with professors and scientists from the Institute for the History of Croatian Literature, Theatre and Music with the Croatian Academy for Sciences and Arts, Art Academy in Split, the Museum of Croatian Archaeological Monuments in Split, Archaeological Museum, Institute for History in Split, University of Zadar, Faculty of Philosophy at University of Rijeka, Faculty of Philosophy at University of Zagreb, Institute for History of Art in Zagreb, Faculty of Philosophy in Osijek, University of Ljubljana, Macquarie University in Sydney, Waterloo University, University of Vienna, University Janus Panonius in Pécs, University of Brisbane, UNESCO European Office and University of Sarajevo.

2.3. Institutional development strategies

The shared, multidisciplinary doctoral studies in humanities of the Faculty of Philosophy in Split is, on the level of separate Modules together with the interdisciplinary basis, firmly grounded in its position in relation to doctoral studies of separate disciplines (Modules) in Croatia and wider region. On one hand, therefore, there is a necessity to monitor the

development of similar interdisciplinary humanistic studies of cultural heritage and cultural studies in Zagreb (e.g. Doctorate in Literature, Culture, Performance Art and Film, Doctorate in Croatian Culture). On the other hand, the development of doctoral studies in each discipline (Croatian studies, History, History of Art etc.) and similar doctoral studies abroad (e.g. Humanistic Sciences Studies at University of Ljubljana) will be closely monitored as well.

Long term strategies include incorporation of latest findings and methodologies within each discipline and incorporation of cultural heritage studies at the widest sense into the multidisciplinary humanistic studies as a whole. Secondly, the studies aim at the strategic positioning in the area of education of experts in separate disciplines, while simultaneously providing them with a wide insight into contemporary multidisciplinary humanistic science. The doctoral students will gain expertise in their discipline of study and will become leading experts in the area of doctoral thesis they choose.

So as to meet this goal, it will be necessary to monitor the currents and developments at the most prestigious European and world interdisciplinary studies of tangible and intangible cultural heritage, just as the latest findings in domains of separate disciplines, their methodology and literature. Through implementation of the latest scientific findings reached by the professoriate of Faculty of Philosophy in Split, domestic and foreign associate institutions and their staff, the doctoral studies are bound to be in the process of constant evolution in the matters of the content taught.

2.4. Innovativeness of the studies

The innovativeness of the postgraduate interdisciplinary studies in humanities and all its modules is in the very interdisciplinarity, flexibility and adjustability to doctoral students. The studies are mostly structured into mentored courses (except from shared required methodological and interdisciplinary courses). Therefore, in the progress of their mentor-based studies, students cooperate with several mentors. The needs of students are at the centre while innovativeness is based on possibilities offered by international exchange and co-mentoring programme with the internationally recognized experts and their (foreign and Croatian) accessibility as guest lecturers. The innovativeness also comprises constant initiation of new areas of research in culture, the questioning of contemporary ethical issues and dialogue with kindred institutions and domains of study, together with lively interaction with regional cultural and scientific institutions. The credo of the programme is fostering research and monitoring contemporary methodological postulates found at the foundation of all humanistic disciplines enveloped by the studies. The aim of the studies is, starting from the first semester, to enable the students for independent research work with support of a temporary mentor, doctoral thesis mentor and courses-of-interest-specific mentor.

Together with examination and monitoring of successes of similar studies (interdisciplinary and of separate disciplines) at the leading universities in the country and abroad, special attention will be given to pragmatic aspects of the studies, their application into local and wider community, representation of local identification on the global cultural and research-scientific market and, finally, to shaping the human resources as they are needed at the work market, both locally and at the high education institutions.

Instruction will be aimed at the tight connections with scientific and field research projects. These projects could be national, or foreign, on basis of applying for and gaining international projects comprising a greater number of foreign doctoral students and experts.

2.5. Enrolment requirements

All persons with university degree in humanities and social sciences are eligible for enrolment if they fulfil the following conditions:

1. Average grade 4,0, unless stated differently in Module specific requirements or
2. 1 research or 3 expert works published in a scientific/expert magazine or
3. Successful interview with the Council of Doctoral Studies with satisfactorily explained motivation for enrolment (in case a candidate does not fulfil requirements stated under 1. or 2., but does fulfil the conditions stated in Book of Regulations of Postgraduate Studies of Faculty of Philosophy in Split Rulebook).
4. In case the number of satisfactory candidates surpasses the number of available places, a qualification test will be organized.

Additionally, two recommendations from candidate's professors are required. It is welcome if one of the professors expresses readiness to be candidate's mentor – at least temporary mentor in the first semester, before the Module and permanent mentor are chosen in agreement with Head of Studies.

Persons with average grade below 4,0 can be enrolled into Literature and Culture Module, History Module, History of Art Module, Philosophy Module and Interdisciplinary Mediterranean Studies Module, exclusively with presenting two recommendations from their professors containing detailed explanations why the candidate is recommended for the doctoral studies. Also, one of the professors should be the candidate's mentor. In such cases the decision about the candidate's enrolment is made by the Council of Doctoral Studies after all applications have arrived. Also, such candidates are subjected to the qualification test.

Persons who have completed the two year postgraduate scientific studies and have gained the academic title Master of Art in humanities need to present a recommendation from university professor, i.e. doctoral thesis mentor to enrol.

Duration of postgraduate doctoral studies for Masters of Art is one year (two semesters). Such candidates are immediately assigned a mentor and commence working on their doctoral thesis without obligation of completing any courses.

Enrolees are required to demonstrate the command of two world languages via special test taken at the Faculty, or a chosen institution recommended by the Council of Doctoral Studies. The first test is taken in the first semester and the second no later than the completion of the third semester.

Foreign citizens have the same rights for enrolment as Croatian citizens. One of the foreign languages to be tested for such candidates is Croatian, following the criteria under which Croatian citizens are tested on the second foreign language.

2.6. Criteria and selection of candidates

Enrolment of candidates is performed on basis of call for proposals announced at least two months before the lectures start. The call for proposals comprises: enrolment requirements, places available, selection procedure, information of application forms and required documentation, application deadline and other information defined by the law and Faculty Statute.

Should the number of applicants surpass the maximum number of places available, a selection of candidates will be performed by testing candidates' motivation and competence. For final selection, availability of places for the specific modules will be taken into consideration.

2.7. Competences, development and employment possibilities

After having successfully defended their doctoral thesis, students are qualified for independent pursuit of scientific work. Students are enabled for dealing with the most intricate issues in humanistic sciences, that is, in their respective disciplines and areas of study. They will also have gained insights into other humanistic disciplines framed by the shared programme of close study of humanistic methodology and cultural heritage studies.

Depending on the chosen Module, students can work at scientific and scientific-research institutions pertaining to theory and history of literature, cultural studies, philosophy, history, history of art, archaeology, English studies, Italian studies and interdisciplinary humanistic sciences.

Doctoral students can pursue postdoctoral studies abroad and specialize in their fields of interest or in interdisciplinary practical aspect in a widely envisioned area of prospective employment.

The specific strength of these studies and their shared interdisciplinary humanistic basis is that doctoral students can obtain employment in institutions whose scope of work comprises domains of culture, cultural management and management of humanistic institutions on local community level, cultural tourism, cultural heritage tourism management, as well as various international institutions and organizations involved in preservation and promotion of cultural heritage and humanistic values. The doctoral students can work with institutions dedicated to securing and managing international, regional, and national funds in the area of culture, art, humanistic and social sciences (in this sense, there is a possibility of choosing an elective course from social sciences faculties that specialize in the mentioned aspect of cultural goods managing). The doctoral students can also work in institutions encompassing cultural heritage management. At its widest, this includes Office for International Cooperation (Ured za međunarodnu suradnju) on projects pertaining to humanistic and social sciences just as local community organizations. Furthermore, art academies, archives, libraries, theatres, all sorts of art festivals, promotion of cultural events, local culture promotion management, locally defines global manifestations, diplomacy, radio, television and new media could also be places of their employment.

3. PROGRAMME DESCRIPTION

3.1. Studies' structure and organization

The studies can be organized as full-time studies or part-time studies.

Full-time studies are divided into six semesters bearing the complete number of 180 ECTS points. It is allowed that the doctoral thesis be defended no later than the end of the seventh semester.

Part-time studies have the length of twelve semesters; the student is due to gain at least 10 ECTS points per semester. The complete number of ECTS points is 180. It is allowed that the doctoral thesis be defended no later than the thirteenth semester.

Structure of the doctoral studies in humanities is based on the balance between general courses and shared elective courses on one hand, and Module specific required and elective courses on the other. The studies programme is divided into two parts: **general basis programme** and **Module-related programme**. General basis programme comprises three Common Compulsory Modules, one seminar qualification work and one General Elective Module. Responsibility for the general basis programme is held by Heads of Common Compulsory Modules, Head of General Elective Module and Vice Head of Doctoral Studies. They are in charge of organising Progression Reports, mentor selection (after the student has been assigned a temporary mentor) and guidance of students towards the most suitable Module.

In agreement with Head of Studies and temporary mentor, in the second semester students chose a Module and a mentor. Together with their mentor, students draft the plan of studies and envisage process of completing selected lectures, mentored and scientific-research courses. Certain Modules are comprised of Common Compulsory Module (one or two courses), two Subject-related Modules (one, two, or three courses) and two Independent Elective Courses, one of which is desirably located at another university in the country or abroad (that is, with a mentor from another university or from abroad). Special attention is given to mentored work and student's individual work on projects connected to the subject of doctoral thesis, as well as to co-mentoring in certain courses located at other universities. Those courses are selected in collaboration with mentor and Head of Studies.

All Compulsory Modules are comprised of three elective courses chosen from a common list of courses. All courses will not be available on annual basis; the offer of courses is subject to fluctuation. However, the number of courses offered will always surpass the number of courses necessary to satisfy ECTS credit requirements per Module.

3. 2. Modules, hours, and ECTS credit

The studies are, therefore, divided into three greater parts: General Basis Programme, Module-related programme and scientific-research part with three supervised independent research works completed before the work on thesis begins in the fifth semester but after the synopsis of thesis has been handed in and approved.

General Basis Programme is comprised of three Common Compulsory Modules and one General Elective Module. **Module-related Programme** is comprised of one Compulsory

Module, two Subject-related Modules and two Independent Elective Courses. The latter two are mostly organized as collaboration between temporary mentors and students.

The structure is as follows:

a) Structure of General Basis Programme:

COMMON COMPULSORY MODULES are sixteen hour modules. They comprise of **one six-contact-hour basic course and two five-contact-hour courses**. Each module allocates 10 credits, with 240 hours of independent literature reading hours including written assignments and at least five advisory hours per course. Common compulsory modules are compulsory for all postgraduate doctoral students in humanities. Common Compulsory Module I comprises of two compulsory courses. One course is selected in collaboration with the temporary mentor, depending on each student's subsequent Module (discipline) selection.

Common Compulsory Module I also entails shared Progression Reports in which students and temporary mentors discuss each student's individual manner of completing the studies, the subject of thesis, thesis supervisor and co-supervisor from another university in the country or abroad.

GENERAL ELECTIVE MODULE is an eight hour module. It comprises **two four-contact-hour courses** with 120 hours of individual student work, including written assignments and at least three advisory hours per course. Though offered by separate Modules, these courses are also compulsory for all postgraduate doctoral students in humanities and all students are eligible to enrol in the courses, irrespectively of their chosen Module (discipline).

General Basis Programme of the doctoral studies in humanities also contains the First Seminar Assignment as qualification work for Module (discipline) selection.

b) Structure of Module-related Programme

After completing the first semester of studies, the students in collaboration with their temporary mentor choose the Module and the mentor who will guide them through the studies/Module. Together they will make a plan of student's studies with the following three goals:

1. To maintain the interdisciplinary insight into other disciplines via participating in the General Basis Programme;
2. To deepen the interdisciplinary insight via the selection of courses from other Modules and other universities in the country or abroad; with emphasis put on quality co-mentoring on certain courses/seminars.
3. To organize student's studies programme in such a way that the doctoral thesis is placed at its centre as an envisaged final goal. Attention should be given to ensuring that temporary mentors on certain courses/seminars contribute to the interdisciplinary insight, insight into various methodological paradigms and that they open the field of specialized research of different cultures, disciplines and methodologies.

* Depending on the chosen Module, the student enrolls two General Elective Modules: Elective Module I, Elective Module II and Independent Elective Course of a Module. Hereby

the student collaborates with several temporary mentors. It is mandatory that the Independent Elective Course be enrolled at another university in the country or abroad via mentor and student exchange programme or Faculty's hiring of foreign co-mentors.

c) Structure of Module specific groups of courses:

COMPULSORY MODULE is an eight hour module. It comprises **two four hour courses or one eight hour course and allocates 5 ECTS credit** (with 120 hours of individual student work, including at least three advisory hours per four hour course/workshop or six advisory hours per eight hour course/workshop). Writing of an expert written assignment is included in 120 hours.

SUBJECT-RELATED MODULE is either one **compulsory six hour course (4 ECTS) or two elective courses (3 ECTS)**. With mentor's agreement, the subject-related module can also be organized as **two courses allocating 5 ECTS or one research course with 15 contact hours** with mentor. Doctoral students are offered at least four courses to choose from. Each elective course allocates **10 ECTS credit** (with literature of 240 hours of individual student work including assignment writing and at least fifteen advisory hours). Elective courses are selected with respect to students' research interests and the subject of their doctoral thesis.

ELECTIVE COURSES OF A MODULE are selected from a wide list of courses. Each contains **eight contact hours with a temporary mentor (workshops/discussions/lectures) and is allocated 5 ECTS credit**. List of elective courses is enriched by courses from other universities in the country and abroad in collaboration with kindred doctoral studies programmes (with literature for 120 individual student work hours including work on written assignments). An elective course located at another university allocating 10 ECTS credit can substitute two 5 ECTS credit courses. With agreement of mentor, Heads of Modules and Head of Doctoral Studies, these courses can be created so as to meet both doctoral student's and mentor's scientific-research interests.

What follows is a schematic tabular overview of complete doctoral studies with basic information (3.2.1.). It is followed by a schematic tabular overview of General Basis Programme with Course Titles within specific Modules, Heads of Modules and Lecturers (3.2.2.).

Finally, a tabular overview of all six Module-related Programmes with Course Titles within specific Modules, Heads of Modules and Lecturers is given (3.2.3).

**3. 2. 1. GENERAL BASIS PROGRAMME: A TABULAR OVERVIEW OF
MODULES, COURSES, HEADS OF MODULES AND ECTS CREDITS**

Semester	Course Title	Hours	ECTS
I	<p>I. COMMON COMPULSORY MODULE</p> <p>The module comprises two basic courses: a 6 hour course and a 5 hour course; and another 5 hour elective course. Head of module and at least two more lecturers (with different areas of specialization) deliver classes. Progression Reports are organized as a part of the module's programme, in collaboration with all temporary mentors.</p>	16	10
I	<p>II. COMMON COMPULSORY MODULE</p> <p>The module comprises one 6 hour basic course, two 5 hour elective courses, and a round table session with international guests. Classes are delivered by head of module, at least two more lecturers (with different areas of specialization) and international guest lecturers.</p>	16	10
I	<p>First seminar paper – with a temporary mentor</p> <p>In collaboration with Head or Vice Head of Studies, a temporary mentor is assigned to a student who writes his/her first seminar paper as qualification for module selection and a temporary mentor.</p>		5
I	<p>GENERAL ELECTIVE MODULE</p> <p>The student chooses two 4 hour elective courses or one 8 hour course, in agreement with the temporary mentor, bearing in mind student's future Module to be chosen and a prospective subject of student's thesis.</p>	8	5
II	<p>III. COMMON COMPULSORY MODULE</p>	16	10

	The module comprises one 6 hour basic course and two 5 hour elective courses and at least two Progression Reports in collaboration with mentor. Classes are delivered by head of Module and at least two lecturers with specialization in different areas and at least one foreign guest lecturer present at Progression Report session.		
II	COMPULSORY MODULE The module comprises two 4 hour courses (2, 5 ECTS) with classes delivered by two lecturers or one 8 hour course with one or more lecturers. The manner of class delivery can be traditional classes, or mentor-supervised work on a project, seminar or a scientific-research work. .	8	5
II	First research work In collaboration with mentor.		10
II	Individual tutorials with mentor		5
III	I. GENERAL ELECTIVE MODULE The module comprises one compulsory 6 hour (4 ECTS) course and two elective 3 ECTS courses. In agreement with mentor and Head of Module, the module can be organized as two 5 ECTS courses or one 15-contact-hour research course supervised by mentor. Doctoral students are offered at least four courses to choose from.	16	10
III	I. INDEPENDENT ELECTIVE COURSE OF A MODULE In agreement with mentor and from a list of elective courses of the Faculty of Philosophy in Split or other similar faculties in the country, the student chooses an elective course of the Module (8ECTS in total). Alternatively, the elected course can be not from a faculty of Philosophy. The course is performed as tutorials with mentor and/or in workshop form.	8	5
III	Second research work In collaboration with mentor.		10
III	Individual tutorials with mentor		5
IV	II. SUBJECT-RELATED MODULE	16	10

	The module comprises either one 6 hour compulsory course (4 ECTS) or two elective courses (3 ECTS). In agreement with mentor or Head of Module the module can also be organized as two 5 ECTS courses or one 15 contact-hour research course. Doctoral students are offered at least four courses to choose from.		
IV	<p>INDEPENDENT WORK IN COOPERATION WITH MENTOR OR CO-MENTOR OR ASSISTANCE IN CLASSES ON FACULTY</p> <p>Requirements for passing this course are: (the student is obliged to fulfil one of the following options) Publication of paper in A1 or A2 magazine, Publication of a paper in co-authorship with mentor in a magazine or almanac, Participation at an international scientific conference, Assisting in classes on Faculty (30 classes), Participation in abroad-based scientific project or work at an institution (Institute, University), in collaboration with co-mentor and with mentor's agreement (marked seminar work at the other institution), Publication of 2 expert papers, Publication of 1 expert paper and 15 hours of assisting in classes on Faculty.</p>	(15)	10
IV	<p>II. INDEPENDENT ELECTIVE COURSE OF A MODULE*</p> <p>A course located at another faculty, university in the country or abroad, elected in agreement with mentor and the institution in question; or Third research work co-authored by student's mentor from the other institution in the country or abroad, in agreement with student's temporary mentor.</p> <p>*(Should the student choose a 10 ECTS elective course at another university, the ECTS credit would be acknowledged as Independent Elective Course of a Module I and II).</p>	8	5
IV	Individual advisory hours with mentor		5
V	<p>DOCTORAL EXAM</p> <p>Based on the subject of doctoral studies and two discipline related areas, in agreement with Head of Studies, Head of Module and student's mentor.</p>		10

V	TUTORIALS WITH MENTOR about doctoral thesis synopsis drafting; presentation of thesis synopsis to the Faculty, discussion and acceptance. Presentation of synopsis at Progression Report session attended by all doctoral students and mentors.		10
V	Third research work (Fourth, if the third was made as II. Independent Elective Course of a Module)		10
VI	Work on doctoral thesis		20
VI	Individual advisory hours with mentor		10

INTRODUCTION

ii. PART

II. Independent Elective Courses of a Module

A programme of mentored elective courses from similar doctoral studies at associate institutions in the Republic of Croatia (Zagreb, Rijeka) and abroad (Slovenia, Austria, Canada, Australia, Poland)

3. 6. Guidance and mentoring system, the selection of candidates, obligations of mentors in regard to students and their doctoral theses

The student of postgraduate doctoral studies in humanities must be assigned a temporary mentor in the first semester of studies. Temporary mentors are appointed by Head or Vice Heads of Studies and they are normally professors employed at one of departments of Faculty of Split. Under the guidance of their temporary mentors, students report on their work at Progression Reports and write their first seminar paper.

Not later than second semester, the Council of Doctoral Studies in Humanities appoints the temporary mentor to the student. As far as it is possible, the mentor assigned to the student will agree with student's wishes and temporary mentor's recommendation.

Mentor is a professor of suitable lecturer/Professor or scientific title.

Mentor is responsible for student's scientific-research work and assists him/her in research of work related areas and in the work on doctoral thesis.

As part of the programme of a mentored course, the mentor follows the work of the student via advisory hours and student's presentations of seminar research works. Also, mentor

advises and assists the student in publishing his/her articles in expert magazines, web editions of magazines, attendance at doctoral postgraduate and other scientific conferences.

In addition to (temporary) mentor, the student will in the course of studies have a several temporary co-mentors from the mother institution (Heads of **seminar** courses) and at least one co-mentor from another institution, selected with mentor's agreement.

3. 7. List of courses and/or modules available to our students from other postgraduate doctoral and specialist study programmes

After Common Compulsory Module and General Elective Module a student in agreement with mentor selects elective courses from Subject-related Module list, Independent Elective Course list and at least one course located at another kindred doctoral studies institution in the country or abroad. The list of associate institutions is given in the Introduction. Expected result of a programme structured in this way (that is, the given possibilities of selection and attending courses, working with several mentors) is concurrent specialization in an aspect of the subject of doctoral thesis (preparation and writing of research papers, articles and conference presentations – all of which will constitute a part of student's doctoral thesis).

Heads of mentored courses are, on student's recommendation, appointed by Head of Module; whereas the mentor of doctoral thesis is appointed by The Council of Doctoral Studies.

3. 8. List of courses and/or modules available in foreign languages

Syllabuses of Modules contain lists of literature available in foreign languages. All mentored courses can be delivered in some of the languages listed in a syllabus of a certain Module. Except with courses on Croatian language and literature, the mentioned prospect rises up to seventy per cent of courses offered as both compulsory and elective courses.

3. 9. Criteria and ECTS credit transferral conditions

Transferral of ECTS credit can be conducted between different studies and institutions.

Criteria and conditions of ECTS transferral are regulated by the General Act of a higher education institution, that is, by a contract between higher education institutions and subsequent exchange of courses as defined in the contract.

3. 10. Conditions for completing the studies and request for approval of subject of doctoral thesis

Postgraduate doctoral studies in humanities are completed upon passing all exams, handing in the Report on Doctoral Thesis and public defending of the scientific doctoral work (thesis).

Upon finishing postgraduate doctoral studies in humanities, the doctoral student receives a diploma in which successful completion of studies is certified and acquires the title of doctorate in science (PhD degree) in the field and branch of the Module chosen in the first semester of studies.

Procedure and conditions for approval of subject of doctoral thesis

The request for approval of subject of doctoral thesis is made after all other tasks and duties outlined in the programme are completed. In agreement with mentor, the subject of thesis is presented in a synopsis to the Council of Postgraduate Studies and the Faculty Council in a standard request form.

The standard request form contains: title, short introduction with explication of student's motivation for the requested research, theoretical background, primary bibliography, current relevant findings, and, if possible, the immediate practicability of findings to be reached in the thesis. Area of research is specified, and so are the aims of the research, the expected scientific contribution of the thesis, chosen methodology and structure.

The subject is scrutinized by the expert commission and the conclusions are presented in a joint report to the Council of Postgraduate Studies and the Faculty Council. The two Councils reach the final decision.

After the subject and synopsis of thesis have been approved, the student can proceed to writing the doctoral thesis.

Procedure and conditions of evaluation of doctoral thesis

The doctoral thesis is handed in with a written consent of mentor.

Members of expert commission for evaluation and defending of the doctoral thesis are appointed by the Faculty Council upon recommendation of the Council for Postgraduate Studies in Humanities. The expert commission must have an odd number of members (minimum three, maximum five) who have made a significant contributions in the field dealt with in the doctoral thesis.

Expert commission evaluates doctoral thesis in a joint report to the Faculty of Philosophy no later than six months since the date when commission had been appointed. Members of commission of experts are entitled to pronounce their individual opinions as well.

Doctoral student's mentor can not be the head of expert commission for evaluation and defending of doctoral thesis. At least one member of the commission for evaluation and defending of doctoral thesis must be from university other than the one in charge of the procedure.

Expert commission for evaluation and defending of doctoral thesis can accept the thesis, return it to student for further elaboration with written observations or reject it.

Conditions and means of defending the thesis

Defending the doctoral thesis is organized after the expert commission has given a positive report to the Faculty Council in a three month period.

Defending of doctoral thesis is open to the public. Customarily, the thesis is defended before the commission that evaluated the thesis.

A record is kept of the proceedings of the defence of doctoral thesis.

Ten days before the defence date the text and mark of thesis are published on Faculty web pages.

3. 11. Conditions under which students who have previously interrupted their studies or lost the right to study at one university programme can continue studies

A doctoral student who in the Republic of Croatia has previously enrolled into a university postgraduate studies programme of the scientific field and branch kindred with those incorporated in the doctoral studies in humanities of our programme, is permitted to continue his/her studies should he/she present evidence of justifiability of the transfer. The decision of the transfer is made by the Council of Postgraduate Studies in Humanities.

If a student is transferred from a foreign university, the decision is made in accordance with the legal Act (Zakon o priznavanju inozemnih obrazovnih kvalifikacija; 'Narodne novine', br. 158/03).

3. 12. Conditions under which students are entitled for the certificate of successful completion of the doctoral studies programme as part of lifelong learning

A doctoral student of the Postgraduate Doctoral Studies in Humanities who has accomplished all the tasks and gained the 120 ECTS credit is eligible for the certificate of successful completion of the doctoral studies programme stating his/her ECTS credit.

3. 13. Conditions and means of obtaining a PhD degree by enrolling the doctoral studies and producing a doctoral thesis without attending classes and taking the doctoral exam

In accordance with Higher Education and Scientific Research Act, paragraph 73/3 (Zakon o znanstvenoj djelatnosti i visokom obrazovanju, članak 73, stavak 3) persons who are acknowledged contributors to scientific research and whose accomplishments are comparable to requirements for obtainment of Assistant Professor title, can receive the Doctor of Science title by enrolling in the doctoral studies in humanities programme without taking classes and exams.

Such persons should be able to present their contributions to science; international acknowledgment of the persons and their work is especially held in high esteem. It is even more so should the scientist's work contribute greatly to national interests and affairs.

The procedure for enrolling into the programme begins with the candidate's application. The candidate presents the evidence of his/her scientific contributions (published work in internationally renowned magazines or Croatian magazines that share the quality of the magazines with international renown.

Candidate's application is scrutinized by an expert commission. The commission produces a joint report presenting their opinion of the candidate's application for the obtainment of PhD title (suggests the conditions of enrolment and request for the subject of thesis). The Council

of Postgraduate Studies also gives their opinion and the Faculty Council makes the final decision.

Faculty Council's decision is forwarded to the Senate of the University in Split for their expression of consent.

3. 14. Maximum length of studying

Regularly enrolled doctoral students must complete their studies no longer than four years since the enrolment. Other students must complete their studies no longer than eight years since enrolment.

4. STUDIES PERFORMANCE CONDITIONS

4. 1. Sites of the study programme delivery

The classes of the doctoral studies will be held at the Faculty of Philosophy, University of Split and at the Split University Library.

4.2. Information on the venues and equipment of lectures delivery with special data on research resources (research equipment, human resources)

The Faculty of Philosophy and the Split University Library are in possession of venues suitable for lectures delivery: classrooms and seminar rooms; also access to needed literature is ensured). A significant number of scientists work at the Faculty and there are momentarily thirteen Faculty-based active research projects.

4. 3. List of scientific and development projects that are the basis of the Doctoral Studies Programme

Heads of Modules and most of hired lecturers are either heads or participants on scientific projects with the Ministry of Science, Education and Sport of the Republic of Croatia. Faculty's projects through which the lectures are engaged in the doctoral studies are these:

1. Adrias kolpos: Illyrian and Greek Identity and Economies on Middle Dalmatian Archipelago

Branko Kirigin, PhD, Archaeological Museum in Split, associate at Department of History of Art

2. Dalmatia and Vienna-based Institutions in the 19th Century

Marko Trogrlić, PhD, Faculty of Philosophy, University of Split, Department of History

3. Dalmatian Cadastres in the 19th Century

Nataša Bajić-Žarko, PhD, State Archives in Split, associate at Department of History

4. Dalmatian Cultural Environment of the 19th Century

Ljerka Šimunković, PhD, Faculty of Philosophy, University of Split, Department of Italian language and literature

5. French Government in Dalmatia (1806-1814)

Josip Vrandečić, PhD, Faculty of Philosophy, University of Split, Department of History

6. Architectural Heritage of Environs of Dubrovnik

Željko Peković, PhD, Faculty of Philosophy, University of Split, Department of History of Art

7. Halieutica Adriatica – Philological and Anthropological Research of Culture of the Adriatic

Joško Božanić, PhD, Faculty of Philosophy, University of Split, Department of Croatian language and literature

8. Hippius – The Cetina River

Ante Milošević, PhD, Museum of Croatian Archaeological Monuments in Split, associate at Department of History of Art

9. Croatian Literature and Culture Online

Project of University of Split, Macquarie University in Sydney and Waterloo University in Waterloo

10. Croatian Identity and Mediterranean Multiculturalism in the Globalization Era

Mislav Kukoč, PhD, Faculty of Philosophy, University of Split, Department of Philosophy

11. Eastern-Adriatic Art Themes: Art, Politics, Migrations, Maritime Experience

Ivana Prijatelj-Pavičić, PhD, Faculty of Philosophy, University of Split, Department of History of Art

12. Discursive Competence Development in Interlanguage of Foreign Language Learners

Sanja Čurković-Kalebić, PhD, Faculty of Philosophy, University of Split, Department of English Language and Literature

13. Renaissance Element in Mediterranean Literature and Art of Slavic Peoples

Slobodan Prosperov Novak, PhD, Faculty of Philosophy, University of Split, Department of Croatian language and Literature

14. Romanic Loanwords in Town of Split Onomastics

Marina Marasović-Alujević, PhD, Faculty of Philosophy, University of Split, Department of Italian Language and Literature

4. 4. Institutional managing of the doctoral studies

The doctoral studies are governed by The Council of Postgraduate Studies in Humanities, Head of Studies and two Vice Heads of Studies. Each Module is managed by Head of Module. Head of Studies, Vice Heads of Studies and Head of Module can be appointed term of office more than once.

4. 5. Names of Professors and Associates

(Appendix 2)

4. 6. List of teaching venues (classes delivery bases) (for teaching and researching); consent of the head of each venue where classes are held, verification statement ensuring that the needed equipment and venues are at disposition, in accordance with the studies programme; list and qualifications of associate lecturers and research staff

Teaching venues: Faculty of Philosophy, University of Split, Split University Library, Historical Archives Office in Split.

For List of Associates see Appendix 2

4. 7. Optimal number of students eligible for enrolment considering the Faculty premises, equipment and number of lecturers, with special regard to the number of potential doctoral thesis mentors

Linguistics Module:	10 students
Literature and Culture Module	10 students
Philosophy Module	10 students
History Module	10 students
History of Art Module	10 students
MIKS Module	10 students

Total optimal number of doctoral students is 60, maximum number is 90.

4. 8. Estimate of study programme cost and enrolment fees per student

Complete cost of doctoral studies programmes is 48.000,00 kn per student, that is, 8,000 kn per each semester.

4. 9. Financing of the doctoral studies

Ministry of Science, Education and Sport of the Republic of Croatia, institutions sending their employees to doctoral studies, scholarship funds and enrollees' fees are means of financing the studies. Additionally, the University of Split and the Faculty of Philosophy are to establish a

Foundation of Doctoral Studies that will offer scholarships to interested parties, on basis of public call for proposals.

Doctoral student's status (contracts with students, pay checks or scholarships, social and health service, safety at work, education in foreign institutions) will be regulated by General Act of the University of Split.

4. 10. Quality of Doctoral Studies

Monitoring and ensuring quality of doctoral studies, especially collecting doctoral students' remarks on the programme will be organized on multilevel basis: at the level of each course and module, the Modules (disciplines) and at the level of the doctoral studies as a whole.

Tracking and ensuring quality of doctoral studies will be followed in the following ways: by external evaluation of experts from Croatia and abroad, self-evaluation of the professoriate, evaluation received from students and by comparing the results and the outcomes (skills, knowledge and techniques that the students have acquired relevant for employment both within and out of the higher education system).

All mechanisms at hand for advancement of quality of doctoral studies at Faculty and University level will be dutifully used so as to enhance the Postgraduate doctoral studies in humanities.

5. Appendices

5. 1. Tabular scheme of doctoral studies

Year	Semester	Course	Number of classes	ECTS credit	Venue
I	1.	I. Common Compulsory Module	16	10	Head institution
		II. Common Compulsory Module	16	10	
		First Seminar Paper		5	
		General Elective Module	8	5	
	2.	III. Common Compulsory Module	16	10	
		Compulsory Module	8	5	
		First Research Work		10	
		Individual Tutorials with mentor		5	
II	3	I. General Elective Module	16	10	
		I. Independent Elective Course of a Module	8	5	
		Second Research Work		10	
		Individual tutorials with mentor		5	
	4	II. Subject Related Module	16	10	
		Independent	(15)	10	

		Work In Cooperation With Mentor Or Co-Mentor Or Assistance In Classes On Faculty			
		II. Independent Elective Course of a Module	8	5	Associate institutions
		Individual advisory hours with mentor		5	
III	5	Doctoral exam		10	Head institution and associate institutions
		Tutorials with mentor		10	
		Third research work		10	
	6	Work on doctoral thesis		20	Head institution
		Individual advisory hours with mentor		10	

Course descriptions:

Module title	Common Compulsory Module I Introduction to scientific research: methodology of the Humanities		
Course title	Logic and philosophy of science		
Name of lecturer	dr. sc. Mirko Jakić, Full Professor		
Course code	HUMN 801 - 2		
Course status	Basic (theoretical) course in Common Compulsory Module I 4 ECTS, 6 contact hours		
Type of course	Basic (theoretical) / specialised		
Year of study	I.	Semester	I.
ECTS (number of credits allocated)	4 ECTS The course is offered in Common Compulsory Module I (10 ECTS). It consists of six contact hours and 60 or 80 hours of individual student work (consulting sessions, workshops, literature reading and individual assignments). Elaboration: the course comprises the logic of scientific activity and general methodology of science. The course comprises philosophy of science with a special emphasis put on social science and humanities (philosophy, history, linguistics).		
Learning outcomes and competences	Thorough introduction to general methodology of scientific research. Thorough introduction to first order logic. General introduction to philosophy of science. Methodological procedures: <ul style="list-style-type: none"> a) Acquaintance with basic methods of research in contemporary logic; b) Acquaintance with the logic of scientific research; c) Introduction to basic tenets of philosophy of science; d) Logical analysis and ontological synthesis. Aim: Competence in independent scientific research.		
Prerequisites	Defined by the Faculty Statute.		
Course content	Analysis of scientific paradigms from logical, ontological and epistemological foundations of contemporary philosophy of science.		
Recommended reading	<ol style="list-style-type: none"> 1. Von Wright, G. H. (1975). <i>Objašnjenje i razumevanje</i>. Beograd: Nolit. 2. Kuhn, Th. (2002). <i>Struktura znanstvenih revolucija</i>. Zagreb: Jesenski & Turk. 3. Popper, K. (1973). <i>Logika naučnog otkrića</i>. Beograd: Nolit. 4. Nagel, E. (1974). <i>Struktura nauke</i>. Beograd: Nolit. 5. Lelas, S. (1990). <i>Promišljanje znanosti</i>. Zagreb: HFD. 6. Jakić, M. (2008). <i>Logika I</i>. Zagreb: Školska knjiga. 		

	7. Jakić, M. (1993). Znanstveni realizam u filozofiji Hilary Putnama.
Supplementary reading	Supplementary literature will be agreed upon with the student, depending on the student's scientific interests (philosophy, history, linguistics).
Teaching methods	Lectures, seminar sessions, tutorials, advisory hours.
Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation, reflection, advisory hours, colleagues teaching same subject courses cooperate.

Module title	Common Compulsory Module II Immaterial and material cultural heritage		
Course title	Croatian philosophical heritage		
Name of lecturer	dr. sc. Ivica Martinović, Associate Professor, Research Fellow		
Course code	HUMN 802 - 3		
Course status	Elective course in Common Compulsory Module II 3 ECTS, 5 contact hours		
Type of course kolegija	Historical overview course		
Year of study	I.	Semester	I.
ECTS (number of credits allocated)	3 ECTS The course is offered in Common Compulsory Module I (10 ECTS). It consists of five contact hours and 80 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The course provides a synthetic introduction to the history of philosophy in Croatia from the <i>Rasprave o bitima</i> (1143.) by Herman Dalmatin to first important institutional effects of the newly established University of Zagreb (first original works in Croatian language, first college textbooks in Croatian language, philosophical terminology in Šulek's dictionary). It also offers a periodization and genealogy of Croatian thought with a multitude of examples. Through such an approach the student is qualified for the selection of the dissertation topic, for the analysis of philosophical problems in the works of Croatian philosophers, for the selection of the methodology and the approach to be used in their work on the dissertation, for reflection in a historical context and for comparative research in the humanities (poethics, historiography, rhetorics, historical terminology).		
Prerequisites	Defined by the Faculty Statute.		
Student	Attending to the lessons, written assignments and oral presentations.		

participation	
Course content	<ol style="list-style-type: none"> 1. Herman Dalmatin, the first Croatian philosopher 2. Early Renaissance: from Ivan Stojković to Juraj Dragišić 3. Late Renaissance: from Marko Marulić to Frane Petrić 4. Baroque: from Marko Antun de Dominis to Benedikt Rogačić 5. Bošković's time 6. Trilingual philosophy of the 19th century (Latin, Italian, Croatian) 7. Shaping of the Croatian philosophical terminology: from Faust Vrančić to Bogoslav Šulek
Recommended reading	<p><i>Synthetic overviews for particular periods</i></p> <ol style="list-style-type: none"> 1. Martinović, I. (1995). Hrvatska prirodnofilozofska baština 18. stoljeća, <i>Filozofska istraživanja</i> 15, 3-43. 2. Martinović, I. (2000). Žanrovi hrvatske filozofske baštine od 15. do 18. stoljeća. IN: Pavo Barišić (ed.) <i>Otvorena pitanja povijesti hrvatske filozofije</i>. Zagreb: Institut za filozofiju, 2000, 69–151. 3. Barišić, P. (2005). Glavne struje hrvatske filozofije u 19. stoljeću, <i>Prilozi za istraživanje hrvatske filozofske baštine</i> 61-62, 243-253. <p><i>Synthetic articles on Croatian philosophers or philosophical phenomena</i></p> <ol style="list-style-type: none"> 1. Neven Budak (ed.), <i>Croatica: Hrvatski udio u svjetskoj baštini</i>, Zagreb: Profil, 2007: <ol style="list-style-type: none"> a). Herman Dalmatin, pp 110-115. b). Benedikt Kotruljević, pp 170-175. c). Juraj Dragišić, pp 214-219. d). Frane Petrić, pp 295-299. e). Ruđer Bošković, pp 378-385. f). Rajmund Kunić i Bernard Zamanja, prevoditelji Homerovih epova, pp 386-391. g). Didaktički epovi hrvatskih latinista 18. stoljeća, pp 392-397. <p><i>Studies on philosophical problems in Croatian philosophers</i></p> <ol style="list-style-type: none"> 1. Martinović, I. (1993). Ontički red u opisima Hermana Dalmatina, <i>Prilozi za istraživanje hrvatske filozofske baštine</i> 19, 9-30. 2. Martinović, I. (1997). Petrićeva prosudba Aristotelove prirodne filozofije, <i>Obnovljeni život</i>, 52/1, 3-20. 3. Martinović, I. (2000). Marulićev etički nauk o miru, <i>Prilozi za</i>

	<p><i>istraživanje hrvatske filozofske baštine</i>, 26, 17-57.</p> <p>4. Martinović, I. (2009). Hrvatsko logičko nazivlje u Habelićevu <i>Dikcionaru</i>. IN: Katja Matković Mikulčić (ed.), <i>Znanstveni skup o Jurju Habeliću</i>, Velika Gorica: Gradska knjižnica Velika Gorica, pp 137-156.</p>
Supplementary reading	<p><i>Prilozi za istraživanje hrvatske filozofske baštine</i> (1974.-2009.)</p> <p>Two these suggested classical works of Croatian philosophical heritage in Croatian original, or translation:</p> <ol style="list-style-type: none"> 1. Dalmatin, H. (1990). <i>Rasprava o bitima</i>. Pula. 2. Grisogono, F. (2007). <i>Astronomsko zrcalo</i>. Zagreb. 3. Skalić, P. (2004). <i>Epistemon</i>. Zagreb. 4. Petrić, F. (1980). <i>Deset dijaloga o povijesti</i>, Pula. 5. Petrić, F. (2007). <i>O pjesničkom umijeću</i>. Zagreb. 6. Petrić, F. (1979). <i>Nova sveopća filozofija</i>. Zagreb. 7. Bošković, R. (1974). <i>Teorija prirodne filozofije</i>. Zagreb. 8. Arnold, Đ. (1888). <i>Zadnja bića</i>. Zagreb. 9. Bauer, A. (1892). <i>Naravno bogoslovlje</i>. Zagreb.
Teaching methods	Lectures, seminar sessions, tutorials, advisory hours.
Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation, reflection, advisory hours, colleagues teaching same subject courses cooperate.

Module title	Common Compulsory Module I Introduction to the Research Methodology in Humanities
Course title	Introduction to Research Methodology in Humanities: Theories, Concepts, Logic, Terminology, Practice
Name of lecturer	dr. sc. Silva Mežnarić, Research Associate
Course code	HUMN 801 – 1

Course status	Basic course in Common Compulsory Module I 4 ECTS, 6 contact hours		
Type of course	Basic / Specialised course		
Year of study	I.	Semester	I.
ECTS (number of credits allocated)	4 ECTS The course is offered in Common Compulsory Module (10 ECTS). It consists of six contact hours, 60-80 hours of individual student work (field work, literature reading and individual assignments, and 6-8 hours of coordination of all participant mentors' meetings, with presence of temporary mentors as well; discussion about prospective field of study and student's professional orientation after the first semester.		
Learning outcomes and competences	<p>Course goals: a. the Module aims at equipping the doctoral students with specific research skills and methods necessary for postgraduate research work; b. to enable the students to apply concepts, whether independently or with guidance, and to find the sources, information and suitable methods for work on their doctoral thesis. All materials for lectures and seminars are provided in advance.</p> <p>The art of writing the doctoral thesis, research draft, articles; selection and gathering of sources; critical evaluation of sources and information; evaluation of research implications; how to obtain appropriate level of knowledge; how to deeply understand one's field of study, apply research methods and strategies, demonstrate critical standpoint and argumentative skills in application of theoretical and empirical methods.</p> <p>To differentiate between scientific and non-scientific argumentation.</p>		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Course methodology: based on group work – a pilot research project; introductory lessons on basis of research strategies in humanistic and social sciences; seminar sessions – overview of fundamental research instruments; practice in field work research.		
Course content	<p>Syllabus comprises four basic fields: usage of primary information sources (written, visual, spoken text, archives); bibliographical materials and procedures; formation of research question; development and handling of text. Interpretative, conceptual and methodological problems arising at application of specific practical research procedures are scrutinized; they are topic of group discussions.</p> <p>Some basic concepts/methods used in research practice are investigated: what a piece of “information” is and how to obtain one; exploration methods and case study method; application of qualitative methods in humanistic studies; structured and narrative interviews; field observation and log keeping; primary and secondary sources in performing research; critical evaluation of sources; structuring and argumentation in thesis.</p> <p>Ethical problems, research procedures in humanistic sciences.</p>		
Recommended reading	<ol style="list-style-type: none"> 1. Unsworth, John (2005). <i>New Methods for Humanities Research; The Lyman lecture</i>, National Humanities Center, 11.11.2005. 		

	<p>http://www3.isrl.illinois.edu/~unsworth/lyman.htm</p> <ol style="list-style-type: none"> 2. Alasuutari, P. (1995). <i>Researching culture. Qualitative method and cultural studies</i>. London: Sage (odabrana poglavlja) 3. Allison, B. (1997). <i>The Doktorand's Guide to Preparing Dissertations and Theses</i>. London: Kogan Page. 4. Luckman, Th. i Berger, P. (1992). <i>Socijalna konstrukcija zbilje</i>. Zagreb: Naprijed (odabrana poglavlja) 5. Rickert, H. (2008). <i>Kulturologija i prirodoslovlje</i>. Zagreb: Matica Hrvatska (odabrana poglavlja) 6. Searle, J. R. (1995). <i>The Construction of Social Reality</i>. London: Penguin (odabrana poglavlja) 7. Silverman, D. (2000). <i>Doing Qualitative Research</i>. London: Sage. 8. Yin, R. K. (2007). <i>Studija slučaja – dizajn i metode</i>. Zagreb: Fakultet političkih znanosti. <p>Course materials for all lecturers are prepared in advance (texts/sources) with a maximum length of 100 pages for introductory part of the course, and 60 pages per specific method. All materials will be accessible at the Doctoral Studies web pages. All recommended reading units must be accessible in public libraries in the Republic of Croatia or in PDF format; downloading must be permitted by publisher/data base.</p>
<p>Supplementary reading</p>	<p>A. For thesis building:</p> <ol style="list-style-type: none"> 1. Becker, H. S. (2007). 2nd ed. <i>Writing for Social Scientists: How to Start and Finish your Thesis</i>. Chicago: University of Chicago Press. 2. Turabian, K. L. (1996). <i>A Manual for Writers of Term Papers, Theses, and Dissertations</i>, 6th Rev edn. Chicago, Chicago UP. 3. Walliman, N. S. R. (2000). <i>Your Research Project: A Step-By-Step Guide for the First-Time Researcher</i>. Sage Publications. 4. Watson, G. (1987). <i>Writing a Theses: A Guide to Long Essays and dissertations</i>. London: Longman. <p>B. For research methods:</p> <ol style="list-style-type: none"> 1. Ackermann, E. and Hartman, K. <i>Searching & Researching on the Internet & the World Wide Web</i>, Second Edition. Franklin, Beedle and Associates. 2. Brundage, A. (1997). <i>Going to the Sources: A Guide to Historical Research and Writing</i>, 2nd edition. Harlan Davidson. 3. Bryman, A. (1998). <i>Quality and Quantity in Social Research</i>. London: Routledge. 4. Flick, U. (1998). <i>An Introduction to Qualitative Research</i>. Oxford: OUP. 5. Hodder, I. (1997). 'The interpretation of documents and material culture' in Norman Denzin and Yvonna Lincoln, eds., <i>Handbook of Qualitative Research</i>. Newbury Park: Sage.

	<p>6. Hollway, W. & Jefferson, T. (2000). <i>Doing Qualitative Research Differently</i>. Newbury Park: Sage.</p> <p>7. Gilbert, N. ed. (1993). <i>Researching Social Life</i>. Newbury Park: Sage.</p> <p>8. Strauss, A. & Corbin, J. (1998). <i>Basics of Qualitative Research</i>, 2nd edition. Oxford: OUP.</p> <p>C. For further research:</p> <p>http://comminfo.rutgers.edu/professional-development/childlit/researchmethods.html</p>
Teaching methods	Lectures, workshops, seminar sessions, advisory hours.
Assessment methods	Exam - preliminary exams (monitoring students' progress); written assignment and its oral presentation. Students select topics of written assignments within research project. Attendance is mandatory.
Language of instruction	Croatian English French Slovenian
Quality assurance methods	Student evaluation, peer evaluation and reflection, advisory hours with students, colleagues teaching same subject courses cooperate.

Module title	Common Compulsory Module I Introduction to the Research Methodology in Humanities		
Course title	Research Methodology in Humanities: The Study of Literature		
Name of lecturer	Leo Rafolt, PhD, Assistant Professor		
Course code	HUMN 801 – 3		
Course status	Elective course in Common Compulsory Module I 3 ECTS, 5 contact hours		
Type of course	Specialised course		
Year of study	I.	Semester	I.
ECTS (number of credits allocated)	3 ECTS The course is offered as one of the elective courses in Common Compulsory Module (10 ECTS). It consists of five contact hours and 60-80 hours of individual student work (advisory hours, literature reading and individual assignments).		
Learning outcomes and competences	Students are enabled to perform independent work in interdisciplinary and trans-disciplinary area of literature study, and are familiarized with the field's theoretical and critical methods.		

Prerequisites	Defined by the Faculty Statute.
Course content	<ol style="list-style-type: none"> 1. Introductory reflections: the nature of literature 2. Literature and taxonomy I 3. Literature and taxonomy II 4. Literature and system(s) 5. Principles of history of literature: economy of systematization 6. Truth and history of literature (from philology to cultural studies) 7. Theory of literature vs. history of literature theory 8. Theory of history of literature theory 9. Resistance of literature
Recommended reading	<ol style="list-style-type: none"> 1. Bennett, T. (1990). <i>Outside Literature</i>. New York – London: Routledge. 2. Compagnon, A. (2007). <i>Demon teorije</i>. Zagreb: AGM. 3. Foucault, M. (2002). <i>Riječi i stvari: arheologija humanističkih znanosti</i>, Zagreb: Golden marketing. 4. Močnik, R. (2009). <i>Spisi iz humanistike</i>. Ljubljana: Založba Cf. 5. Schwanitz, D. (2000). <i>Teorija sistema i književnost</i>. Zagreb: Naklada MD. 6. Zima, P. (1999). <i>The Philosophy of Modern Literary Theory</i>. New York: Athlone Press.
Supplementary reading	<ol style="list-style-type: none"> 1. Daniel, V. E. i Peck, J. M. (ed.) (1996). <i>Culture/Contexture: Explorations in Anthropology and Literary Studies</i>. Berkeley – Los Angeles: California University Press. 2. Guillen, C. (1993). <i>The Challenge of Comparative Literature</i>. Harvard: Harvard University Press. 3. Ranciére, J. (2008). <i>Politika književnosti</i>. Novi Sad: Adresa. 4. Stallybrass, P. i White, A. (1986). <i>The Politics and the Poetics of Transgression</i>. Ithaca – New York: Cornell University Press. 5. Zima, P. V. <i>What is Theory? The Concept of Theory in the Cultural and Social Sciences</i>. New York: Athlone Press.
Teaching methods	Lectures, seminar sessions, discussion, advisory hours.
Assessment methods	Written assignments and their oral presentation. Exam: written and oral
Language of instruction	Croatian English French Italian
Quality assurance methods	Student evaluation, peer evaluation and reflection, advisory hours with students, colleagues teaching same subject courses cooperate.

Module title	Common Compulsory Module II Intangible and Tangible Cultural Heritage
Course title	Intangible Cultural Heritage

Name of lecturer	Joško Božanić, PhD, Full Professor		
Course code	HUMN 802 – 1		
Course status	Basic course in Common Compulsory Module II 4 ECTS, 6 contact hours		
Type of course	Specialised course		
Year of study	I.	Semester	I.
ECTS (number of credits allocated)	4 ECTS The course is offered in Common Compulsory Module II (10 ECTS). It consists of six contact hours and 80 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The goal of the course is to familiarize students with various forms of intangible cultural heritage in general and with policies of UNESCO and Republic of Croatia regarding the intangible heritage in particular. Students gain competences for recognizing, evaluating, and safeguarding (promotion of) intangible heritage in accordance with the programme of UNESCO.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Students attend lectures and write a seminar paper in which they elaborate on their own programme of safeguarding of a particular piece of intangible heritage. Aided by recommended reading, students are to familiarize themselves with relevant UNESCO documents on intangible cultural heritage safeguarding.		
Course content	Familiarizing with the UNESCO document: Convention for the Safeguarding of Intangible cultural Heritage. Defining intangible cultural heritage as: practice; form of expression; representation of knowledge, aptitude and method; object and artefact recognized as cultural heritage by a group, community or individual; oral heritage where language plays important part in intangible heritage safeguarding; performance arts; social practices, rituals, festivities; knowledge and practice in relation to nature and universe; traditional handicrafts. The importance of safeguarding cultural diversity; safeguarding endangered languages, dialects, toponymy and lexis; memory of hand, traditional gastronomy, reading of human natural and cultural environment.		
Recommended reading	<ol style="list-style-type: none"> 1. UNESCO (2003). Convention for the Safeguarding of Intangible Cultural Heritage 2. Galla, A. (2002). Ecomuseology, Globalisation and Sustainable Development: Ha Long Bay, A Case Study from Vietnam", <i>Humanities Research Journal</i>, Issue 1. 3. Galla, A. (2003). Heritage and Tourism in Sustainable Development: Ha Long Bay Case Study, <i>Cultural Heritage and Tourism</i>. Ed. Tomke Laske, Asia-Europe Foundation, Liege, Belgium, pp. 135-146. 4. Božanić, J. (2001). Pohvala ruci. <i>Republika</i>, 7/8, 29-37. / <i>In Praise of the Hand</i>, u knjizi <i>Experience of the Boat – Wooden Shipbuilding Heritage in Croatia</i>, Pomorski muzej Dubrovnik, Ars halieutica Komiza 		

	<p>– Zagreb 2001.</p> <p>5. Salamon, V. (2004). Requiem za hrvatsku tradicionalnu brodogradnju. Serija članaka u časopisu <i>More</i>, Zagreb.</p> <p>6. Hagege, C. (2005). <i>Zaustaviti izumiranje jezika</i>. Zagreb: Disput.</p>
Supplementary reading	<p>1. International Journal of Intangible Heritage (www.ijih.org); odabrati članke s obzirom na izradu seminarskog rada ili završnog rada.</p> <p>2. Grupa autora (2002). <i>Iskustvo broda – Baština drvene brodogradnje u Hrvatskoj</i>. (16-17). Dubrovnik: Pomorski muzej, Komiža: Ars halieutica, Zagreb: Durieux.</p> <p>3. Božanić, J. (2005). Semiotic analysis of the oral stories from the island of Vis. U R. Marcet, C. A. Brebbia, J. Olivella (ur.). <i>Maritime Heritage and Modern Ports</i> (str. 93-102). Southampton, Boston: WITpress.</p> <p>4. Božanić, J. (2005). Rotta Diomedeia – Tradicionalna ribarska barka Gajeta Falkuša na najstarijoj transjadranskoj ruti / La Tradizionale barca peschereccia Gajeta Falkusa sulla più antica rotta transadriatica. <i>Adriatico/Jadran</i>, I, 639-66.</p> <p>5. Galla, A. (2005). <i>Museums, Globalisation and Intangible Heritage</i>, ICOM-UNESCO, Shanghai and Paris.</p>
Teaching methods	Lectures, seminar sessions, discussion, advisory hours.
Assessment methods	Written assignments and their oral presentation. Exam: written and oral
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation and reflection, advisory hours with students, colleagues teaching same subject courses cooperate.

Module title	Common Compulsory Module II: Intangible and Tangible Cultural Heritage		
Course title	Museology and Sustainable Development		
Name of lecturer	Amareswar Galla, PhD, Full Professor		
Course code	HUMN 802 – 6		
Course status	Elective course in Common Compulsory Module II 3 ECTS, 5 contact hours		
Type of course	Historical overview course		
Year of study	I.	Semester	I.
ECTS (number of credits allocated)	<p>3 ECTS</p> <p>The course is offered as one of the elective courses in Common Compulsory Module II (10 ECTS). It consists of five contact hours and 80 hours of individual student work (literature reading and individual assignments).</p>		
Learning	The aim of the course is to develop understanding of heritage as active knowledge based on moral responsibility for the world we live behind for		

outcomes and competences	the new generations to inherit. Thus, the knowledge is understood a form of wisdom necessary for quality, harmonious sustainable development. Familiarizing with and understanding the problematics of museology in contemporary world; developing the skills to implement theoretical postulates to concrete situations in practice; ability to use the gained knowledge in area of planning and defining development strategies.
Prerequisites	Defined by the Faculty Statute.
Student participation	Individual student work comprises dealing with specific topics discussed at seminar sessions, as agreed in class.
Course content	Museology criticism, general criticism of museological and other institutions involved in heritage preservation; world and development; sustainable development; collective memory/identity; survival and continuity, societal ethics of heritage; cybernetic museum, ecomuseum, museums of society and sustainable development; cultural and creative industries; the art of communicating heritage; total museum (network of heritage, virtual museum).
Recommended reading	<ol style="list-style-type: none"> 1. Galla, A. (2001). <i>Heritage in Young Hands: UNESCO Best Practice Guide for the Involvement of Young People in Museums and Heritage Conservation</i>. Paris: UNESCO 2. Galla, A. (2002). Ecomuseology, Globalisation and Sustainable Development: Ha Long Bay, A Case Study from Vietnam. <i>Humanities Research Journal</i>, 1. 3. Galla, A. (2002). From Museum Ethnology to Holistic Heritage Conservation, Asia-Europe Marketplace of Museums: Sharing Cultural Heritage. U: Fermont, W., Scott, G. (ur.). <i>National Museum of Ethnology and International Institute for Asian Studies</i>. 30-40. Leiden. 4. Galla, A. (2003). Heritage and Tourism in Sustainable Development: Ha Long Bay Case Study. U: Laske, T. <i>Cultural Heritage and Tourism</i>. 135-146. Liege: Asia-Europe Foundation. 5. Galla, A. (2005). Cultural Diversity in Ecomuseum Development in Vietnam. U: <i>Museum International</i>, 53/3, 101-109. Blackwell, UNESCO Paris. 6. Galla, A. (2005). Krishna's Dilemma - Art Museums in Sustainable Development. U: Turner, C. (ur.). <i>Art and Social Change</i>. 563-575. Canberra: Pandanus Press. 7. <i>Convention for the Safeguarding of Intangible Cultural Heritage</i>. (2003). Paris: UNESCO http://unesdoc.unesco.org/images/0013/001325/132540e.pdf 8. <i>Our creative Diversity, Final report of the World Commission for Culture and development</i>. (1996). Pariz: UNESCO. http://unesdoc.unesco.org/images/0010/001055/105586e.pdf

Supplementary reading	<ol style="list-style-type: none"> 1. Edson, G. (1997). (ur). Indigenous People and 'Towards and Ethical Practice in Museums'. <i>Museum Ethics</i>. Routledge, New York. 2. Galla, A., Stanley, J. (1999). <i>Services for All: Promoting Access and Equity in Local Government</i>. Australian Local Government Association. 3. Galla, A. (1999). Transformation in South Africa: A Legacy Challenged. <i>Museum International</i>, 202, 51/2, 38-44. Blackwell, UNESCO Paris. 4. <i>Ethno Cultural Profile and Community Development in a Multicultural ACT</i>. (1995). Major Research Report. Canberra: Ethnic Communities Council, ACT, Australia Council and ACT Cultural Council. 5. <i>Immigrants and the Aboriginal Reconciliation Process</i>. (1999). Major Research Report. Council for Aboriginal Reconciliation and Australian Forum for Cultural Diversity.
Teaching methods	Lectures, seminar sessions, discussions, advisory hours.
Assessment methods	Written assignments and their oral presentation. Exam: written and oral.
Language of instruction	English
Quality assurance methods	Student evaluation, peer evaluation and reflection, advisory hours with students, colleagues teaching same subject courses cooperate.

Module title	Common Compulsory Module II: Intangible and Tangible Cultural Heritage		
Course title	Round Table: Cultural Diversity and Sustainable Development		
Name of lecturer	Amareswar Galla, PhD, Full Professor Dragana Lucija Ratković		
Course code	HUMN 802-7		
Course status	Elective course in Common Compulsory Module II 3 ECTS, 5 contact hours		
Type of course	Round table for all enrolees in doctoral studies programme (in English)		
Year of study	I.	Semester	I. semester
ECTS (number of credits allocated)	3 ECTS The course is offered as one of the elective courses in Common Compulsory Module II (10 ECTS). It consists of five contact hours and 80 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	Familiarizing students with relevant literature and policies of UNESCO on cultural diversity safeguarding as one of the functions of sustainable development; developing discussion and argumentation skills in presenting one's opinion on selected subject.		
Prerequisites	Defined by the Faculty Statute.		
Student	Students deliver their presentations and participate in discussions on selected subjects.		

participation	
Course content	The importance of preservation of biological and cultural diversity; Practice and experience of ecomuseum; Globalization and the destiny of cultural identity; The UNESCO programme for preservation of cultural diversity; Attitudes on safeguarding of intangible cultural heritage (UNESCO „Convention for the “Safeguarding of the Intangible Cultural Heritage““; Barcelona Charter; Rotterdam Declaration; Experience of safeguarding of maritime cultural heritage (AMMM - Barcelona, Albaola – Baskija, Casa della batana – Rovinj, Ars Halieutica – Komiža; Latinsko idro – Murter; Federatie Oud Nederlandse Vaartuigen (FONV), Thedo Fruithof, Dijkweg, Holland.
Recommended reading	7. Božanić, J. (2001). Pohvala ruci. <i>Republika</i> , 7/8, 29-37. / In Praise of the Hand. U: <i>Experience of the Boat – Wooden Shipbuilding Heritage in Croatia</i> . Dubrovnik: Pomorski muzej; Komiža – Zagreb, Ars halieutica. 8. Galla, A. (2002). <i>Ecomuseology, Globalisation and Sustainable Development: Ha Long Bay, A Case Study from Vietnam</i> . <i>Humanities Research Journal</i> , 1. 9. Galla, A. (2003). Heritage and Tourism in Sustainable Development: Ha Long Bay Case Study. U: Laske, T. <i>Cultural Heritage and Tourism</i> . 135-146. Liege: Asia-Europe Foundation. 10. Hagege, C. (2005). <i>Zaustaviti izumiranje jezika</i> . Zagreb: Disput. 11. UNESCO (2003). <i>Convention for the Safeguarding of Intangible Cultural Heritage</i> . http://unesdoc.unesco.org/images/0013/001325/132540e.pdf 12. Barcelona Charter (2003). www.european-maritime-heritage.org/bc.aspax
Supplementary reading	1. Galla, A. (2005). <i>Museums, Globalisation and Intangible Heritage</i> . Shanghai and Paris: ICOM-UNESCO. 2. Skupina autora (2002). <i>Iskustvo broda – Baština drvene brodogradnje u Hrvatskoj</i> . (16-17). Dubrovnik: Pomorski muzej, Komiža: Ars halieutica, Zagreb: Durieux. 3. Salamon, V. i sur. (2001). <i>Iskustvo broad baština drvene brodogradnje u Hrvatskoj</i> . / <i>Experience of the Boat – Wooden Shipbuilding Heritage in Croatia</i> . Dubrovnik: Pomorski muzej; Komiža – Zagreb: Ars halieutica.
Teaching methods	Round table
Assessment methods	Student evaluation (of each participant student)
Language of instruction	English
Quality assurance methods	Self-evaluation, student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.

Module title	General Elective Module		
Course title	Croatian Cultural Heritage in European Context		
Name of lecturer	Marko Dragić, PhD, Associate Professor		
Course code	HUMN 804 – 5		
Course status	Elective course in General Elective Module		
Type of course	Specialised course		
Year of study	I.	Semester	I.
ECTS (number of credits allocated)	2,5 ECTS The course is offered as one of the elective courses in General Elective Module (5 ECTS). It consists of four contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	To familiarize students with significance of cultural heritage in Slavic and other nations, with special attention given to overcoming the “mythical thinking” and understanding the myth as anthropological and folk literary phenomenon. To enable students to independently analyse and interpret mythical structures, especially on examples provided from Croatian folk literature; to analyse and interpret customs, rites and rituals.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in mentored workshops, discussions, research work, written assignments and participation in individual and group lectures.		
Course content	Croatian traditional culture from Illyrian times until today. The significance of traditional culture in preservation of identity of individuals, nations and humanity as a whole. Rites, rituals and customs. Similarities and differences between the mythical and the demonic and eschatological. Relationship between myth and history. Ancient Pre-Indo-European roots of Croatian spiritual heritage. Croatian cultural heritage in Slavic, European and world context.		
Recommended reading	<ol style="list-style-type: none"> 1. Botica, S. (1993). Mitološki slojevi hrvatske usmene književnosti. <i>Croatica</i>, 37, 38, 39. Zagreb. 2. Botica, S. (1998). <i>Lijepa naša baština. Književno-antropološke teme</i>. Zagreb: Hrvatska sveučilišna naklada. 3. Dragić, M. (2007). Apotropejski obredi, običaji i ophodi u hrvatskoj tradicijskoj kulturi. <i>Croatica et Slavica Iadertina</i>, 3, 369-390. Zadar: Odjel za kroatistiku i slavistiku Sveučilišta u Zadru. 4. Dragić, M. (2007). Ladarice, kraljice i dodole u hrvatskoj tradicijskoj kulturi i slavenskom kontekstu. <i>Hercegovina, godišnjak za kulturno i povijesno naslijeđe</i>, 21, 275-296. 5. Dragić, M. (2007). Sveta tri kralja u hrvatskoj tradiciji. <i>Crkva u svijetu</i>, 1, 96-117. Split: Katolički bogoslovni fakultet Sveučilišta u Splitu. 6. Dragić, M. (2008). Advent u liturgiji i narodnoj kulturi Hrvata. <i>Crkva u svijetu</i>, 1, 3-198. Split: Katolički bogoslovni fakultet Sveučilišta u Splitu. 7. Dragić, M. (2008). Drvo badnjak u kršćanskoj tradicijskoj kulturi. <i>Crkva u svijetu</i>, 1, 67-91. Split: Katolički bogoslovni fakultet 		

	<p>Sveučilišta u Splitu.</p> <p>8. Dragić, M. (2008). Koledanje i veseljanje u hrvatskoj tradiciji. <i>Zbornik radova Filozofskoga fakulteta</i>, 1, 21-34. Split: Filozofski fakultet Sveučilišta u Splitu.</p> <p>9. Dragić, M. (2008). <i>Poetika i povijest hrvatske usmene književnosti</i>. Fakultetski udžbenik. Split: Filozofski fakultet Sveučilišta u Splitu. www.ffst.hr (Poglavlja o usmenoj lirici, retorici, folklornom kazalištu i dr.).</p> <p>10. Dragić, M. (2008). Sveto trodnevlje u duhovnoj baštini bosansko-hercegovačkih Hrvata. <i>Zbornik pasionske baštine</i>. Zagreb: Pasijska baština.</p> <p>11. Eliade, M. (1970). <i>Mit i zbilja</i>. Zagreb.</p> <p>12. Gavazzi, M. (1991). <i>Godinu dana hrvatskih narodnih običaja</i>. Zagreb: Hrvatski sabor kulture.</p> <p>13. Katičić, R. (1996). <i>Mythologicum Illyricum</i>. Zagreb.</p> <p>14. Macan M. (1932). Čaranje i gatanje. U: Boranić, D. <i>Zbornik za narodni život i običaje južnih Slavena</i>, XXIX, 1, 224-234. Zagreb: JAZU.</p> <p>15. Meletinski, E. M. (1983). <i>Poetika mita</i>. Beograd.</p> <p>16. Nodilo, N. (1991). <i>Stara vjera Srba i Hrvata</i>. Split: Logos.</p> <p>17. Šemudvarac, M. (1945). <i>Narodna vjerovanja o mjesecu kod Hrvata</i>. Doktorska disertacija obranjena na Bogoslovnom fakultetu, Zagreb.</p> <p>18. Zečević, S. (1973). <i>Elementi naše mitologije u narodnim obredima uz igru</i>. Zenica: Izdanja muzeja grada Zenice, Radovi V.</p>
Supplementary reading	<p>1. Botica, S. (1995). <i>Biblija i hrvatska kulturna tradicija</i>. Zagreb: VI. nakl.</p> <p>2. Fučić, B. (1962). <i>Sveti Juraj i Zeleni Juraj</i>. Zagreb: JAZU.</p> <p>3. Gluhak, A. (1993). <i>Hrvatski etimološki rječnik</i>. Zagreb: August Cesarec.</p> <p>4. Graves, R. (2003). <i>Grčki mitovi</i>. Zagreb.</p> <p>5. Kulušić, Š. (1979). <i>Stara slavenska religija u svjetlu novijih istraživanja</i>. Sarajevo.</p> <p>6. Lozica, I. (2002). <i>Poganska baština</i>. Zagreb: Golden marketing.</p> <p>7. Pilar, I. (1931). O dualizmu u vjeri starih Slovjena i o njegovu podrijetlu i značenju. U: Boranić, D. (ur.). <i>Zbornik za narodni život i običaje južnih Slavena</i>, XXVIII, 1, 1-86. Zagreb: Nadbiskupska tiskara Zagreb, JAZU.</p> <p>8. Solar, M. (1998). <i>Edipova braća i sinovi</i>. Zagreb.</p> <p>9. Škopalj, A. (1998). <i>Obredne gomile</i>. Split.</p>
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.
Module title	General Elective Module

Course title	Imagological Approach and History of Literary Culture		
Name of lecturer	Davor Dukić, PhD, Full Professor		
Course code	HUMN 804-6		
Course status	Elective course in General Elective Module		
Type of course	Specialised course		
Year of study	I.	Semester	I.
ECTS (number of credits allocated)	2,5 ECTS The course is offered as one of the elective courses in General Elective Module (5 ECTS). It consists of four contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	Acquisition of fundamental concepts and notions of imagological analysis and their application to chosen texts.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in mentored workshops, discussions, research work, written assignments and participation in individual and group lectures.		
Course content	History of imagological research (early and new French imagology, Aachen school, imagology and European Studies). Basic imagological terms: (heteroimage, autoimage, image/stereotype, personal and cultural imagination). Imagological research in Croatian literary criticism and cultural history (T. Matić, M. Zorić, D. Šokčević, Z. Blažević, N. Raspuđić). Perspectives of imagological approach in research of history of literary culture. Students' research assignments.		
Recommended reading	<ol style="list-style-type: none"> 1. Beller, M., Leerssen, J. (ur.). (2007). <i>Imagology. The cultural construction and literary representation of national characters – A critical survey</i>. Amsterdam, New York. 2. Dukić, D., Blažević, Z., Plejić Poje, L., Brković, I. (ur.). (2009). <i>Kako vidimo strane zemlje: Uvod u imagologiju</i>. Zagreb: Srednja Europa. 		
Supplementary reading	<ol style="list-style-type: none"> 1. Blažević, Z. (1992). <i>Irizam prije ilirizma</i>. Zagreb: Golden marketing, Tehnička knjiga. 2. Dukić, D. (2004). <i>Sultanova djeca: predodžbe Turaka u hrvatskoj književnosti 16. do 18. stoljeća</i>. Zadar: Thema. 3. Šokčević, D. (2006). <i>Hrvati u očima Mađara, Mađari u očima Hrvata: Kako se u pogledu preko Drave mijenjala slika drugoga</i>. Zagreb: Naklada P.I.P. Pavičić. 4. Zorić, M. (1992). <i>Književna prožimanja hrvatsko-talijanska</i>. Split: Književni krug. 		
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours		
Assessment methods	Advisory hours, written assignments and their oral presentation.		
Language of	Croatian		

instruction	
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.

Module title	General Elective Module		
Course title	Sea/Ocean and Cultural Imagery		
Name of lecturer	Stipe Grgas, PhD, Full Professor		
Course code	HUMN 804-7		
Course status	Elective course in General Elective Module		
Type of course	Specialised / Historical overview course		
Year of study	I.	Semester	I.
ECTS (number of credits allocated)	2,5 ECTS The course is offered as one of the elective courses in General Elective Module (5 ECTS). It consists of four contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The goal of this course is to enable students to, in a theory-aware manner, approach the problematics and thematization of sea/ocean in literary texts. Wider aim is to familiarize students with theoretical postulates of the spatial turn.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in mentored workshops, discussions, research work, written assignments and participation in individual and group lectures.		
Course content	Theoretical frame of the course is the spatial turn theory, present in various disciplines. Lectures start from the fact that, despite the ever-growing attention paid to space in this new theoretical paradigm, the issue of sea/ocean is still neglected. The course attempts to answer the following question: why is sea not incorporated into the theory's topics of research? Taking into consideration the fact that the sea as such resists human conceptualization, the course offers arguments for the necessary differentiation of the claim (i.e. it shows that not all sea spaces are inaccessible to human imaging/conceptualization). Following this argumentation, a comparativistic reading of sea/ocean in Croatian and American literature is offered.		
Recommended reading	<ol style="list-style-type: none"> 1. Foulke, R. (2002). <i>The Sea Voyage Narrative</i>. New York. 2. Grgas, S. (2007). Gdje je nestao ocean. <i>Književna smotra</i>, 34/145(3), 29-33. 3. Grgas, S. (2007). Maritime Regionalism: A Reading of John Casey's Novel <i>Spartina</i>. <i>Elope</i>, 1,3/1-2, 183-192. Ljubljana. 4. Grgas, S. (2008). 'Odsutna prisutnost' mora u djelu Jure Kaštelana. 7. <i>Kijevski književni susreti</i>, 21-27. Kijevo. 5. Grgas, S. (2010). Charles Johnson's Middle Passage and the American Spatial Imaginary. U: Šesnić, J. (ur.). <i>Siting America/sighting</i> 		

	<p><i>modernity: essays in honor of Sonja Bašić</i>, 43-54. Zagreb: FF Press.</p> <p>6. Lefebvre, H. (1996). <i>The Production of Space</i>. Oxford.</p> <p>7. Soja, E. (1989). <i>Postmodern Geographies: The Reassertion of Space in Critical Social Theory</i>. London.</p> <p>8. Steinberg, P. E. (2001). <i>The Social Construction of the Ocean</i>. Cambridge.</p> <p>9. Šegedin, P., Žunec, O. (2008). <i>S ove strane beskonačnosti: filozofiranje i more</i>. Zagreb: Demetra.</p>
Supplementary reading	Students are presented with literary corpus of works suitable for detecting the problematics of sea/ocean. The corpus will be chosen in agreement with students, taking into account their prospective theses subjects.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.

Module title	General Elective Module		
Course title	Words and Worlds		
Name of lecturer	Krešimir Bagić, PhD, Full Professor		
Course code	HUMN 804-8		
Course status	Elective course in General Elective Module		
Type of course	Specialized / Overview course		
Year of study	I.	Semester	I.
ECTS (number of credits allocated)	2,5 ECTS The course is offered as one of the elective courses in General Elective Module (5 ECTS). It consists of four contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The course will familiarize students with system of rhetorical and stylistic figures and enable them to detect these figures in various discourse types (descriptive, explicative, narrative, media, commercial and other discourses) and to accurately interpret them.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in mentored workshops, discussions, research work, written assignments and participation in individual and group lectures.		
Course content	Figurativeness of language as a process found at the deep structures of language. Conceptual systems of figures of speech from ancient rhetoric to		

	contemporary stylistics, linguistics and literary theory. Figures and discourse types. Innovative and lexicalized figures. The course presupposes a corpus of literature and non-fictional texts (scientific, publicist, propaganda texts, and essays) as basic material for figures recognition and analyses, commenting upon their function in concrete textual contexts.
Recommended reading	<ol style="list-style-type: none"> 1. Bagić, K. (2006). Figurativnost reklamnoga diskurza. <i>Raslojavanje jezika i književnosti</i> - Zbornik radova 34. seminara Zagrebačke slavističke škole. 81-93. Zagreb. 2. Benčić, Ž., Fališevac, D. (ur.). (1995). <i>Tropi i figure</i>. Zagreb. 3. Meyer, M., Carrilho, M. M., Timmermans, B. (2008). <i>Povijest retorike od grka do naših dana</i>. Zagreb: Disput. 4. Simeon, R. (1969). <i>Enciklopedijski rječnik lingvističkih naziva I/II</i>. Zagreb: Matica hrvatska. 5. Škiljan, D. (1989). Terminologija: figure i tropi. <i>Latina et graeca</i>, 34, 64-75. Zagreb.
Supplementary reading	<ol style="list-style-type: none"> 1. Bagić, K. (ur.). (2006). <i>Bacite stil kroz vrata, vratit će se kroz prozor</i>. Zagreb. 2. Biti, V. (2006). <i>Pojmovnik suvremene književne i kulturne teorije</i>. Zagreb. 3. Čulić, Z. (2003). <i>Čovjek, metafora, spoznaja</i>. Split. 4. Ducrot, Oswald, Todorov, Tzvetan (1987). <i>Enciklopedijski rečnik nauka o jeziku 1/2</i>. Beograd. 5. Genette, G. (1985). <i>Figure</i>. Beograd. 6. Genette, G. (2006). <i>Metalepsa</i>. Zagreb. 7. Jankélévitch, V. (1989). <i>Ironija</i>. Sremski Karlovci. 8. Kvintilijan, M. F. (1967). <i>Obrazovanje govornika</i>. Sarajevo. 9. Solar, M. (2006). <i>Rječnik književnoga nazivlja</i>. Zagreb. 10. Škarić, I. (2003). <i>Temeljci suvremenoga govorništva</i>. Zagreb: Školska knjiga. 11. Škreb, Z. (1983). Mikrostrukture stila i književne forme. U: Škreb, Z., Stamać, A. (ur.). <i>Uvod u književnost</i>. Zagreb. 12. Weinrich, H. (2005). <i>Lingvistika laži</i>. Zagreb. 13. Zima, L. (1988). <i>Figure u našem narodnom pjesništvu</i>. Zagreb. 14. <i>Rečnik književnih termina</i>. (1986). Beograd.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.

Module title	General Elective Module
---------------------	--------------------------------

Course title	Syntactic Stylistics of Matvejević's Mediterranean Trilogy: <i>Mediterranean Breviary: A Cultural Landscape, The Other Venice, Our Bread</i>		
Name of lecturer	Joško Božanić, PhD, Full Professor		
Course code	HUMN 804-9		
Course status	Elective course in General Elective Module		
Type of course	Specialized course		
Year of study	I.	Semester	I.
ECTS (number of credits allocated)	2,5 ECTS The course is offered as one of the elective courses in General Elective Module (5 ECTS). It consists of four contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The usage of syntactic stylistics and macrostylistics in interpretation of texts. To notice thorough analyses stylistics similarities between the three books of essays. Independent linguistic-stylistic interpretation of text.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in mentored workshops, discussions, research work, written assignments and participation in individual and group lectures.		
Course content	<ol style="list-style-type: none"> 1. Mediterranean universe in works of Matvejević; 2. Macrostylistic approach to Matvejević's Mediterranean trilogy; 3. Copular binomial reduplications and multiplications; 4. Iterations of conjunctions; 5. Asyndetic triplication of subject in final position; 6. Reduplication of comparative binominal oppositions on a time axis; 7. Asyndetic stream of objects with relative pronoun; 8. Disjunctive copular stream: ili-ili-i-i; 9. Iteration of the „u“ preposition; 10. Matvejević's contribution to lexical richness of the Croatian standard language in general considerably void of maritime lexis 		
Recommended reading	<ol style="list-style-type: none"> 1. Božanić, J. (2004). Lingvostilistička interpretacija zapisa nepoznatog pomorca iz 19. st. o životu „maloga“ na jedrenjacima. U: Vidović, R. <i>Život pod jedrima</i>, 289-338. Split: Književni krug. Matvejević, P. (2002). <i>Druga Venecija</i>. Zagreb: VBZ. 2. Matvejević, P. (2007). <i>Mediteranski brevijar</i>. Zagreb: VBZ, biblioteka Ambrozija. 3. Matvejević, P. (2008). <i>Kruh naš</i>. Zagreb: VBZ, biblioteka Ambrozija. 4. Pranjić, K. (1983). Stil i stilistika. U: Škreb, Z., Stamać, A. (ur.). <i>Uvod u književnost</i>. Zagreb. 5. Rimmon-Kenan, S. (1989). Naracija: Razine i glasovi. U: Kramarić, Z. (ur.). <i>Uvod u naratologiju</i>, 81-103. Osijek: Izdavački centar Revija. 6. Škreb, Z. (1983). Mikrostrukture stila i književne forme. U: Škreb, Z., Stamać, A. (ur.). <i>Uvod u književnost</i>. Zagreb. 		
Supplementary reading	<ol style="list-style-type: none"> 1. Badurina, L. (1998). Neke odlike leksika u suvremenoj hrvatskoj publicistici. <i>Filologija</i>, 30/31, 417-426. 2. Božanić, J. (1984). Proturječnosti proučavanja umjetnosti riječi. 		

	<p><i>Mogućnosti</i>, 6/7.</p> <p>3. Compagnon, A. (2006). <i>Stil</i>. U: Bagić, K. (ur.). <i>Bacite stil kroz vrata, vratit će vam se kroz prozor</i>, 17 – 51. Zagreb: Naklada.</p> <p>4. Katičić, K. (1983). <i>Književnost i jezik</i>. U: Škreb, Z., Stamać, A. (ur.). <i>Uvod u književnost</i>, 139-173. Zagreb.</p> <p>5. Pranjić, K. (1986). <i>Jezikom i stilom kroza književnost</i>. Zagreb.</p>
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation
Language of instruction	Croatian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.

Module title	General Elective Module		
Course title	Contemporary Theories of Culture		
Name of lecturer	Vladimir Biti, PhD, Full Professor		
Course code	HUMN 804-10		
Course status	Elective course in General Elective Module		
Type of course	Theoretical / Historical overview course		
Year of study	I.	Semester	I.
ECTS (number of credits allocated)	<p>2,5 ECTS</p> <p>The course is offered as one of the elective courses in General Elective Module (5 ECTS). It consists of four contact hours and 60 hours of individual student work (literature reading and individual assignments).</p>		
Learning outcomes and competences	Deepening of the culturological insights. Ability of complex theoretical thinking.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in mentored workshops, discussions, research work, written assignments and participation in individual and group lectures.		
Course content	<p>Freud's theory of culture. Interpretation of the so-called metapsychological texts: <i>Totem and Taboo</i> and <i>Moses and Monotheism</i>.</p> <p>Bahtin's concept of culture. The phenomenon of the carnivalesque in language, literature and culture.</p> <p>Benjamin's concept of mass culture. Benjamin's specific position within the Frankfurt School; aura and its destruction.</p> <p>The interpretation of culture by Adorno and Horkheimer. The notion</p>		

	of industry of culture. The relationship between elite and mass culture.
Recommended reading	<ol style="list-style-type: none"> 1. Adorno, T., Horkheimerom, M. (1974). <i>Kulturna industrija: Prosvjetiteljstvo kao masovna obmana. Dijalektika prosvjetiteljstva</i> (Filozofijski fragmenti). Sarajevo. 2. Bahtin, M. M. (1978). "Uvod" u <i>Stvaralaštvo Fransoa Rablea i narodna kultura srednjega veka i renesanse</i>. Beograd. 3. Sigmund, F. (1969). Nelagodnost u kulturi. <i>Iz kulture i umetnosti</i> (Odabrana dela Sigmunda Frojda, 5). Novi Sad. 4. Walter, B. (1986). Umjetničko djelo u doba tehničke reprodukcije. <i>Estetički ogledi</i>. Zagreb.
Supplementary reading	1. Biti, V. (2001). <i>Pojmovnik suvremene književne i kulturne teorije</i> . Zagreb.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.

Module title	General Elective Module		
Course title	Introduction to Cultural Studies: Hybridization, Identity, Diaspora, Multiculturalism		
Name of lecturer	Boris Škvorc, PhD, Associate Professor		
Course code	HUMN 804-11		
Course status	Elective course in General Elective Module		
Type of course	Theoretical / Overview course		
Year of study	I.	Semester	I.
ECTS (number of credits allocated)	2,5 ECTS The course is offered as one of the elective courses in General Elective Module (5 ECTS). It consists of four contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	Students acquire competences for purposeful usage of terminology and methodology of cultural studies; competence for questioning the relationship between "high" and "low" culture, analysis of cultural relationships within society in relation to hybrid cultural paradigms.		
Prerequisites	Defined by the Faculty Statute.		

Student participation	Active participation in mentored workshops, discussions, research work, written assignments and participation in individual and group lectures.
Course content	The course presents and questions fundamental postulates of cultural studies and theories of culture of the 20 th century and their contexts while applying theoretical paradigms for analysis of concrete 20 th century cultural space. In the first part of the course, basic notions and postulates of cultural studies are investigated: the relationship between “high” and “low” culture, poetics of everyday, the position of working class, popular and media generated culture in defining and applying theoretical cultural paradigms; Croatian cultural space in the production of hybrid cultural paradigms, multicultural multiplication of identities and redefining the concept of diaspora. After the explications of theory, the central, seminar type of the course thematizes Croatian cultural space in context, models of positioning the traditional canon towards the recently created cultural values, with special emphasis put on analysis of certain media and prominent generational cultural occurrences in a wider context.
Recommended reading	<ol style="list-style-type: none"> 1. Baker, C. (2006). <i>Cultural Studies, Theory and Practice</i>. London. 2. Culler, J. (2001). <i>Teorija književnosti. Vrlo kratak uvod</i>. (Poglavlja 'Kulturalni studiji' i 'Identitet, identifikacija, subjekt'). Zagreb. 3. Duda, D. (2002). <i>Kulturalni studiji, ishodišta i problem</i>. Zagreb. 4. Foucault, M. (1994). <i>Znanje i moć</i>. Zagreb. 5. Hall, S. (2001). Kulturalni studiji i njihovo teorijsko nasljeđe. <i>Quorum</i>, 17/1, 182-200.
Supplementary reading	<ol style="list-style-type: none"> 1. Bhabha, H. (2002). <i>The Location of Culture</i>. London. (Prevedeno poglavlje: Diseminacija – vrijeme, pripovijest i margine moderne nacije. U: Biti, V. (ur.). <i>Politika i etika pripovijedanja</i>. Zagreb.) 2. Biti, V. (2002). Prostor i identitet. <i>Quorum</i>, 18/1, 139-147. 3. Butler, J. (2000). <i>Nevolje s rodom</i>. Fenizima i subverzija identiteta. Zagreb. 4. Certeau, M. (2002). <i>Invencija svakodnevnice</i>. Zagreb: Naknada MD. 5. Duda, D. (2006). <i>Politika teorije – zbornik radova i rasprava iz kulturalnih studija</i>. Zagreb. 6. During, S. (2005). <i>The Cultural Studies Reader</i>. London. 7. Parekh, B. (2000). <i>Rethinking Multiculturalism: Cultural Diversity and Political Theory</i>. London. 8. Said, E. W. (2007). <i>Nepripadanje</i>. Zagreb. 9. Škvorc, B. (2005). <i>Australski Hrvati: mitovi i stvarnost</i>. Zagreb.
Teaching methods	Advisory hours with mentor, exceptionally (more than five enrollees) lectures and seminars, in agreement with Head of Studies
Assessment methods	Advisory hours with mentor, written assignments and their oral presentation Exam: written, in two parts and a presentation of: <ol style="list-style-type: none"> 1. Two short essays (3000 words each) on given subjects with usage of expert literature. Presentation of one essay 2. Theoretical seminar paper (4500 words); subject in agreement with mentor (head of course). Presentation of the paper.
Language of instruction	Croatian English

Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate, evaluation of seminar by co-mentors, publication of seminars/articles in magazines and almanacs, and their presentation at scientific conferences.
----------------------------------	--

Module title	General Elective Module		
Course title	Croatian Maritime Heritage in Mediterranean Context		
Name of lecturer	Joško Božanić, PhD, Full Professor		
Course code	HUMN 804-20		
Course status	Elective course in General Elective Module		
Type of course	Specialised course		
Year of study	I.	Semester	I.
ECTS (number of credits allocated)	2,5 ECTS The course is offered as one of the elective courses in General Elective Module (5 ECTS). It consists of four contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	To discover a marginalised segment of Croatian culture – the maritime heritage as a component of national cultural identity. To encourage students' sensibility towards recognizing the Mediterranean heritage of Croatian maritime culture.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in mentored workshops, discussions, research work, written assignments and participation in individual and group lectures.		
Course content	<p>Introduction: Croatia as a maritime country, the notion of maritime cultural heritage, the position of maritime cultural history in the representative national culture, the Mediterranean component in Croatian culture.</p> <p>Boat: boat as a monument of shipbuilding heritage, archetypical significance of boat, anthropomorphology of boat, the boat – person – environment relationship, problematics of shipbuilding heritage research and establishment of historical boats; information sources: tangible cultural heritage (artefacts, iconography, written documents) and intangible – spiritual heritage: knowledge and skills, memories of living participants of traditional maritime culture.</p> <p>Context of boat: boat as central axis of maritime culture that attracts different domains of human activities, knowledge, skills, customs: navigation, fishing, interpretation of natural weather forecasting signals, differentiating species of fish, preparing fish meals, the phenomenon of insularity, the custom of boat sacrifice, seafarers' beliefs, ex voto; seafarers' sanctuaries, Mediterranean diet.</p> <p>Representation of maritime heritage: global promotion of Croatian maritime heritage (EXPO 98, Fête Internationale de la Mer et des Marins – Brest, Promediterrania – Palamos, Storica Regate – Venice).</p> <p>Global contributions: contribution of Croatian fishermen to world fishing industry: (Spain, South America, USA, and Australia).</p>		

Recommended reading	<ol style="list-style-type: none"> 1. Božanić, J. (1983). Komiška ribarska epopeja. <i>Čakavska rič</i>, 1-2. 2. Božanić, J. (1996). Milenij ribarstva na otocima Viškog arhipelaga. Zbornik radova znanstvenog skupa <i>Tisuću godina ribarstva u Hrvata</i>, 1. 10. 1995., Zadar. Zagreb. 3. Božanić, J. (1997). Milenij ribarstva na otocima Viškog arhipelaga. U: Finka, B. (ur.). <i>Tisuću godina prvoga spomena ribarstva u Hrvata</i>, 181-194. Zagreb: HAZU. 4. Božanić, J. (2003). Čovjek i riba / Man and Fish. U: Butković, J., Lazzarich, L. (ur.). <i>Ex Libris</i>, 6-7. Rijeka: Sveučilišna knjižnica. 5. Božanić, J. (2005). Terra nauta – Doprinos hrvatskih ribara svjetskom ribarstvu. U: Radić, Z. (ur.). <i>Nacionalne vrijednosti u gospodarskom razvoju – Hrvatske nacionalne vrijednosti u europskim integracijama</i>, 350-372. Zagreb: MH – Domagojeva zajednica. <i>Ethos i logos komiške gajete falkuše</i>. (1998). Znanstveni skup Iskustvo multidisciplinarnog proučavanja hrvatske pomorske baštine. Zagreb: HAZU. (objavljeno u časopisu <i>Brodogradnja</i>). 6. Božanić, J., Salamon, V. (1997). Poiesis iskustva življenja s morem u maritimnoj kulturi hrvatskog arhipelagosa – istraživački model: komiška gajeta falkuša. U: Cambi, N. (ur.). <i>Knjiga Mediterana 1997</i>, 9-34. Split: Književni krug. 7. Salamon, V. i sur. (2001). <i>Experience of the Boat – Wooden Shipbuilding Heritage in Croatia</i>. Dubrovnik: Pomorski muzej; Komiža: Ars halieutica. 8. Salamon, V. (2004). Rečiem za hrvatsku tradicionalnu brodogradnju. Serija članaka u časopisu <i>More</i>. Zagreb. 9. Skupina autora (2009). <i>Jadranski arhipelag priča priče</i>. Split: Hidrografski institut. 10. Vidović, R. (2004). <i>Život pod jedrima</i>. Split: Književni krug.
Supplementary reading	<ol style="list-style-type: none"> 1. Božanić, J. (1983). Komiška ribarska epopeja. <i>Čakavska rič</i>, 1-2. 2. Božanić, J. (1996). Onimikon Palagruže. U: Hodžić. M. (ur.). <i>Palagruža - jadranski dragulj</i>. Stručno-znanstveni skup Palagruža, u povodu 100 godina meteoroloških mjerenja i motrenja na otoku Palagruži, Split, 28.-30. lipnja 1995. Split. 3. Božanić, J. (1996). Tradicionalna regata gajeta falkuša od Komiže do Palagruže. U: Hodžić. M. (ur.). <i>Palagruža - jadranski dragulj</i>. Stručno-znanstveni skup Palagruža, u povodu 100 godina meteoroloških mjerenja i motrenja na otoku Palagruži, Split, 28.-30. lipnja 1995. Split. 4. Božanić J. (1996). Iskustvo vremena komiških ribara. <i>Čakavska rič</i>, XXIV, 1-2. 5. Božanić, J. (1996). Feniks iz Komiže. <i>More</i>, 10. 6. Božanić, J. (1996). Ruža mora. <i>More</i>, 11. 7. Božanić, J. (1996). Zakon polisa. <i>More</i>, 12. 8. Božanić, J. (1996). Ekspedicija Svetac. <i>More</i>, 13. 9. Božanić, J. (1996). Štap svetoga Mikule. <i>More</i>, 14. 10. Božanić, J. (1996). Vulkanski trokut na Jadranu. <i>More</i>, 15. 11. Božanić, J. (1996). Gušterice i ribari. <i>More</i>, 16. 12. Božanić, J. (1996). Crna Jabuka. <i>More</i>, 17. 13. Božanić, J. (1996). Palagruža. <i>More</i>, 18. 14. Božanić, J. (1996). Palagruška regatta. <i>More</i>, 19. 15. Božanić, J. (1996). Etika mora. <i>More</i>, 20.

	16. Božanić, J. (1996). Posljednji čitač vremena. <i>More</i> , 21. 17. Božanić, J. (1997). Kalanko. <i>More</i> , 22. 18. Božanić, J. (1997). Brod. <i>More</i> , 23. 19. Božanić, J. (1997). Nacrt glosara gajete falkuše. U: Finka, B. (ur.). <i>Tisuću godina prvoga spomena ribarstva u Hrvata</i> , 181-194. Zadar-Sali-Split, 10.-18. listopada 1995. Zagreb: HAZU.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.

Module title	General Elective Module		
Course title	Interculturalism and Music Education		
Name of lecturer	Snježana Dobrota, PhD, Assistant Professor		
Course code	HUMN 804-21		
Course status	Elective course in General Elective Module		
Type of course	Theoretical course		
Year of study	I	Semester	I
ECTS (number of credits allocated)	2,5 ECTS The course is offered as one of the elective courses in General Elective Module (5 ECTS). It consists of four contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	Students will acquire basic knowledge from the domain of intercultural music education and musical identities; they will also be introduced to representative examples of world music.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in mentored workshops, discussions, research work, written assignments and participation in individual and group lectures.		
Course content	1. Interculturalism: defining the basic concepts; 2. Historical overview of intercultural music education development; 3. Identity and music.		
Recommended reading	1. DeNora, T. (2000). <i>Music in Everyday Life</i> . Cambridge: Cambridge University Press. 2. MacDonald, R. A. R., Hargreaves, D. J., Miell, D. (ur.). (2002). <i>Musical Identities</i> . Oxford: Oxford University Press. 3. Volk, T. (1998). <i>Music, education and multiculturalism: foundations and principles</i> . Oxford: Oxford University Press.		

Supplementary reading	<ol style="list-style-type: none"> 1. Anderson, W. M., Campbell, P. S. (1989). <i>Multicultural Perspectives in Music Education</i>. Reston, VA: Music Educators National Conference. 2. Banks, J. A. (1993). Multicultural Education: Characteristics and Goals. U: Banks, J. A. (ur.). <i>Multicultural Education: Issues and Perspectives</i>. 3-28. Boston: Allyn & Bacon. 3. Banks, J. A. (1994). <i>Multicultural Education: Theory and Practice</i>. Boston: Allyn & Bacon. 4. Becker, J. (1986). Is western art music superior? <i>The Musical Quarterly</i>, 72 (3), 341-359. 5. Bieber, A. B. (1999). Arranging World Music for Instrumentalists. <i>Music Educators Journal</i>, 85(5), 17-20, 38. 6. D'Oyley, V., Shapson, M. (1990). <i>Innovative Multicultural Teaching</i>. Toronto: Kagan & Woo. 7. Elliott, D. J. (1990). Music as culture: Toward a multicultural concept of arts education. <i>Journal of Aesthetic Education</i>, 24 (1), 147-166. 8. Gollnick, D., Chinn, P. (1990). <i>Multicultural Education in a Pluralistic Society</i>. Columbus, OH: Merrill. 9. Gollnick, D. M., Chinn, P. C. (1986). <i>Multicultural Education in Pluralistic Society</i>. Columbus: Charles E. Merrill. 10. Gonzo, C. (1993). Multicultural Issues in Music Education. <i>Music Educators Journal</i>, 79(6), 49-52. 11. Goodkin, D. (1994). Diverse Approaches to Multicultural Music. <i>Music Educators Journal</i>, 81(1), 39-43. 12. O'Brien, J. P. (1980). Integrating World Music in the Music „Appreciation“ Course. <i>Music Educators Journal</i>, 67(1), 38-39, 41-42. 13. Pratte, R. (1979). <i>Pluralism in Education</i>. Springfield, III: Charles C. Thomas. 14. Reimer, B. (2003). <i>A Philosophy of Music Education</i>. Englewood Cliffs, NJ.: Prentice-Hall. 15. Reimer, B. (ur.). (2002). <i>World Musics and Music Education. Facing the Issues</i>. Reston, VA: MENC. 16. Sleeter, C. E. (1995). White Preservice Students and Multicultural Education Coursework. U: Larkin, J. M., Sleeter, C. E. (ur.). <i>Developing Multicultural Teacher Education Curricula</i>. 17-30. Albany: State University of New York. 17. Wasson, R. F., Stuhr, P. L., Petrovich-Mwaniki, L. (1990). Teaching art in the multicultural classroom: Six position statements. <i>Studies in Art Education</i>, 31 (4), 234-246. 18. Yudkin, J. (1993). Choosing Pluralism or Particularism. <i>Music Educators Journal</i>, 79(8), 46-48.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian
Quality assurance	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.

methods	
Module title	General Elective Module
Course title	Romance, German and Turkish Loanwords in Croatian Allotropy
Name of lecturer	Maslina Ljubičić, PhD, Full Professor
Course code	HUMN 804-22
Course status	Elective course in General Elective Module
Type of course	Specialised / Historical overview course
Year of study	I. Semester I.
ECTS (number of credits allocated)	2,5 ECTS The course is offered as one of the elective courses in General Elective Module (5 ECTS). It consists of four contact hours and 60 hours of individual student work (literature reading and individual assignments).
Learning outcomes and competences	Recognition of interlingual connections evident from allotropy created by loaning of lexical units between languages. Confirming the donor language. Differentiation between direct and remote etymology (<i>etymologia proxima</i> vs. <i>etymologia remota</i>). Recognition of lexical units stemming from the same root/etymon in Croatian standard language and its diatropic varieties, especially in the coastal dialects.
Prerequisites	Defined by the Faculty Statute.
Student participation	Active participation in mentored workshops, discussions, research work, written assignments and participation in individual and group lectures.
Course content	In the Croatian language, the number of Romance, German and Turkish loanwords is vast. In contact linguistics, it is relevant to determine the route of loanwords coming into a language: differentiate between direct and remote loaning. Since languages in direct contact with the donor language frequently loan aloglots, it is customary that in Croatian dialects words other than those belonging to the donor language had also entered the language – the words that are loanwords to the donor language itself. Italian, German and Turkish had played an important role of language mediation in disseminating words from languages Croatian did not have direct contact with. The course investigates loanwords from different languages that share the same root/etymon. Besides allotropy, geo-synonymy is thus created, too. Recognition of shared etymons illuminates interlingual connections.
Recommended reading	<ol style="list-style-type: none"> 1. Cortelazzo, M., Zolli, P. (2000). <i>Dizionario etimologico della lingua italiana</i>. Bologna: Zanichelli. 2. De Mauro, T., Mancini, M. (2000). <i>Dizionario etimologico</i>, Milano: Garzanti Linguistica. 3. Kluge, F. (2002). <i>Etymologisches Wörterbuch der deutschen Sprache</i>. Berlin, New York: Walter de Gruyter. 4. Muljačić, Ž. (1997/98). Tri težišta u proučavanju jezičnih elemenata 'stranog' porijekla. <i>Rasprave Instituta za hrvatski jezik i jezikoslovlje</i>, 23/24, 265-280. 5. Muljačić, Ž. (2007). U potrazi za starijim hrvatskim pseudoarabizmima.

	<p><i>Suvremena lingvistika</i>, 64, 159-178.</p> <p>6. Nosić, M. (2005). <i>Rječnik posuđenica iz turskoga jezika</i>. Rijeka: Maveda.</p> <p>7. Skok, P. (1971-1974). <i>Etimologijski rječnik hrvatskoga ili srpskoga jezika</i>, I-IV. Zagreb: Jugoslavenska akademija znanosti i umjetnosti.</p> <p>8. Vinja, V. (1998-2004). <i>Jadranske etimologije. Jadranske dopune Skokovu etimologijskom rječniku</i>, I-III, Zagreb: Hrvatska akademija znanosti i umjetnosti, Školska knjiga.</p>
Supplementary reading	<p>1. <i>Duden. Etymologie. Herkunftswörterbuch der deutschen Sprache</i>. (1997). Mannheim, Leipzig, Wien, Zürich: Dudenverlag.</p> <p>2. Franolić, B. (1976). <i>Les mots d'emprunt Français en croate</i>, Paris: Nouvelles Éditions Latines.</p> <p>3. Gačić, J. Voci romanze nella terminologia culinaria dalmata (I dopponi). U: da Rif, B. M. (ur.). <i>Civiltà italiana e geografia d'Europa</i>, 257-260. Firenze: Franco Cesati Editore.</p> <p>4. Gluhak, A. (1993). <i>Hrvatski etimološki rječnik</i>. Zagreb: August Cesarec.</p> <p>5. Ljubičić, M. (1998). Bilješke o etimonu <i>dom-</i>. <i>Folia onomastica Croatica</i>, 7, 153-190.</p> <p>6. Ljubičić, M. (2002). Hrvatsko-talijanski lažni parovi: standardni jezik i dijalekt. <i>Filologija</i>, 38/39, 19-31.</p> <p>7. Pianigiani, O. <i>Vocabolario Etimologico della lingua italiana</i>. http://www.etimo.it.</p> <p>8. Škaljić, A. (1966). <i>Turcizmi u srpskohrvatskom jeziku</i>. Sarajevo: Svjetlost.</p>
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English Italian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.

Module title	Common Compulsory Module III: Cultural Heritage of the Mediterranean		
Course title	Croatian Maritime Heritage in Mediterranean Context		
Name of lecturer	Joško Božanić, PhD, Full Professor		
Course code	HUMN 803 - 2		
Course status	Elective course in III. Common Compulsory Module 3 ECTS, 5 contact hours		
Type of course	Specialised course		
Year of study	I.	Semester	II.
ECTS (number of	3 ECTS The course is offered as one of the elective courses in Common		

credits allocated)	Compulsory Module (10 ECTS). It consists of five contact hours and 60 hours of individual student work (literature reading and individual assignments).
Learning outcomes and competences	To discover a marginalized segment of Croatian culture – the maritime heritage as a component of national cultural identity. To encourage students' sensibility towards recognizing the Mediterranean heritage of Croatian maritime culture
Prerequisites	Defined by the Faculty Statute.
Student participation	Students attend lectures (with multimedia presentations); written assignment on safeguarding, evaluation and presentation of maritime cultural goods is required.
Course content	<p>Introduction:</p> <ol style="list-style-type: none"> 1. Croatia as a maritime country; 2. The notion of maritime cultural heritage; 3. The position of maritime cultural history in the representative national culture; 4. The Mediterranean component in Croatian culture. <p>Boat:</p> <ol style="list-style-type: none"> 1. Boat as a monument of shipbuilding heritage; 2. Archetypical significance of boat; 3. Anthromorphology of boat; 4. The boat – person – environment relationship; 5. Problematics of shipbuilding heritage research and establishment of historical boats; 6. Information sources: tangible cultural heritage (artefacts, iconography, written documents) and intangible – spiritual heritage: knowledge and skills, memories of living participants of traditional maritime culture. <p>Context of boat:</p> <ol style="list-style-type: none"> 1. Boat as central axis of maritime culture that attracts different domains of human activities, knowledge, skills, customs: navigation, fishing, interpretation of natural weather forecasting signals, differentiating species of fish, preparing fish meals, the phenomenon of insularity, the custom of boat sacrifice, seafarers' beliefs, ex voto; seafarers' sanctuaries, Mediterranean diet. <p>Representation of maritime heritage: global promotion of Croatian maritime heritage (EXPO 98, Fête Internationale de la Mer et des Marins – Brest, Promediterrania – Palamos, Storica Regate – Venice).</p> <p>Global contributions: contribution of Croatian fishermen to world fishing industry: (Spain, South America, USA, and Australia).</p>
Recommended reading	<ol style="list-style-type: none"> 1. Božanić, J. (1983). Komiška ribarska epopeja. <i>Čakavska rič</i>, 1-2. 2. Božanić, J. (1996). Milenij ribarstva na otocima Viškog arhipelaga. Zbornik radova znanstvenog skupa <i>Tisuću godina ribarstva u Hrvata</i>, 1. 10. 1995., Zadar. Zagreb. 3. Božanić, J. (1997). Milenij ribarstva na otocima Viškog arhipelaga. U: Finka, B. (ur.). <i>Tisuću godina prvoga spomena ribarstva u Hrvata</i>, 181-194. Zagreb: HAZU. 4. Božanić, J. (2003). Čovjek i riba / Man and Fish. U: Butković, J., Lazzarich, L. (ur.). <i>Ex Libris</i>, 6-7. Rijeka: Sveučilišna knjižnica. 5. Božanić, J. (2005). Terra nauta – Doprinos hrvatskih ribara svjetskom

	<p>ribarstvu. U: Radić, Z. (ur.). <i>Nacionalne vrijednosti u gospodarskom razvoju – Hrvatske nacionalne vrijednosti u europskim integracijama</i>, 350-372. Zagreb: MH – Domagojeva zajednica. <i>Ethos i logos komiške gajete falkuše</i>. (1998). Znanstveni skup Iskustvo multidisciplinarnog proučavanja hrvatske pomorske baštine. Zagreb: HAZU. (objavljeno u časopisu <i>Brodogradnja</i>).</p> <p>6. Božanić, J., Salamon, V. (1997). Poiesis iskustva življenja s morem u maritimnoj kulturi hrvatskog arhipelagosa – istraživački model: komiška gajeta falkuša. U: Cambi, N. (ur.). <i>Knjiga Mediterana 1997</i>, 9-34. Split: Književni krug.</p> <p>7. Salamon, V. i sur. (2001). <i>Experience of the Boat – Wooden Shipbuilding Heritage in Croatia</i>. Dubrovnik: Pomorski muzej; Komiža: Ars halieutica.</p> <p>8. Salamon, V. (2004). Rečiem za hrvatsku tradicionalnu brodogradnju. Serija članaka u časopisu <i>More</i>. Zagreb.</p> <p>9. Skupina autora (2009). <i>Jadranski arhipelag priča priče</i>. Split: Hidrografski institut.</p> <p>10. Vidović, R. (2004). <i>Život pod jedrima</i>. Split: Književni krug.</p>
Supplementary reading	<p>1. Božanić, J. (1983). Komiška ribarska epopeja. <i>Čakavska rič</i>, 1-2.</p> <p>2. Božanić, J. (1996). Onimikon Palagruže. U: Hodžić. M. (ur.). <i>Palagruža - jadranski dragulj</i>. Stručno-znanstveni skup Palagruža, u povodu 100 godina meteoroloških mjerenja i motrenja na otoku Palagruži, Split, 28.-30. lipnja 1995. Split.</p> <p>3. Božanić, J. (1996). Tradicionalna regata gajeta falkuša od Komiže do Palagruže. U: Hodžić. M. (ur.). <i>Palagruža - jadranski dragulj</i>. Stručno-znanstveni skup Palagruža, u povodu 100 godina meteoroloških mjerenja i motrenja na otoku Palagruži, Split, 28.-30. lipnja 1995. Split.</p> <p>4. Božanić J. (1996). Iskustvo vremena komiških ribara. <i>Čakavska rič</i>, XXIV, 1-2.</p> <p>5. Božanić, J. (1996). Feniks iz Komiže. <i>More</i>, 10.</p> <p>6. Božanić, J. (1996). Ruža mora. <i>More</i>, 11.</p> <p>7. Božanić, J. (1996). Zakon polisa. <i>More</i>, 12.</p> <p>8. Božanić, J. (1996). Ekspedicija Svetac. <i>More</i>, 13.</p> <p>9. Božanić, J. (1996). Štap svetoga Mikule. <i>More</i>, 14.</p> <p>10. Božanić, J. (1996). Vulkanski trokut na Jadranu. <i>More</i>, 15.</p> <p>11. Božanić, J. (1996). Gušterice i ribari. <i>More</i>, 16.</p> <p>12. Božanić, J. (1996). Crna Jabuka. <i>More</i>, 17.</p> <p>13. Božanić, J. (1996). Palagruža. <i>More</i>, 18.</p> <p>14. Božanić, J. (1996). Palagruška regatta. <i>More</i>, 19.</p> <p>15. Božanić, J. (1996). Etika mora. <i>More</i>, 20.</p> <p>16. Božanić, J. (1996). Posljednji čitač vremena. <i>More</i>, 21.</p> <p>17. Božanić, J. (1997). Kalanko. <i>More</i>, 22.</p> <p>18. Božanić, J. (1997). Brod. <i>More</i>, 23.</p> <p>19. Božanić, J. (1997). Nacrt glosara gajete falkuše. U: Finka, B. (ur.). <i>Tisuću godina prvoga spomena ribarstva u Hrvata</i>, 181-194. Zadar-Sali-Split, 10.-18. listopada 1995. Zagreb: HAZU.</p>
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment	Advisory hours, written assignments and their oral presentation.

methods	
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.

Module title	Common Compulsory Module III: Cultural Heritage of the Mediterranean		
Course title	Italian and Croatian Literature and Visual Arts in the first half of the 20 th Century		
Name of lecturer	Academician Tonko Maroević, Full Professor, Research Associate		
Course code	HUMN 803-6		
Course status	Elective course in Common Compulsory Module III 3 ECTS, 5 contact hours		
Type of course	Historical overview course		
Year of study	I.	Semester	II.
ECTS (number of credits allocated)	3 ECTS The course is offered as one of the elective courses in Common Compulsory Module (10 ECTS). It consists of five contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	Interdisciplinary study of presence of visual artworks in Italian and Croatian literature in the first half of the 20 th century.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Seminar sessions, discussions		
Course content	Art criticism is almost a genre of literature. Writing about art presupposes a skill of expressing oneself, whereas artistic merit of visual arts is best understood through comprehension of immanent processes of art, just as, in another medium, the same routes are taken in creation of art. Literary criticism has, at least at its best of times, been written by poets, significant authors, lucid essayists etc. In any case, it is not possible to describe and evaluate a piece of art without using the widest scope of verbal expressivity and lexical inventiveness. An interdisciplinary approach will present a panoramic overview of basic referential attitudes and elaborations on different phenomena of visual art and sculpting “incubations” found at the mentioned period in Croatian and Italian literatures.		
Recommended reading	<ol style="list-style-type: none"> 1. Maroević, T. (2007). <i>Napisane slike. Likovna umjetnost u hrvatskoj književnosti od moderne do postmoderne</i>. Zagreb: Hrvatska Sveučilišna Naklada. 2. Maroević, T. (2004). Kritika kao povijesnoumjetnička disciplina. U Pelc, M. (ur.). <i>Zbornik 1. kongresa hrvatskih povjesničara umjetnosti</i>. Zagreb: Institut za povijest umjetnosti, 289-292. 		

	3. Ferrari, S. (1998). <i>La psicologia del ritratto nell'arte e nella letteratura</i> . Roma-Bari: Laterza.
Supplementary reading	1. Simmel, G. (1985). <i>Il volto e il ritratto. Saggi sull'arte</i> . Bologna: Il Mulino. 2. Schlosser Magnino, J. (1965). <i>La letteratura artistica</i> . U Kurz, O. (ur.). <i>Manuale delle fonti della storia dell'arte moderna</i> . Firenze: La Nuova Italia editrice, Wien: Kunstverlag Anton Schroll & Co. 3. Markiewicz, H. (1987). <i>Ut pictura poesis. A History of the Topos and the Problem</i> . U: <i>New Literary History</i> , 18, 535-558.
Teaching methods	Lectures, seminar sessions, discussions, advisory hours.
Assessment methods	Written assignments and their oral presentation
Language of instruction	Croatian Italian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.

LITERATURE AND CULTURE MODULE

Common Compulsory Module

Module title	Common Compulsory Module		
Course title	The Canon and History of Croatian Literature		
Name of lecturer	Slobodan Prosperov Novak, PhD, Full Professor		
Course code	HUMN 820-1		
Course status	Basic course in Common Compulsory Module I 2,5 ECTS, 4 contact hours		
Type of course	Theoretical / Historical overview course		
Year of study	I.	Semester	II.
ECTS (number of credits allocated)	2,5 ECTS The course is offered as one of the elective courses in Common Compulsory Module (5 ECTS). It consists of four contact hours and 60-70 hours of individual student work (literature reading, workshops and individual assignments).		
Learning outcomes and competences	The course enables students to purposefully handle terminology and methodology pertinent to one of the most vibrant contemporary literary and historiographic theories. This is performed in light of new findings on the canon and history of literature and the position of comparative literature		

	nowadays. Competences include not only the ability to perform comparativistic analyses of existent histories of Croatian literature but also its synchronous and diachronous relationships. Also, best examples of literary historiography in other nations' literatures are looked into as well. Students are prepared for independent analyses of the most complex issues connected to the canon creation process in national and wider setting. Here, emphasis will be put on ideologemes in the national literature corpus.
Prerequisites	Defined by the Faculty Statute.
Student participation	Discussions at advisory hours, seminar sessions, and participation in individual and group lectures.
Course content	Reading and analyses of all significant histories of Croatian literature from Šime Ljubić to contemporary books. Laying down the methodological grounds with dominant analysis of writers' ideological positions and their attitudes towards their contemporary times. Relationship between position of history of literature in Croatian tradition and European tradition. Recognition of examples when Croatian literature was/is included into European literary trends. Investigation of perceived constant values vs. variables prone to zeitgeist changes. Reading and analysing texts in agreement with students, taking into account their prospective theses subjects and appropriate methodology.
Recommended reading	<ol style="list-style-type: none"> 1. Biti, V. (1989). <i>Povijest književnosti nakon poststrukturalizma. Pripitomljavanje drugog: mehanizam domaće teorije</i>. Zagreb. 2. Bloom, H. (1973). <i>The Anxiety of Influence: A Theory of Poetry</i>. New York. 3. Flaker, A. (1986). <i>Stilske formacije</i>. Zagreb. 4. Dukić, D. (1995). Promišljanje književne historiografije u hrvatskoj znanosti o književnosti. U Biti, V.; Ivić, N.; Užarević, J. (ur.). <i>Trag i razlika</i>. Zagreb. 5. Ljubić, Š. (1864 – 1869). <i>Ogledalo književne poviesti jugoslavjanske. Na podučavanje mladeži nacrtao (prof. Šime Ljubić)</i>, I-II. Rijeka. 6. Medini, M. (1902). <i>Povijest hrvatske književnosti u Dalmaciji i Dubrovniku</i>, knj.I. Zagreb. 7. Vodnik, B. (1913). <i>Povijest hrvatske književnosti</i>, knj. I, <i>Od humanizma do potkraj XVIII. stoljeća</i>. Zagreb. 8. Ježić, S. (1944). <i>Hrvatska književnost od početka do danas, 1100 – 1941</i>. Zagreb. 9. Kombol, M. (1945). <i>Poviest hrvatske književnosti do narodnog preporoda</i>. Zagreb. 10. Frangeš, I. (1987). <i>Povijest hrvatske književnosti</i>. Zagreb- Ljubljana. (Redigirani prijevod na njemački jezik, <i>Geschichte der kroatischen Literatur. Von den Anfängen bis zur Gegenwart</i>. Köln-Weimar-Wien. 1995.) 11. Jelčić, D. (1997). <i>Povijest hrvatske književnosti</i>. Zagreb. 12. Novak, S. P. (1996 – 1999). <i>Povijest hrvatske književnosti</i>, I-III. Zagreb. 13. Novak, S. P. (1993). <i>Povijest hrvatske književnosti od Bašćanske ploče do danas</i>. Zagreb. (II. izdanje, I-IV, Split, 2004.)
Supplementary reading	<ol style="list-style-type: none"> 1. Ravlić, J. (1955 – 1956). Odras domaće stvarnosti u dubrovačkoj književnosti: Ivan Gundulić i njegova Dubravka. <i>Anali Historijskog instituta JAZU u Dubrovniku</i>, IV-V, 323 – 354.

	<p>2. Kravar, Z. (1975). <i>Studije o hrvatskom književnom baroku</i>. Zagreb.</p> <p>3. Banac, I. (1989). <i>Gundulić u hrvatskim nacionalnim ideologijama 19. i 20. stoljeća</i>. U Novak, S. P. (ur.). <i>Gundulićev san / Gundulić's dream</i>. Zagreb.</p> <p>4. Bloom, H. (1996). <i>The Western Canon</i>. London.</p> <p>5. Torbarina, J. (1997). <i>Komparativističke rasprave</i>. Novak, S. P. (ur.). Zagreb.</p>
Teaching methods	Lectures, seminar sessions, discussion, advisory hours.
Assessment methods	Written assignments and their oral presentation.
Language of instruction	Croatian English Italian German
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate

Module title	Common Compulsory Module		
Course title	Contemporary Theories of Culture		
Name of lecturer	Vladimir Biti, PhD, Full Professor		
Course code	HUMN 820-2		
Course status	Course in Common Compulsory Module 4 ECTS, 6 contact hours		
Type of course	Theoretical / historical overview course		
Year of study	I.	Semester	II.
ECTS (number of credits allocated)	2,5 ECTS The course is offered as one of the elective courses in Common Compulsory Module (5 ECTS). It consists of four contact hours and 60-70 hours of individual student work (literature reading, workshops and individual assignments).		
Learning outcomes and competences	Deepening of the culturological insights. Ability of complex theoretical thinking.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in mentored workshops, discussions, research work, written assignments and participation in individual and group lectures.		
Course content	Freud's theory of culture. Interpretation of the so-called meta-psychological texts: <i>Totem and Taboo</i> and <i>Moses and Monotheism</i> . Bahtin's concept of culture. The phenomenon of the carnivalesque in language, literature and culture.		

	Benjamin's concept of mass culture. Benjamin's specific position within the Frankfurt School; aura and its destruction. The interpretation of culture by Adorno and Horkheimer. The notion of industry of culture. The relationship between elite and mass culture.
Recommended reading	1. Adorno, T., Horkheimer, M. (1974). <i>Kulturna industrija: Prosvjetiteljstvo kao masovna obmana</i> . U <i>Dijalektika prosvjetiteljstva</i> (Filozofijski fragmenti). Sarajevo. 2. Bahtin, M. M. (1978). Uvod. U <i>Stvaralaštvo Fransoa Rablea i narodna kultura srednjega veka i renesanse</i> . Beograd. 3. Benjamin, W. (1986). Umjetničko djelo u doba tehničke reprodukcije. U <i>Estetički ogledi</i> . Zagreb. 4. Freud, S. (1969). Nelagodnost u kulturi. U <i>Iz kulture i umetnosti</i> (Odabrana dela Sigmunda Frojda, knj. 5). Novi Sad.
Supplementary reading	1. Biti, V. (2001). <i>Pojmovnik suvremene književne i kulturne teorije</i> . Zagreb.
Teaching methods	Lectures, seminar sessions, discussions, advisory hours.
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.

I. Subject-related Module

Module title	Subject-related Module I		
Course title	Stylistics of Literary Text		
Name of lecturer	Joško Božanić, PhD, Full Professor		
Course code	HUMN 821-1		
Course status	Basic course in Subject-related Module I 4 ECTS, 6 contact hours		
Type of course	Theoretical / Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	4 ECTS The course is offered as one of the elective courses in Subject-related Module (10 ECTS). It consists of six contact hours (advisory hours, seminars, conference attendances, round tables or lectures) and 80 hours of individual student work (literature reading and individual assignments/research projects).		

Learning outcomes and competences	Ability of analytic approach towards the level of stylistics in a linguistic message; analytic competence in interpretation and stylistic evaluation of literary texts; analytical and practical ability of interpretation of poetic and prose literary works; ability of independent stylistic interpretation.
Prerequisites	Defined by the Faculty Statute.
Student participation	Lectures, independent interpretation of literary texts, written assignment, discussions, literature reading.
Course content	Literature and language; literary and non-literary texts; theory of reception; narratology; diegesis; mimesis; omniscient and limited narrator; narrative modes; style and structure of a literary text; norm disruption theory; metaliterariness; interpretations: poetry: Danijel Dragojević, Mak Dizdar, Gustav Krklec, Tahir Mujičić, Jakša Fiamengo; prose: Ranko Marinković; essays: Predrag Matvejević.
Recommended reading	<ol style="list-style-type: none"> 1. Pranjić, K. (1983). Stil i stilistika. U Škreb, Z.; Stamać, A. (ur.). <i>Uvod u književnost</i>. Zagreb. 2. Pranjić, K. (2002). <i>Krležin stil</i>. U <i>O Krležinu stilu i koje o čem još</i>. Zagreb: Artresor, 5-72. 3. Vuletić, B. (2006). Afektivna stilistika Charlesa Ballya. Lingvistička stilistika. Slobodni neupravni govor. U <i>Govorna stilistika</i>. 9-24, 24-46, 165-192. 4. Compagnon, A. (2006). Stil. U Bagić, K. (ur.). <i>Bacite stil kroz vrata, vratit će vam se kroz prozor</i>. Zagreb: Naklada MD, 17-51. 5. Katičić, R. (1983). Književnost i jezik. U Škreb, Z., Stamać, A. (ur.). <i>Uvod u književnost</i>. Zagreb, 139-173. 6. Božanić, J. (1992). Stilistički pristup, Usmenost/pisanost, Mikrostrukture stila u facendama. U <i>Komiške facende. Stilistika i poetika usmene nefikcionalne priče Komiže</i>, 73-90, 91-100, 147-187. 7. Božanić, J. (1984). Proturječnosti proučavanja umjetnosti riječi. <i>Mogućnosti</i>, 6-7. 8. Božanić, J. (1992). Modus metaliterarnosti u zbirci novela Ruke Ranka Marinkovića. <i>Mogućnosti</i>, 1-2. 9. Božanić, J. (1985). Interpretacija novele Ranka Marinkovića – Samotni život tvoj. <i>Mogućnosti</i>, 8-9.
Supplementary reading	<ol style="list-style-type: none"> 1. Božanić, J. (1982). Interpretacija novele Ranka Marinkovića – Benito Floda fon Reltih. <i>Mogućnosti</i>, 3-4-5. 2. Božanić, J. (1985). Interpretacija novele Ranka Marinkovića – Samotni život tvoj. <i>Mogućnosti</i>, 8-9. 3. Božanić, J. (1985). Interpretacija novele Ranka Marinkovića – Andeo. <i>Zadarska revija</i>, 2-3. 4. Čale, F. (1973). <i>Od stila do stilema</i>. Zagreb. 5. Frangeš, I. (1959). <i>Stilističke studije</i>. Zagreb. 6. Guiraud, P. (1964). <i>Stilistika</i>. Sarajevo. 7. Katičić, R. (1981). <i>Jezikoslovni ogladi</i>. Zagreb. 8. Pranjić, K. (1986). <i>Jezikom i stilom kroza književnost</i>. Zagreb. 9. Pranjić, K. (1998). <i>Iz Bosne k Europi</i>. Zagreb: MH. 10. Vinogradov, V. (1971). <i>Stilistika i poetika</i>. Sarajevo. 11. Vuletić, B. (1980). <i>Fonetika književnosti</i>. Zagreb. 12. Vuletić, B. (1986). <i>Sintaksa krika</i>. Zagreb.

	<p>13. Škreb, Z. (1983). Mikrostrukture stila i književne forme. U Škreb, Z.; Stamać, A. (ur.). <i>Uvod u književnost</i>. Zagreb.</p> <p>14. Božanić, J. (2004). Lingvostilistička interpretacija zapisa nepoznatog pomorca iz 19. st. o životu „maloga“ na jedrenjacima. U Vidović, R. <i>Život pod jedrima</i>. Split: Književni krug, 289-338.</p> <p>15. Rimmon-Kenan, S. (1989). Naracija: Razine i glasovi. U Kramarić, Z. (ur.). <i>Uvod u naratologiju</i>. Osijek: Izdavački centar Revija, 81-103.</p> <p>16. Božanić, J.; Brešan, T. (2007). Slobodni neupravni govor u facendama otoka Visa. <i>Čakavska rič</i>, XXXV, 2, 237-247.</p> <p>17. Božanić, J. (2007). Guc – Naratološka interpretacija zapisa jednog doživljaja mora. <i>Čakavska rič</i>, XXXV, 1, 17-53.</p> <p>18. Solar, M. (2006). <i>Smrt Sancha Panze</i>. U <i>Smrt Sancha Panze i drugi eseji</i>. Zagreb: Golden marketing, 9-36.</p> <p>19. Solar, M. (1974). <i>Pojam priče</i>. U <i>Ideja i priča</i>, Liber: Zagreb.</p> <p>20. Badurina, L. (1998). Neke odlike leksika u suvremenoj hrvatskoj publicistici. <i>Filologija</i>, 30-31, 417-426.</p> <p>21. Vuletić, B. (2005). <i>Fonetika pjesme</i>. Zagreb: FF Press.</p>
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.

Module title	Subject-related Module I		
Course title	Journals and Croatian Literary Canon		
Name of lecturer	Vinko Brešić, PhD, Full Professor		
Course code	HUMN 821-2		
Course status	Elective course in Subject-related Module I 3 ECTS, 5 contact hours		
Type of course	Specialised / Historical overview course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	3 ECTS The course is offered as one of the elective courses in Subject-related Module (10 ECTS). It consists of five contact hours (advisory hours, seminars, conference attendances, round tables or lectures) and 80 hours of individual student work (literature reading and individual assignments/research projects).		
Learning outcomes and competences	Students acquire basic knowledge on print media, media image of national literature and media-reception causes of specific discourse types' production.		

Prerequisites	Defined by the Faculty Statute.
Student participation	Reading the required literature and written assignment on a selected print media issue; preferably participation in debates and participation in a research project.
Course content	Based on presupposition that journals are a specific medium that has considerably changed image of the new world, the course concentrates on fundamental notions (communication – medium – journals), determining postulates of theory of journals and giving a short historical overview of the medium starting from first newspapers and almanacs to electronic magazines. Special attention is given to journal as discursive hotspot where the canon of national literature with all its genres, styles and professions is generated.
Recommended reading	<ol style="list-style-type: none"> 1. Brešić, V. (2005). <i>Čitanje časopisa</i>. Zagreb: MH, ili uvodna studija u Brešić, V. (2006/2007). <i>Hrvatski književni časopisi 19. stoljeća: studija i bibliografija</i>, sv. 1-5. Zagreb: FF-press. 2. Brešić, V. (2010). Je li elektronički časopis časopis? Prilog časopisoslovlju. U Srdoč-Konestra, I.; Stolac, D. (ur.). Zbornik 8. <i>Riječki filološki dani</i>. Rijeka: Filozofski fakultet. 3. Inglis, F. (1997). <i>Teorija medija</i>. Zagreb: AGM i Barbat. (prevela Popović, G. V. ili Rayner, P.; Wall, P.; Kruger, S. (2001). <i>Media studies</i>. The Essential Introduction. London; New York: Routledge. 4. Protrka, M. (2008). <i>Stvaranje književne nacije</i>. Oblikovanje kanona u hrvatskoj književnoj periodici 19. st. Zagreb: FF-press.
Supplementary reading	<ol style="list-style-type: none"> 1. Dovifat, E. (1969). <i>Handbuch der Publizistik</i>, III. Berlin: Walter de Gruyter & Co. 2. Horvat, J. (1962). <i>Povijest novinstva Hrvatske 1771 – 1939</i>. Zagreb: Stvarnost. 3. Kipphan, H. (2001). <i>Handbook of Print Media. Technologies and Production Methodes</i>. Heidelberg: Springer. 4. Kronick, A. D. (1976). <i>A History of Scientific & Technical Periodicals. The Origins and Development of the Scientific and Technical Press 1665 – 1790</i>. Metuchen, New Jersey: The Scarecrow Press, Inc. 5. McLuhan, M. (1973). <i>Gutenbergova galaksija</i>. Nastajanje tipografskog čoveka. Beograd: Nolit. (preveo Vučković, B.) 6. Vaupotić, M. (1965). Časopisi od 1914 – 1963. U Pavletić, V. (ur.). <i>Panorama hrvatske književnosti XX. stoljeća</i>. Zagreb: Stvarnost, 669-853.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English German
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.

Module title	Subject-related Module I		
Course title	Mediterranean Context of Croatian Literature		
Name of lecturer	Ivan Bošković, PhD, Associate Professor		
Course code	HUMN 821-3		
Course status	Elective course in Subject-related Module I 3 ECTS, 5 contact hours		
Type of course	Specialised / Overview course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	3 ECTS The course is offered as one of the elective courses in Subject-related Module (10 ECTS). It consists of five contact hours (advisory hours, seminars, conference attendances, round tables or lectures) and 80 hours of individual student work (literature reading and individual assignments/research projects).		
Learning outcomes and competences	The goal of the course is to elaborate the following concepts: local, regional, Mediterranean, and European. Identity – national and cultural; attitude towards the other and the different. Identities and stereotypes. Formation of identity (strategies of formation). To illuminate (through reading of literary works) why the Mediterranean component, together with local, regional, Middle-European and European characteristics, is an important part of Croatian literary reality, its multilayered national and culturological identity and a distinguishing feature in a wider European spiritual context. The course comprises reading of literary works containing Mediterranean features (defined as civilizational, culturological, mentality, ideological and confessional characteristics), from the beginnings of Croatian literature to contemporary times. Apart from the renowned authors, literary-historical and critical attention is also focused on lesser-known works and all literary forms alike.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Discussions at advisory hours, seminar sessions, and participation in individual and group lectures.		
Course content	Contemporary Croatian literature – a literary-historical draft. Literature as cultural and national identity formation medium. Mediterranean component of Croatian literature. Literary-historical and critical interpretation and analysis of lesser-known works of literature. Literary and stylistic forms.		
Recommended reading	<ol style="list-style-type: none"> 1. Braudel, F. <i>Sredozemlje i carstva Mediterana u doba Filipa II.</i> (hrvatski prijevod) 2. Braudel, F. (1990). <i>Civilizacije kroz povijest.</i> Zagreb: Globus. 3. Horden, P.; Purcell, N. (2000). <i>The Corrupting Sea. A Study of Mediterranean History.</i> Oxford: Blackwell. 4. Davis, J. (1976). <i>People of the Mediterranean. An Essay in Comparative Social Anthropology.</i> London: Routledge. 5. Oraić Tolić, D. (ur). (2006). <i>Kulturni stereotipi. Koncepti identiteta u</i> 		

	<p>srednjoeuropskim književnostima. Zagreb: FFpres.</p> <p>6. Frangeš, I. (1987). <i>Povijest hrvatske književnosti</i>. Zagreb: MH, Ljubljana: Cankarjeva založba.</p> <p>7. Jelčić, D. (1997). <i>Povijest hrvatske književnosti</i>. Zagreb: Naklada Pavičić.</p> <p>8. Novak, S. P. (2004). <i>Povijest hrvatske književnosti, III-IV</i>. Split: Slobodna Dalmacija.</p>
Supplementary reading	<p>1. Nemeč, K. (1997). <i>Antologija hrvatske novele</i>. Zagreb: Naklada Pavičić.</p> <p>2. Nemeč, K. (1995 – 2003). <i>Povijest hrvatskog romana, I-III</i>. Zagreb: ŠK.</p> <p>3. Donat, B. (1998). <i>Politika hrvatske književnosti i književnost hrvatske politike</i>. Zagreb: MH.</p> <p>4. Donat, B. (1992). <i>Crni dossier</i>. Zagreb.</p> <p>5. Pavletić, V. (ur.). (1964). <i>Panorama hrvatske književnosti XX. stoljeća</i>. Zagreb: Stvarnost.</p> <p>6. Čale, M. (2001). <i>Volja za riječ</i>. Eseji o djelu Ranka Marinkovića. Zagreb: ZZFF.</p> <p>7. Čale, M. (2005). <i>Oko Kiklopa</i>. Zagreb: Artresor naklada.</p> <p>8. Mikić, R. (1988). <i>Postupak karnevalizacije. Uvod u poetiku Ranka Marinkovića</i>. Beograd: Filip Višnjić.</p> <p>9. Donat, B. (ur.). (1998). <i>Književna kritika o Antunu Šoljanu</i>. Zagreb: Dora Krupićeva.</p> <p>10. Donat, B. (1993). <i>Bogatstvo vrta</i>. Zagreb: Durieux-NZMH-ZZFF.</p> <p>11. Bačić-Karković, D. (ur.). (2009). <i>Rijeka Fabriju</i>. Rijeka.</p> <p>12. Donat, B. (ur.). (2007). <i>Književna kritika o Nedjeljku Fabriju</i>. Zagreb: Dora Krupićeva.</p>
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Subject-related Module I		
Course title	Mediterranean Literary Identities		
Name of lecturer	Inoslav Bešker, PhD, Senior Research Associate		
Course code	HUMN 821-4		
Course status	Elective course in Subject-related Module I 3 ECTS, 5 contact hours		
Type of course	Theoretical / Specialised course		
Year of study	I.	Semester	II.

ECTS (number of credits allocated)	3 ECTS The course is offered as one of the elective courses in Subject-related Module (10 ECTS). It consists of five contact hours (advisory hours, seminars, conference attendances, round tables or lectures) and 80 hours of individual student work (literature reading and individual assignments/research projects).
Learning outcomes and competences	Students acquire relevant competences in purposeful usage of analytical methodologies appropriate for dealing with cultural studies, through analysing Mediterranean identities found in literary examples; questioning the interaction – communication relationship between the collective imagination and literary works.
Prerequisites	Defined by the Faculty Statute.
Student participation	Discussions at advisory hours, seminar sessions, and participation in individual and group lectures.
Course content	<p>The course offers insights into Mediterranean identities and alterities exposed in classical and contemporary literature. The goal is not to give answers but to raise questions and stimulate students to think analytically and research the subject.</p> <ol style="list-style-type: none"> (1) The question of Mediterranean topos as itself is questioned, and in what proportion it is defined by language, place or time (<i>logos</i>, <i>genius loci</i>, and <i>Zeitgeist</i>): what is a poet from Sicily writing in Greek? In literature, what is Greek and what Hellenic identity; i.e. what is the anthroponymic difference? What kind of identity is signified in Mediterraneanism in other areas (more than half of Shakespeare's works are about the Mediterranean)? (2) The identity of sea as place and non-place is questioned sources: the <i>Odyssey</i>, the T-O of Isidore of Seville), as means of bringing together and bringing apart: Dido and Aeneas in <i>Aeneid</i> (Virgil). (3) Examples of archetypes of island and islanders are analysed: Dedalus and Icarus (Ovid), <i>Purgatory</i> (Dante), “The isles of Greece” in <i>Childe Harold</i> (Byron) etc. (4) The archetypal conflict between the brutal inlanders and coastal reprobates in Mediterranean literature is questioned. <ol style="list-style-type: none"> (4a) analysis of examples of archetypal identities of inlanders: from Cyclops in <i>Odyssey</i> to Morlocks in Voltaire (including H. G. Wells too). (4b) analysis of literary archetypes of coastal reprobates from Ramsesses’ Sea Peoples to contemporary images of the Byzantines, Levantines, or Southerners in general. <p>Literary works are contextualised regarding the time they were written and received, in relation to contemporary theoretical paradigms, and concepts of national culture and multiculturalism at the beginning of the 21st century.</p>
Recommended reading	<ol style="list-style-type: none"> 1. Matvejević, P. (2009). <i>Mediterranski brevijar</i>. Zagreb. 2. Culler, J. (2001). <i>Teorija književnosti. Vrlo kratak uvod</i>. Zagreb. (Poglavlja 'Kulturalni studiji' i 'Identitet, identifikacija, subjekt'). 3. Shakespeare, W. <i>Mletački trgovac. Othello</i>. [u izvorniku ili bilo u kojem

	prijevodu] 4. Mérimée, P. <i>La Gouzla. Colomba. Carmen</i> . [u izvorniku ili bilo u kojem prijevodu]
Supplementary reading	Defined individually per each student, dependent on doctoral thesis subject, his/her command of the Mediterranean languages; in mutual agreement with mentor and student. Literature comprises: (1) theoretical and overview reading, e.g. 1. Cooke, M., Erdag G., Grant P. (ur.) <i>Mediterranean Passages: Readings from Dido to Derrida</i> 2. Tommaseo, N. <i>Per una letteratura cosmopolita</i> . 3. Karapanou, M. <i>Island Melancholy</i> . 4. Matvejević, P. (2009). <i>Mediteranski brevijar</i> . Zagreb. 5. Bešker, I. <i>I Morlacchi nella letteratura europea</i> . (2) literary works, e.g.: 1. Ovidije. <i>Epistulae ex Ponto</i> . 2. Valéry, P. <i>Le Cimetière marin (Groblje uz more)</i> . 3. Twain, M. <i>Innocents Abroad (Naivčine na putovanju)</i> . 4. Kazantzakis, N. <i>Život i doživljaji Aleksisa Zorbasa</i> . 5. Carić, M. <i>Otok</i> . 6. Mahfouz, N. <i>Mirrors</i> . 7. Pamuk, O. <i>Istanbul</i> .
Teaching methods	Lectures, seminar sessions, discussions, advisory hours.
Assessment methods	Written assignments and their oral presentation: <ul style="list-style-type: none"> • Two short analytical essays (8000-9600 characters each) on given practical topics, with usage of relevant literature. Presentation of one essay. • Theoretical seminar paper (25.000-30.000 characters each), desirably connected with the subject of student's dissertation. Presentation at seminar session.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.

Module title	Subject-related Module I
Course title	Writing (Hi)story: History of Croatian Literature
Name of lecturer	Slobodan Prosperov Novak, PhD, Full Professor
Course code	HUMN 821-5
Course status	Elective course in Subject-related Module 3 ECTS, 5 contact hours
Type of course	Specialised course

Year of study	II.	Semester	III.
ECTS (number of credits allocated)	3 ECTS The course is offered as one of the elective courses in Subject-related Module (10 ECTS). It consists of five contact hours (advisory hours, seminars, conference attendances, round tables or lectures) and 60-80 hours of individual student work (literature reading and individual assignments/research projects).		
Learning outcomes and competences	Students are acquainted with theory and practice of narrations of history with special attention given to literary history. Development of competences in synthetic diachronic overview formation; also, recognizing synchronic ideologemes and circumstances pertinent to literary history texts, just as their relationship to contemporary poetological condition. Acquirement of competences in analysis and interpretation of not only Croatian but also other European narratives (students' choice) and their wider context in cultural history. Students are prepared for independent analyses of the most complex grand narratives, along with raising the question of significance/sense of these narratives today and critical polemics they are causing.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Discussions at advisory hours, seminar sessions, and participation in individual and group lectures.		
Course content	The particular feature of this course is that its head is one of the seven people who have in the past one hundred years attempted to write a history of Croatian literature. For this reason, analyses and readings of Croatian literary history are dynamically positioned on the grid of those who preceded and those who will follow. In progress of the course, a wide range of sources for writing literary histories will be observed and classified; relationship between fictional and factional in those texts will be scrutinized too. In agreement with students, from the viewpoint of humanistic liberalism (defined by methodology and students' theses subjects), research probes will be directed into historical narratives to determine limits of those narratives, their faults and social merits. Additionally, reception of different histories at different times and social roles of their authors will be investigated.		
Recommended reading	<ol style="list-style-type: none"> 1. Ljubić, Š. (1864 – 1869). Ogledalo književne poviesti jugoslavjanske. Na podučavanje mladeži nacrtao (prof. Šime Ljubić), I-II. Rijeka. 2. Medini, M. (1902). Povijest hrvatske književnosti u Dalmaciji i Dubrovniku, knj.I. Zagreb. 3. Vodnik, B. (1913). Povijest hrvatske književnosti, knj. I, Od humanizma do potkraj XVIII. stoljeća. Zagreb. 4. Ježić, S. (1944). Hrvatska književnost od početka do danas, 1100 – 1941. Zagreb. 5. Kombol, M. (1945). Poviest hrvatske književnosti do narodnog preporoda. Zagreb. 6. Frangeš, I. (1987). Povijest hrvatske književnosti. Zagreb- Ljubljana. (Redigirani prijevod na njemački jezik, Geschichte der kroatischen Literatur. Von den Anfängen bis zur Gegenwart. Köln-Weimar-Wien. 		

	1995.) 7. Jelčić, D. (1997). <i>Povijest hrvatske književnosti</i> . Zagreb. 8. Novak, S. P. (1996 – 1999). <i>Povijest hrvatske književnosti</i> , I-III. Zagreb. 9. Novak, S. P. (1993). <i>Povijest hrvatske književnosti od Bašćanske ploče do danas</i> . Zagreb. (II. izdanje, I-IV, Split, 2004.)
Supplementary reading	1. Biti, V. (1989). <i>Povijest književnosti nakon poststrukturalizma. Pripitomljavanje drugog: mehanizam domaće teorije</i> . Zagreb. 2. Bloom, H. (1973). <i>The Anxiety of Influence: A Theory of Poetry</i> . New York. 3. Flaker, A. (1986). <i>Stilske formacije</i> . Zagreb. 4. Dukić, D. (1995). Promišljanje književne historiografije u hrvatskoj znanosti o književnosti. U Biti, V.; Ivić, N.; Užarević, J. (ur.). <i>Trag i razlika</i> . Zagreb.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Subject-related Module 1		
Course title	The Relationship Between Literature and Reality		
Name of lecturer	Marko Dragić, PhD, Associate Professor		
Course code	HUMN 821-6		
Course status	Elective course in Subject-related Module 1 3 ECTS, 5 contact hours		
Type of course	Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	3 ECTS The course is offered as one of the elective courses in Subject-related Module (10 ECTS). It consists of five contact hours (advisory hours, seminars, conference attendances, round tables or lectures) and 80 hours of individual student work (literature reading and individual assignments/research projects).		
Learning outcomes and competences	The goal of the course is that students acquire intricate knowledge about the relationship between literature and reality. Enabling students for experiencing and understanding of aesthetic, ethic, didactic and other merits of literature.		
Prerequisites	Defined by the Faculty Statute.		

Student participation	Discussions at advisory hours, seminar sessions, and participation in individual and group lectures.
Course content	Types of art. Types of literature. Literature as a type of art. Relationship between literature and reality. National, cosmopolite, social and literary-stylistic components of literature. Reality in works by K. Miošić, A. Šenoa, A. Kovačić, K. Š. Đalski, J. Leskovar, B. Lovrić, D. Šimunović, I. Andrić, I. Aralica etc. Reality in oral folk literature.
Recommended reading	<ol style="list-style-type: none"> 1. Aristotel. <i>O pjesničkom umijeću</i>. (bilo koje izdanje) 2. Andrić, I. (1997). <i>Razvoj duhovnog života u Bosni pod uticajem turske vladavine</i> (doktorska disertacija). Beograd. 3. Klaić, V. (1974). <i>Povijest Hrvata</i>, knj. I – V, Zagreb: MH. 4. Šišić, F. (1925). <i>Povijest Hrvata u vrijeme narodnih vladara</i>. Zagreb. 5. Ćirković, S. (1964). <i>Istorija srednjovjekovne bosanske države</i>. Beograd. 6. Dragić, M. (2005). <i>Književna i povijesna zbilja</i>. Split: HKD Napredak. 7. Žmegač, V. (1982). <i>Književnost i zbilja</i>. Zagreb: Suvremena misao. 8. Dragić, M. (2008). Usmena epika. Povjesne predaje. Etiološke predaje. U <i>Poetika i povijest hrvatske usmene književnosti</i>. Fakultetski udžbenik. Split: Filozofski fakultet Sveučilišta u Splitu. www.ffst.hr 9. Dragić, M. (2007). Ilirske teme u suvremenom narodnome pripovijedanju. U Brešić, V. (ur.). <i>Osmišljavanja</i>. Zagreb: Sveučilište u Zagrebu, Filozofski fakultet, FF-PRESS, 153-171. 10. Dragić, M. (2009). Starohrvatske povijesne teme u suvremenom narodnom pripovijedanju. U Zbornik radova Filozofskog fakulteta u Splitu, 1. (u tisku)
Supplementary reading	<ol style="list-style-type: none"> 1. Botica, S. (1995). <i>Biblija i hrvatska kulturna tradicija</i>. Zagreb. 2. Dragić, M. (2005). Zbilja o harambaši Andriji Šimiću u usmenoj i pučkoj epici. U Milas, M.; Mimica, I. (ur.). <i>Andrija Šimić – Izuzetna pojava među hajducima</i>. Split: Logos-tours, 65-92. 3. Graves, R. (2003). <i>Grčki mitovi</i>. Zagreb. 4. Škobalj, A. (1998). <i>Obredne gomile</i>. Split. 5. Solar, M. (1998). <i>Edipova braća i sinovi</i>. Zagreb. 6. Fučić, B. (1962). <i>Sveti Juraj i Zeleni Juraj</i>. Zagreb: JAZU. 7. Kulušić, Š. (1979). <i>Stara slavenska religija u svjetlu novijih istraživanja</i>. Sarajevo. 8. Gluhak, A. (1993). <i>Hrvatski etimološki rječnik</i>. Zagreb: August Cesarec. 9. Pilar, I. (1931). O dualizmu u vjeri starih Slovjena i o njegovu podrijetlu i značenju. U Boranić, D. (ur.). <i>Zbornik za narodni život i običaje južnih Slavena</i>. Zagreb: JAZU, knj. XXVIII, sv. 1, 1-86. 10. Dragić, M.; Odža, I. (2009). Kliški kapetan Petar Kružić i njegova supruga Jerolima u književnosti, povijesti i suvremenom narodnome pripovijedanju. <i>Lingua Montenegrina</i>, br. 5.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian

Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.
----------------------------------	---

I. Independent Elective Module

Module title			
Course title	Gothic Novel (1764 – 1820)		
Name of lecturer	Boris Škvorc, PhD, Associate Professor Gordana Galić Kakkonen, Assistant		
Course code	HUMN 822-1		
Course status	Independent elective course 5 ECTS, 8 contact hours		
Type of course	Theoretical / Overview course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	5 ECTS The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours (advisory hours with mentor, seminar sessions, and participation at conferences, round tables or attending lectures) and 120 hours of individual student work (literature reading and individual assignments/research projects).		
Learning outcomes and competences	Students are enabled to recognize, analyse and evaluate works of Gothic literature (Gothic novel genre). Special attention is given to decoding the position of Gothic novel within political, economic, and cultural context of the second half of the 18 th and the first quarter of the 19 th centuries, especially to Gothic novel's significance in Romanticism. This will also contribute to students' understanding of Pre-Romanticism and Romanticism in European literatures and will expand their knowledge about Gothic literature as a literary current and about Gothic novel as a genre.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Discussions at advisory hours, seminar sessions, and participation in individual and group lectures.		
Course content	Goths – Middle Ages – Gothic. Gothic literature as a movement. The gothic and its stylistic features. Elements of the Gothic in novels, plays, shorter narrative forms and poetry. Criticism, parody. Gothic heritage in contemporary novels and films. From H. Walpole to S. King. The following questions will be risen in the course: how feelings of fear and horror are generated on psychological level; the effect of the supernatural, the relationship between good and evil, how the Gothic genre questions social categories, class and sexual roles; playing with boundaries; position of Gothic as trivial; relationship between real and unreal in Gothic novel. The emphasis is put on the most intensive period of Gothic literature (1764 – 1820) and on novel as its most prominent form. Representative works written in the mentioned period (peak of Gothic literature) are analysed.		

Recommended reading	<ol style="list-style-type: none"> 1. Botting, F. (1996). <i>Gothic</i>. Routledge. 2. Ellis, M. (2000). <i>The History of Gothic Fiction</i>. Edinburgh: University Press. (selektivno) 3. Wright, A. (2007). <i>Gothic fiction: A reader's guide to essential criticism</i>. Palgrave Macmillan. <p>From the following titles, students are to select at least three works. There are more editions and translations of some of the listed titles: M. Shelley: <i>Frankenstein</i>, H. Walpole: <i>Otrantski dvorac (The Castle of Otranto)</i>, A. Radcliffe: <i>Udolphove tajne (The Mysteries of Udolpho)</i>, M. G. Lewis: <i>Redovnik (The Monk)</i>, C. R. Maturin: <i>Lutalica Melmoth (Melmoth the Wanderer)</i>, J. Austen: <i>Opatija Northanger (Northanger Abbey)</i>, J. Potocki: <i>Rukopis nađen u Zaragozi</i>, M. de Sade: <i>Justine</i>, E. T. A. Hoffmann: <i>Đavolji eliksiri</i>.</p>
Supplementary reading	<ol style="list-style-type: none"> 1. Clery, E. J. (1999). <i>The Rise of Supernatural Fiction 1762-1800</i>. Cambridge: University Press. 2. Davison, C. M. (2010). <i>History of the Gothic – Gothic Literature 1764 – 1824</i>. University of Wales Press – Gothic Literary Studies. 3. Gamer, M. (2006). <i>Romanticism and the Gothic: Genre, Reception, and Canon Formation</i>. Cambridge: University Press. 4. Izbor relevantnih tekstova: E. Burke: <i>A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful</i> (1759); A. Aikin: <i>On the Pleasure Derived from Objects of Terror</i> (1773); A. Radcliffe: <i>On the Supernatural in Poetry</i> (1826); S. Freud: <i>The Uncanny</i> (1919). 5. Praz, M. (1974). <i>Agonija romantizma</i>. Beograd: Nolit. 6. Punter, D.; Byron, G. (2004). <i>The Gothic</i>. Blackwell Publishing. 7. Hogle, J. E. (ur.). (2002). <i>The Cambridge Companion to Gothic Fiction</i>. Cambridge: University Press. (selektivno) 8. Todorov, T. (1987). <i>Uvod u fantastičnu književnost</i>. Beograd: Rad. 9. Townshend, D. (2007). <i>The Orders of Gothic – Foucault, Lacan, and the Subject of Gothic Writing 1764-1820</i>. AMS Press. 10. Dictionary of Gothic terminology: http://personal.georgiasouthern.edu/~dougth/goth.html
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian / English NB: in order to successfully complete the course (literature reading) at least passive knowledge of English is required since the best part of literature is in English.
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Independent Elective Module I
Course title	Croatian Oral Folk Poetry in Dalmatia and Classical Poetry of the Ancient Mediterranean

Name of lecturer	Ivan Mimica, PhD, Professor Emeritus		
Course code	HUMN 822-2		
Course status	Independent elective course 5 ECTS, 8 contact hours		
Type of course	Specialised / Historical overview course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	5 ECTS The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours (advisory hours with mentor, seminar sessions, and participation at conferences, round tables or attending lectures) and 120 hours of individual student work (literature reading and individual assignments/research projects).		
Learning outcomes and competences	Deep insights into selected examples of Croatian and Mediterranean classic oral poetic heritage with special attention paid to comparative aspects. Expanding knowledge of poetics and methodology of theory of oral literature. Developing sensibility towards artistic aspects of literary works; sharpening the criteria for their evaluation. Understanding and acquiring general humanistic moral values. Developing students' interpretative and research competences for the independent study of literary works.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active attendance at lectures and participation in discussions on specific aspects of the topic in question. Independent evaluation/research of chosen topics and literary issues in seminar papers. Advisory hours and conversations on different course components (contents, motifs, aesthetic and comparative aspects of course content). Discussions at advisory hours, seminar sessions, and participation in individual and group lectures.		
Course content	Croatian folk oral literature (epic, epic-lyric etc.) in Dalmatia. Sumerian-Acadian epic on the king Gilgamesh. Old Egyptian epic literature. Old Hebrew literature. Old Testament narratives. Heroic Greek epic – the epic poetry of Homer. Artistic power of Croatian folk epic poetry. Motive of <i>Odyssey</i> in Croatian folk epic poetry.		
Recommended reading	<ol style="list-style-type: none"> 1. Petrović, S. (ur.). (1982). <i>Klasične književnosti Bliskog istoka. U Povijest svjetske književnosti</i>, knj. 1. Zagreb: Mladost. 2. Vratović, V. (ur.). Grčka/antička književnost. U <i>Povijest svjetske književnosti</i>, knj. 2. Zagreb: Liber – Mladost. 3. Ivšić, S. (ur.). (1961). <i>Homerova Ilijada</i>. Zagreb: MH. (preveo i protumačio Tomo Maretić) 4. Ivšić, S. (ur.). (1961). <i>Homerova Odiseja</i>. Zagreb: MH. (preveo i protumačio Tomo Maretić) 5. Delorko, O. (1979). <i>Zanemareno blago. O hrvatskoj narodnoj poeziji</i>. Zagreb: Nakladni zavod MH. 6. (1996). <i>Splitski polihistor Julije Bajamonti</i>. Zbornik radova sa znanstvenog skupa održanog 30. listopada 1994. Split: Književni krug. 7. Višić, M. (1993). <i>Književnost drevnog Bliskog istoka</i>. Zagreb: Naprijed. 		
Supplementary	<ol style="list-style-type: none"> 1. Kekez, J. (1989). <i>Bugarščice. Starinske hrvatske narodne pjesme</i>. Split: Književni krug. 		

reading	<ol style="list-style-type: none"> 2. Delorko, O. (ur.). (1969). <i>Ljuba Ivanova. Hrvatske starinske narodne pjesme sakupljene u naše dane po Dalmaciji</i>. Split: MH. 3. Perić Polonije, T. (1996). <i>Tanahna galija. Antologija usmene lirike iz Dalmacije</i>. Split: Književni krug. 4. Gudelj, P. (ur.). (1999). <i>Hrvatska Odiseja</i>. Baška voda: Mala naklada kuća Sveti Jure. 5. Prepek, S. (prev.). (1961). <i>Gilgameš. Asirsko-babilonski epos</i>. Sarajevo: Veselin Masleša. 6. Mimica, I. (1978). <i>Otvorenost stvaranja. Rasprave i članci iz usmene književnosti</i>. Split: Čakavski sabor. 7. Delorko, O. (ur.). (1964). <i>Epske narodne pjesme I</i>, knj. 24. PSHK. Zagreb: Zora – MH. 8. Bošković Stulli, M. (ur.). (1964). <i>Epske narodne pjesme II</i>, knj. 25. PSHK. Zagreb: Zora – MH.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors) , publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Independent Elective Module I		
Course title	Imagological Approach and History of Literary Culture		
Name of lecturer	Davor Dukić, PhD, Full Professor		
Course code	HUMN 822-3		
Course status	Independent elective course 5 ECTS, 8 contact hours		
Type of course	Specialised course		
Year of study	II.	Semester	II.
ECTS (number of credits allocated)	5 ECTS The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours (advisory hours with mentor, seminar sessions, and participation at conferences, round tables or attending lectures) and 120 hours of individual student work (literature reading and individual assignments/research projects).		
Learning outcomes and competences	Acquisition of fundamental notions and concepts of imagological analysis and their application to selected textual materials.		
Prerequisites	Defined by the Faculty Statute.		

Student participation	Discussions at advisory hours, seminar sessions, and participation in individual and group lectures.
Course content	History of imagological research (early and new French imagology; Aachen school: imagology and European studies). Basic imagological terms (heteroimage, autoimage, imagem/stereotype; personal and cultural images). Imagological research in Croatian literary sciences and cultural history (T. Matić, M. Zorić, D. Šokčević, Z. Blažević, N. Raspudić). Perspectives of imagological approach in research of history of literary culture. Students' research assignments.
Recommended reading	<ol style="list-style-type: none"> 1. Dukić, D.; Blažević, Z.; Plejić Poje, L.; Brković, I. (ur.). (2009). <i>Kako vidimo strane zemlje: Uvod u imagologiju</i>. Zagreb: Srednja Europa. 2. Oraić Tolić, D.; Kulcsár Szabó, E. (ur.). (2006). <i>Kulturni stereotipi: Koncepti identiteta u srednjoeuropskim književnostima</i>. Zagreb: FFpress. 3. Beller, M.; Leerssen, J. (ur.). (2007). <i>Imagology. The cultural construction and literary representation of national characters – A critical survey</i>. Amsterdam, New York. 4. Dukić, D. (2009). The Concept of the Cultural Imagery: Imagology with and not against the early. U Coutinho, E. F. (ur.). <i>Völkerpsychologie // Discontinuities and Displacements: Studies in Comparative Literature</i> (Proceedings of the XVIII. Congress of the ICLA). Rio de Janeiro: Aeroplano editora, 71-80.
Supplementary reading	<ol style="list-style-type: none"> 1. Zorić, M. (1992). <i>Književna prožimanja hrvatsko-talijanska</i>. Split: Književni krug. 2. Dukić, D. (2004). <i>Sultanova djeca: predodžbe Turaka u hrvatskoj književnosti 16. do 18. stoljeća</i>. Zadar: Thema. 3. Šokčević, D. (2006). <i>Hrvati u očima Mađara, Mađari u očima Hrvata: Kako se u pogledu preko Drave mijenjala slika drugoga</i>. Zagreb: Naklada P.I.P. Pavičić. 4. Blažević, Z. (2008). <i>Irizam prije ilirizma</i>. Zagreb: Golden marketing, Tehnička knjiga.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Independent Elective Module I
Course title	Literary Theory for the New Millennium
Name of lecturer	Boris Škvorc, Associate Professor Brian Willems, Assistant

Course code	HUMN 822-4		
Course status	Independent elective course (HUMN 823-3) 5 ECTS, 8 contact hours		
Type of course	Theoretical / Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	5 ECTS The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours (advisory hours with mentor, seminar sessions, and participation at conferences, round tables or attending lectures) and 120 hours of individual student work (literature reading and individual assignments/research projects).		
Learning outcomes and competences	Upon completing this course students will have gained insights into various theoretical currents of early 21 st century literary theory. Beginning with the end of Postmodernism, students will explore and scrutinize works of some of the most radical contemporary thinkers such as Terry Eagleton, Brian Boyd, Franco Moretti, Lev Manovich and others. Students will acquire skills necessary in dealing with literary theory in its relation with historically determined domains of cognitivism, evolution, gender studies, race studies, cultural analysis, and new media, simultaneously questioning these ties.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Discussions at advisory hours, seminar sessions, and participation in individual and group lectures.		
Course content	Cultural co-modification of Marxism; death of Postmodernism; return of moral; dialectics of the humane; evolution; adaptation and intelligence; evolution and literature; earning reader's attention; explication levels; postfeminism and popular culture; feminism and violence; race, women and media; models of literary histories; literature in "multitude of facts"; books cartography; stylistic mutations; new media and avant-garde film; transcoding; technology and style; data bases and narration.		
Recommended reading	<ol style="list-style-type: none"> 1. Boyd, B. (2009). <i>On the Origin of Stories: Evolution, Cognition, and Fiction</i>. Cambridge: Harvard University Press. 2. Eagleton, T. (2004). <i>After Theory</i>. New York: Basic Books. 3. Hall, G.; Birchall, C. (2006). <i>New Cultural Studies. Adventures in Theory</i>. Edingburgh: Edinburgh University Press. 4. Manovich, L. (2001). <i>The Language of New Media</i>. Cambridge: MIT Press. 5. Moretti, F. (2005). <i>Graphs, Maps, Trees: Abstract Models for Literary History</i>. London; New York: Verso. 6. Tasker, Y.; Negra, D. (ur.). (2007). <i>Interrogating Postfeminism: Gender and the Politics of Popular Culture</i>. Durham: Duke University Press. 		
Supplementary reading	<ol style="list-style-type: none"> 1. Carroll, J. (2004). <i>Literary Darwinianism: Evolution, Human Nature, and Literature</i>. New York; London: Routledge. 2. Harringan, P.; Wardrip-Fruin, N. (ur.). (2009). <i>Third Person: Authoring and Exploring Vast Narrative</i>. Cambridge: MIT Press. 3. Hayles, N. K. (2008). <i>Electronic Literature: New Horizons for the</i> 		

	<p><i>Literary</i>. Notre Dame: University of Notre Dame.</p> <ol style="list-style-type: none"> 4. Miller, P. (ur.). (2008). <i>Sound Unbound: Sampling, Digital Music and Culture</i>. Cambridge: MIT Press. 5. Moretti, F. (ur.). (2007). <i>The Novel: Volume 1 (History, Geography and Culture), Volume 2 (Forms and Themes)</i>. Princeton: Princeton University Press. 6. Salih, S.; Butler, J. (ur.). (2004). <i>The Judith Butler Reader</i>. Malden: Blackwell. 7. Sloterdijk, P. (2004). Anthropo-Technology. <i>NPQ</i>, 21, 4, 40-47. 8. Willems, B. (2010). <i>Facticity, Poverty and Clones: On Kazuo Ishiguro's Never Let Me Go</i>. New York; Dresden: Atropos Press. 9. Wolk, D. (2007). <i>Reading Comics: How Graphic Novels Work and What they Mean</i>. Philadelphia: Perseus.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	English Croatian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors) , publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Independent Elective Module I		
Course title	Literature and Identity		
Name of lecturer	Boris Škvorc, PhD, Associate Professor Antonija Primorac, MA, Assistant		
Course code	HUMN 822-5		
Course status	Independent elective course 5 ECTS, 8 contact hours		
Type of course	Theoretical / Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	5 ECTS The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours (advisory hours with mentor, seminar sessions, and participation at conferences, round tables or attending lectures) and 120 hours of individual student work (literature reading and individual assignments/research projects).		
Learning outcomes and competences	Upon completing this course students will be acquainted with the following literary theory currents of the second half of the 20 th century and their interpretations of identity formation in literature: feminism, postfeminism, LGBT/ <i>queer</i> , and postcolonialism. Students will acquire text interpretation skills in relation to the mentioned theories, raising the question of identity		

	formation on one hand, and the questions of sex/gender, body/bodily experience; sexuality/desire; race, class and nation/community on the other.
Prerequisites	Defined by the Faculty Statute.
Student participation	Discussions at advisory hours, seminar sessions, and participation in individual and group lectures.
Course content	Identity vs. subjectivity; gender studies and the portrayal of identity in canon literature; gender, body and identity; <i>queer</i> studies, heteronormativity and identity; racial hybridism and identity; cultural hybridism and identity; nation and narration; postcolonial interpretations of identity in canon literature; analysis of colonial discourse in literature.
Recommended reading	<ol style="list-style-type: none"> 1. Ashcroft, Bill, Gareth Griffiths, i Helen Tiffin. <i>Empire Writes Back: Theory and Practice in Post-Colonial Literatures</i>. London: Routledge, 1989. 2. Ashcroft, Bill, Gareth Griffiths i Helen Tiffin (ur.). <i>The Post-Colonial Studies Reader</i>. London/New York: Routledge, 1995. 3. Boehmer, Elleke. <i>Colonial and Postcolonial Literature: Migrant Metaphors</i>. Oxford: Oxford University Press, 1995. 4. Braidotti, Rosi. <i>Nomadic Subjects: Embodiment and Sexual Difference in Contemporary Feminist Theory</i>. New York: Columbia University Press, 1994. 5. Butler, Judith. <i>Gender Trouble: Feminism and the Subversion of Identity</i>. New York: Routledge, 1990. 6. Deleuze, Gilles & Felix Guattari. <i>Kafka: Toward a Minor Literature</i>. Minneapolis/London: University of Minnesota Press, 1986. 7. Fanon, Frantz. <i>Black Skin, White Masks</i>. (s uvodnim tekstom Kwame Anthony Appiaha). New York: Grove Press, 2008 (c. 1952). 8. Foucault, Michel. <i>History of Sexuality, Vol. 1: An Introduction</i>. London: Vintage, 1990. 9. Irigaray, Luce. <i>An Ethics of Sexual Difference</i>. London/New York: Continuum, 2004. 10. Hall, Donald E. <i>Queer Theories</i>. New York: Palgrave Macmillan, 2003. 11. Loomba, Ania. <i>Colonialism/Postcolonialism</i>. New York/London: Routledge, 1998. 12. Said, Edward. <i>Culture and Imperialism</i>. London: Vintage, 1994. 13. Wittig, Monique. <i>The Straight Mind and Other Essays</i>. Boston: Beacon Press, 1992.
Supplementary reading	<p>In agreement with students, mentor selects literature individually for each student, depending on his/her doctoral thesis subject.</p> <p>Common supplementary reading:</p> <ol style="list-style-type: none"> 1. Ashcroft, Bill, Gareth Griffiths i Helen Tiffin. <i>Post-Colonial Studies: The Key Concepts</i>. London: Routledge, 2000. 2. Biti, Vladimir. <i>Pojmovnik suvremene književne i kulturne teorije</i>. Zagreb: Matica hrvatska, 2000. 3. Makaryk, Irena R. <i>Encyclopedia of Contemporary Literary Theory: Approaches, Scholars, Terms</i>. Toronto: University of Toronto Press, 1993.
Teaching	Mentored workshops, discussions, independent student work accompanied

methods	with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	English Croatian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Independent Elective Module I		
Course title	Krleža and Others		
Name of lecturer	Boris Škvorc, PhD, Associate Professor		
Course code	HUMN 822-6		
Course status	Independent elective course (HUMN 823-4) 5 ECTS, 8 contact hours		
Type of course	Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	5 ECTS The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours (advisory hours with mentor, seminar sessions, and participation at conferences, round tables or attending lectures) and 120 hours of individual student work (literature reading and individual assignments/research projects).		
Learning outcomes and competences	Students acquire competences for purposeful usage of terminology and methodology of narrative, semiotic and philological text analysis. They acquire competences for analysis and interpretation of texts of Krleža, bearing in mind the comparativistic, cultural and literary components. Student are prepared for independent analysis of the most complex problems inherent to structural analysis and prose texts interpretation, but also they are prepared for interdisciplinary, textual and cultural analyses.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Discussions at advisory hours, seminar sessions, and participation in individual and group lectures.		
Course content	Reading and analyses of Krleža's key novels. Comparative analysis in relation to novels of the same and opposing (postcolonial) cultural circle. Reading list will depend on students' interests and focus of their dissertations.		
Recommended reading	<ol style="list-style-type: none"> 1. Škvorc, B. (2003). <i>Ironija i roman: u Krležinim labirintima</i>. Zagreb: Naklada MD. 2. Lasić, S. (1989 – 1993). <i>Krležologija</i>, knj. 1-5. Zagreb: Globus. 3. Matvejević, P. (1987). <i>Razgovori s Krležom</i>. Beograd. BIGZ. 4. Bogert, R. (1991). <i>The Writer As a Naysayer. Miroslav Krleža and the</i> 		

	<p><i>Aesthetic of Interwar Central Europe</i>. Columbus Ohio: Slavica Publishers Inc.</p> <p>5. Frangeš, I. (1974). <i>Matoš, Vidrić, Krleža</i>. Zagreb: SNL.</p> <p>6. Žmegač, V. (1986). <i>Krležini europski obzori. Djelo u komparativnom kontekstu</i>. Zagreb: Znanje.</p> <p>7. Matković, M. (ur.). (1963). <i>Miroslav Krleža</i>. Zagreb: JAZU.</p>
Supplementary reading	<p>1. Škvorc, B. (2005). <i>Gorak okus prešućenog</i>. Zagreb: Alfa.</p> <p>2. Tematski broj povodom 100-godišnjice rođenja Miroslava Krleže. (1993). <i>Republika</i>, 11-12.</p> <p>3. (1994). Lasić za i protiv – Razgovor o Lasiću. <i>Republika</i>, 3-4, 40-59.</p> <p>4. Marjanić, S. <i>Glasovi Davnih dana: transgresije svjetova u Krležinim zapisima 1914-1921/22</i>.</p> <p>5. Visković, V. (ur.). <i>Krležijana I, II. Bibliografija Miroslava Krleže</i>. Zagreb: Leksikografski zavod Miroslav Krleža.</p>
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	English Croatian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.

Module title	Independent Elective Module I		
Course title	Marin Držić		
Name of lecturer	Slobodan Prosperov Novak, PhD, Full Professor		
Course code	HUMN 822-7		
Course status	Independent elective course (HUMN 823-5) 5 ECTS, 8 contact hours		
Type of course	Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	<p>5 ECTS</p> <p>The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours (advisory hours with mentor, seminar sessions, and participation at conferences, round tables or attending lectures) and 120 hours of individual student work (literature reading and individual assignments/research projects).</p>		
Learning outcomes and competences	<p>During the course students will have mastered all important points of the century-old reception of Marin Držić, his biography and works alike. Additionally, they will be competent in reading all texts by Držić and will have gained insights into analysis and interpretation of numerous plays dating from European Early New Ages. Students will be competent for</p>		

	independent analyses of similar issues in Croatian drama, but they will also be familiarized with intricacies of New Historicism and connected viable interpretations of literary and non-literary works by Držić.
Prerequisites	Defined by the Faculty Statute.
Student participation	Discussions at advisory hours, seminar sessions, and participation in individual and group lectures.
Course content	Reading and analyzing all works by Držić including the conspiracy letters. Drama literature in Dubrovnik before Držić. Semiotic analysis of these texts and a proposition of New Historicistic approach. In agreement with students, depending on their doctoral theses subjects and methodologies, the corpus of Renaissance plays can be expanded to Italian literature and its repercussions in other countries. Special attention will be paid to questions of sociology of theatre and plays.
Recommended reading	<ol style="list-style-type: none"> 1. Rešetar, M. (ur.). (1930). <i>Djela Marina Držića</i>. Stari pisci hrvatski, VII (2). Zagreb. 2. Čale, F. (ur.). (1979). <i>Marin Držić. Djela</i>. Zagreb. 3. Pantić, M. (1958). Četiri stoleća u potrazi za pravim likom Marina Držića. U <i>Letopis Matice srpske</i>, knj. 382, sv. 5. Novi Sad. 339-373. 4. Košuta, L. (1961). Siena nella vita e nell'opera di Marino Darsa / Marin Držić. U <i>Ricerche slavistiche</i>, IX, 67-192. 5. Košuta, L. (1964). Il mondo vero e il mondo a rovescio in 'Dundo Maroje' di Marino Darsa / Marin Držić. U <i>Ricerche slavistiche</i>, XII, 65-122. 6. Novak, S. P. (1984). <i>Planeta Držić</i>. Zagreb. 7. Mrkonjić, Z. (1985). <i>Ogledalo mahnitosti</i>. Zagreb. 8. Šporer, D. (ur.). (2007). <i>Poetika renesansne kulture</i>. Novi historizam. Zagreb. 9. Novak, S. P. i dr. (ur.). (2008). <i>Leksikon Marina Držića</i>. Zagreb.
Supplementary reading	<ol style="list-style-type: none"> 1. Krleža, M. (1948). O našem repertoaru. Povodom 400. godišnjice Tirene. U <i>Djelo</i>, 1, 34-40. Zagreb. 2. Novak, S. P.; Lisac, J. (1984). <i>Hrvatska drama do Narodnog preporoda</i>, I-II. Split. 3. Novak, S. P. (1997). <i>Povijest hrvatske književnosti. Od humanističkih početaka do Kašićeve gramatike 1604</i>, sv. 2. Zagreb. 4. Šporer, D. (2005). <i>Novi historizam: poetika kulture i ideologija drame</i>. Zagreb. 5. Stojan, S. (2007). <i>Slast tartare: Marin Držić u svakodnevnici renesansnog Dubrovnika</i>. Zagreb, Dubrovnik.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English Italian German
Quality assurance	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar

methods	papers/articles in scientific magazines or almanacs, participation at scientific conferences.
----------------	---

Module title	Independent Elective Module I		
Course title	The Mediterranean in Travelogues by European Female Authors		
Name of lecturer	Eldi Grubišić Pulišelić, PhD, Assistant Professor		
Course code	HUMN 822-8		
Course status	Independent elective course (HUMN 823-6) 5 ECTS, 8 contact hours		
Type of course	Overview course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	5 ECTS The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours (advisory hours with mentor, seminar sessions, and participation at conferences, round tables or attending lectures) and 120 hours of individual student work (literature reading and individual assignments/research projects).		
Learning outcomes and competences	The goal of the course is to acquaint students with literary travelogues by European female authors of the 19 th and early 20 th centuries. Emphasis will be put on authors from German and English speaking countries.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in discussions on particular literary works, critical approach to texts and writing critical essays on given subjects is expected from students. Discussions at advisory hours, seminar sessions, and participation in individual and group lectures.		
Course content	The course concentrates on travelogues about the Mediterranean written by women during the 19 th and early 20 th centuries. Through investigation of the relationship between genre and gender, that is - between the travelogue genre on one hand and the special position of women in the context of travel and authorship on the other – an insight will be gained on how Western female authors experience the Mediterranean. Starting from the notion of Orient (which at the time encompassed wide geographical area and various phenomena) and with feminist and postcolonial approach in mind, strategies of portraying Oriental cities, traditional cultures and customs will be analysed. Hereby, special attention is paid to descriptions of positions of women.		
Recommended reading	1. Hodgson, B. (2002). <i>No Place for a Lady</i> . Vancouver: British Columbia. 2. Polk, M.; Tiegreen, M. (2001). <i>Women of Discovery</i> . New York. 3. Hodgson, B. (2005). <i>Dreaming of East</i> . Vancouver: British Columbia. 4. Halbinger, G. (2006). <i>Frauen reisen in die Fremde</i> . Wien.		
Supplementary reading	1. Frederiksen, E.; Archibald, T. (1989). Der Blick in die Ferne. (Zur Reiseliteratur von Frauen). U Gnüg, H.; Möhrmann, R. (ur.). <i>Frauen, Literatur, Geschichte: Schreibende Frauen vom Mittelalter bis zur</i>		

	<p><i>Gegenwart</i>, 104-122. Frankfurt/M.</p> <p>2. Keay, J. (2009). <i>Mehr Mut als Kleider im Gepäck. Frauen reisen im 19. Jahrhundert durch die Welt</i>. München.</p> <p>3. Krauze, J. M. (2006). <i>Frauen auf Reisen. Kulturgeschichtliche Beiträge zu ausgewählten Reiseberichten von Frauen aus der Zeit 1842-1940</i>. Hamburg.</p> <p>4. Hilmes, C. (2004). Aufbruch ins Unbekannte: Frauen reisen in den Orient. U <i>Skandalgeschichten. Aspekte einer Frauenliteraturgeschichte</i>, 43-60, Königstein im Taunus.</p> <p>5. Grubišić Pulišelić, E. 2009. Dalmatien als Heterotopie in Ida von Düringsfelds Reise-Skizzen. U Kabić, S.; Lovrić, G. <i>Mobilität und Kontakt. Deutsche Sprache, Literatur und Kultur in ihrer Beziehung zum südosteuropäischen Raum</i>, 265-276. Zadar.</p>
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English German
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Independent Elective Module I		
Course title	Sea/Ocean and Cultural Imagery		
Name of lecturer	Stipe Grgas, PhD, Full Professor		
Course code	HUMN 822-9		
Course status	Independent elective course (HUMN 823-7) 5 ECTS, 8 contact hours		
Type of course	Theoretical / Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	<p>5 ECTS</p> <p>The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours (advisory hours with mentor, seminar sessions, and participation at conferences, round tables or attending lectures) and 120 hours of individual student work (literature reading and individual assignments/research projects).</p>		
Learning outcomes and competences	<p>The goal of the course is to enable students to, in a theory-aware manner, approach the problematics and thematization of sea/ocean in literary texts. Wider aim is to familiarize students with theoretical postulates of the spatial turn.</p>		

Prerequisites	Defined by the Faculty Statute.
Student participation	Active participation in mentored workshops, discussions, research work, written assignments and participation in individual and group lectures.
Course content	Theoretical frame of the course is the spatial turn theory, present in various disciplines. Lectures start from the fact that, despite the ever-growing attention paid to space in this new theoretical paradigm, the issue of sea/ocean is still neglected. The course attempts to answer the following question: why is sea not incorporated into the theory's topics of research? Taking into consideration the fact that the sea as such resists human conceptualization, the course offers arguments for the necessary differentiation of the claim (i.e. it shows that not all sea spaces are inaccessible to human imaging/conceptualization). Following this argumentation, a comparativistic reading of sea/ocean in Croatian and American literature is offered.
Recommended reading	<ol style="list-style-type: none"> 1. Grgas, S. (2007). Maritime Regionalism: A Reading of John Casey's Novel <i>Spartina</i>, <i>ELOPE</i>, 13, 1-2, 183-192. Ljubljana, 2. Grgas, S. (2007). Gdje je nestao ocean. <i>Književna smotra</i>, 34, 145(3), 29-33. 3. Grgas, S. (2008). Odsutna prisutnost mora u djelu Jure Kaštelana. U 7. <i>kijevski književni susreti</i>, 21-27. Kijevo. 4. Šegedin, P.; Žunec, O. (2008). <i>S ove strane beskonačnosti: filozofiranje i more</i>. Zagreb: Demetra. 5. Grgas, S. (2010). Charles Johnson's Middle Passage and the American Spatial Imaginary. U Šesnić, J. (ur.). <i>Siting America/sighting modernity: essays in honor of Sonja Bašić</i>. Zagreb: FF Press, 43-54. 6. Steinberg, P. E. (2001). <i>The Social Construction of the Ocean</i>. Cambridge. 7. Foulke, R. (2002). <i>The Sea Voyage Narrative</i>. New York. 8. Lefebvre, H. (1996). <i>The Production of Space</i>. Oxford. 9. Soja, E. (1989). <i>Postmodern Geographies: The Reassertion of Space in Critical Social Theory</i>. London.
Supplementary reading	The corpus will be chosen in agreement with students, taking into account their prospective thesis subjects.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Independent Elective Module I
---------------------	--------------------------------------

Course title	Multiculturalism and Novel		
Name of lecturer	Boris Škvorc, PhD, Associate Professor Gordan Matas, MA, Senior Assistant		
Course code	HUMN 822-10		
Course status	Independent elective course (HUMN 823-8) 5 ECTS, 8 contact hours		
Type of course	Theoretical / Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	5 ECTS The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours (advisory hours with mentor, seminar sessions, and participation at conferences, round tables or attending lectures) and 120 hours of individual student work (literature reading and individual assignments/research projects).		
Learning outcomes and competences	Students acquire competences for purposeful usage of terminology and methodology of domains discussed about in the course. They acquire competence for analysing and interpreting literary works of American and Canadian literatures. They will be competent for independent analyses of the most complex issues of structural analysis and prose texts interpretation.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in mentored workshops, discussions, research work, written assignments and participation in individual and group lectures.		
Course content	Reading and analysis of 20 th and 21 st century novels. Methodological background: structuralist approach to the text, main issues of narratological text and discourse analysis, semiotic analysis, New Historicistic and feminist approach to texts, postcolonial reading of novels. Reading assignments will include five to eight novels of the American and Canadian literary traditions; novels will be selected in agreement with students, depending on subjects of their doctoral theses and the corresponding methodologies.		
Recommended reading	<ol style="list-style-type: none"> 1. Bhabha, H. K. (1994). <i>The Location of Culture</i>, London and NY: Routledge. 2. Kamboureli, S. (2008). <i>Canadian literature at the crossroads of language and culture</i>. Edmonton: Newest press. 3. Frye, N.; Hutcheon, L. (1995). <i>The Bush Garden: Essays on the Canadian Imagination</i>. Toronto: House of Anansi. 4. O'Grady, J.; Staines, D. (ur.). (2003). <i>Northrop Frye on Canada</i>. University of Toronto Press. 5. Gray, R. (2004). <i>A history of American literature</i>. Malden: Blackwell Publishing. 6. Bennett, D. (ur.). <i>Multicultural States. Rethinking Difference and Identity</i>. London i New York: Routledge. 7. Moya, P. M. <i>Reclaiming Identity. Realist Theory and the Predicament of Postmodernism</i>. Barkley i London: University of California Press. 		
Supplementary reading	<ol style="list-style-type: none"> 1. MacGillivray, A. (2006). <i>A brief history of globalization</i>. London: Robinson. 		

	<ol style="list-style-type: none"> 2. Moses, D. D.; Goldie, T. (ur.). (1998). <i>An Anthology of Canadian Native Literature in English</i>. Toronto: Oxford University Press. 3. McRoberts, K. (ur.). (1995). <i>Beyond Quebec: Taking Stock of Canada</i>. Montreal: McGill-Queen's University Press. 4. O'Grady, J.; Staines, D. (ur.). (2003). <i>Northrop Frye on Canada</i>. University of Toronto Press.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	English
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Independent Elective Module I		
Course title	Nikola Šop and Croatian Poetry		
Name of lecturer	Miroslav Palameta, PhD, Full Professor		
Course code	HUMN 822 – 11		
Course status	Independent elective course (HUMN 823-9) 5 ECTS, 8 contact hours		
Type of course	theoretical / overview / specialised / historical overview course		
Year of study	II.	Semester	II.
ECTS (number of credits allocated)	<p>5 ECTS</p> <p>The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours (advisory hours with mentor, seminar sessions, and participation at conferences, round tables or attending lectures) and 120 hours of individual student work (literature reading and individual assignments/research projects).</p>		
Learning outcomes and competences	<p>If a representative literary oeuvre is selected, monographic approach in the study of literature will notably prove scientifically and theoretically worthwhile. The literary oeuvre of Nikola Šop, formed in the period between the 1920s and 1980s, represents a unique artistic path in Croatian literature, simultaneously attracting attention to itself but also to the contemporary context of national literature that contributed to Šop's poetic formation. Close study of poetry of Šop will significantly contribute to illuminating Croatian 20th century literature.</p>		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in mentored workshops, discussions, research work, written assignments and participation in individual and group lectures.		
Course content	The course follows the continuum of development of Šop's poetry, in relation to national and world literature tradition with which Šop's works		

	communicate. Here, his work will be synchronously evaluated and compared to other poets and their works. Though poetic expression is the key form of his writing, special attention will also be paid to his prose works: in particular to short stories, dramatic poems and translations of Latin and latinistic texts. Also, stylistic and comparativistic analyses i.e. interpretations of Šop' literary works will be performed, using recent literary-scientific approaches.
Recommended reading	1. Palameta, M. (1994). <i>O pjesništvu Nikole Šopa</i> . Mostar: Napredak. 2. (2000). <i>Književna kritika o Nikoli Šopu: (1926-1998)</i> . Priredio Donat, B. "Dora Krupičeva" ; Hrvatsko kulturno društvo Napredak. 3. Šop, N. (1998). <i>Izabrane pjesma</i> . Vinkovci: Croatica.
Supplementary reading	The corpus will be chosen in agreement with students and their mentors, taking into account students' prospective thesis subjects.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Independent Elective Module I		
Course title	New Italian Epic, Theories and Texts		
Name of lecturer	Srećko Jurišić, PhD, Assistant Professor		
Course code	HUMN 822-12		
Course status	Independent elective course (HUMN 823-10) 5 ECTS, 8 contact hours		
Type of course	Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	5 ECTS The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours (advisory hours with mentor, seminar sessions, and participation at conferences, round tables or attending lectures) and 120 hours of individual student work (literature reading and individual assignments/research projects).		
Learning outcomes and competences	Students will be acquainted with the most prominent currents in contemporary Italian literature defined as "the narrative turn" (or <i>Nuova Epica Italiana</i>) and all its critical and theoretical aspects.		
Prerequisites	Defined by the Faculty Statute.		
Student	Active participation in mentored workshops, discussions, written		

participation	assignments and participation in individual and group lectures.
Course content	In the last few years in Italy, several literary works have been published (e.g. <i>Gomorra</i> by Roberto Saviano) that have deeply affected the norms of the traditional canon and literature on the whole. For this reason, Italian literature has come into focus, for its quality as much as for being critically and theoretically interesting. Wu Ming group of authors from Bologna grabbed attention in 2007 when their essay <i>New Italian Epic</i> was published (later the essay was expanded and printed as a book: Torino, Einaudi, 2009). They are subject of numerous critical and theoretical discussions as a literary phenomenon. The discussions are kept alive for three years now and have already resulted in rich literature. Numerous Italian writers and university professors are publishing their opinions on the novels of this genre, discussing about development of characters, the relationship between hidden Italian history and European history, birth of new myths, collective novel etc. <i>New Italian Epic</i> is a unique European phenomenon that deserves special attention.
Recommended reading	<ol style="list-style-type: none"> 1. Ming, W. (2009). <i>New Italian Epic</i>. Torino: Einaudi. 2. Casadei, A.; Santagata, M. (2007). <i>Manuale di letteratura italiana contemporanea</i>. Bari: Laterza. 3. Casadei, A. (2007). <i>Stile e tradizione nel romanzo italiano contemporaneo</i>. Bologna: Il Mulino. 4. Pellegrini, F.; Tarantino, E. (2006). <i>Il romanzo contemporaneo. Le voci italiane</i>, Leicester: Troubadour Publishing. 5. Guglielmi, G. (1999). La narrative. U Brioschi, F.; Di Girolamo, C. <i>Manuale di Letteratura italiana. Storia per generi e problemi</i>, vol. IV, sezione 5. Torino: Bollati Boringhieri. 6. Bonnina, G. (2009). <i>Tutto Camilleri</i>. Firenze: Barbera.
Supplementary reading	<ol style="list-style-type: none"> 1. Casadei, A. (1996). Problemi del romanzo italiano contemporaneo. U Lugnani, L. i dr. (ur.). <i>Studi offerti a Luigi Blasucci</i>. Lucca: Pacini Fazzi, 159-167. 2. Saviano, R. (2006). <i>Gomorra</i>. Milano: Mondadori. 3. Blisset, L. (1995). <i>Q</i>. Torino: Einaudi. 4. Camilleri, A. (2003). <i>La presa di Macallé</i>. Palermo: Sellerio. 5. Camilleri, A. (1994). <i>La stagione della caccia</i>. Palermo: Sellerio.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian Italian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Independent Elective Module I
---------------------	--------------------------------------

Course title	Words and Worlds		
Name of lecturer	Krešimir Bagić, PhD, Full Professor		
Course code	HUMN 822-13		
Course status	Independent elective course (HUMN 823-11) 5 ECTS, 8 contact hours		
Type of course	Overview / Specialised course		
Year of study	II.	Semester	II.
ECTS (number of credits allocated)	5 ECTS The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours (advisory hours with mentor, seminar sessions, and participation at conferences, round tables or attending lectures) and 120 hours of individual student work (literature reading and individual assignments/research projects).		
Learning outcomes and competences	The course will familiarize students with system of rhetorical and stylistic figures and enable them to detect these figures in various discourse types (descriptive, explicative, narrative, media, commercial and other discourses) and to accurately interpret them.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in mentored workshops, discussions, written assignments and participation in individual and group lectures.		
Course content	Figurativeness of language as a process found at the deep structures of language. Conceptual systems of figures of speech from ancient rhetoric to contemporary stylistics, linguistics and literary theory. Figures and discourse types. Innovative and lexicalized figures. The course presupposes a corpus of literature and non-fictional texts (scientific, publicist, propaganda texts, and essays) as basic material for figures recognition and analyses, commenting upon their function in concrete textual contexts.		
Recommended reading	<ol style="list-style-type: none"> 1. Bagić, K. (2006). 'Figurativnost reklamnoga diskurza'. U <i>Raslojavanje jezika i književnosti</i>, zbornik radova 34. seminara Zagrebačke slavističke škole, 81-93. Zagreb. 2. Meyer, M. M.; Carrilho, M. M.; Timmermans, B. (2008). <i>Povijest retorike od Grka do naših dana</i>. Disput: Zagreb. 3. Simeon, R. (1969). <i>Enciklopedijski rječnik lingvističkih naziva I/II</i>. Zagreb: Matica hrvatska. 4. Škiljan, D. (1989). Terminologija: figure i tropi. <i>Latina et graeca</i>, 34, 64-75. Zagreb. 5. Zima, L. (1988). <i>Figure u našem narodnom pjesništvu</i>. Zagreb. 6. (1986). <i>Rečnik književnih termina</i>. Beograd. 7. Benčić, Ž.; Fališevac, D. (ur.). (1995). <i>Tropi i figure</i>. Zagreb. 		
Supplementary reading	<ol style="list-style-type: none"> 1. Bagić, K. (ur.). (2006). <i>Bacite stil kroz vrata, vratit će se kroz prozor</i>. Zagreb. 2. Biti, V. (2000). <i>Pojmovnik suvremene književne i kulturne teorije</i>. Zagreb. 3. Čulić, Z. (2003). <i>Čovjek, metafora, spoznaja</i>. Split. 4. Dolar, M. (2009). <i>Glas i ništa više</i>. Zagreb. 		

	<p>5. Ducrot, O. i Todorov, T. (1987). <i>Enciklopedijski rečnik nauka o jeziku</i> ½. Beograd.</p> <p>6. Eco, U. (2002). <i>O književnosti</i>. Beograd.</p> <p>7. Genette, G. (1985). <i>Figure</i>. Beograd.</p> <p>8. Genette, G. (2006). <i>Metalepsa</i>. Zagreb.</p> <p>9. Jankélévitch, V. (1989). <i>Ironija</i>. Sremski Karlovci.</p> <p>10. Lodge, D. (1988). <i>Načini modernog pisanja (metafora, metonimija i tipologija moderne književnosti)</i>. Zagreb.</p> <p>11. Kovačević, M. (1991). <i>Gramatika i stilistika stilskih figura</i>. Sarajevo.</p> <p>12. Kvintilijan, M. F. (1967). <i>Obrazovanje govornika</i>. Sarajevo.</p> <p>13. Ricoeur, P. (1981). <i>Živa metafora</i>. Zagreb.</p> <p>14. Solar, M. (2006). <i>Rječnik književnoga nazivlja</i>. Zagreb.</p> <p>15. Škarić, I. (2003). <i>Temeljni suvremenoga govorništva</i>. Zagreb.</p> <p>16. Škreb, Z. (1983). Mikrostrukture stila i književne forme. U Škreb, Z.; Stamać, A. (ur.). <i>Uvod u književnost</i>. Zagreb.</p> <p>17. Weinrich, H. (2005). <i>Lingvistika laži</i>. Zagreb.</p> <p>18. Stamać, A. (ur.). (2004). Prema novoj metaforologiji. <i>Republika</i>, 2. Zagreb.</p>
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Independent Elective Module I		
Course title	Italian Decadentism in Works by Marinković		
Name of lecturer	Srećko Jurišić, PhD, Associate Professor		
Course code	HUMN 822-14		
Course status	Independent elective course (HUMN 823-11) 5 ECTS, 8 contact hours		
Type of course	Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	<p>5 ECTS</p> <p>The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours (advisory hours with mentor, seminar sessions, and participation at conferences, round tables or attending lectures) and 120 hours of individual student work (literature reading and individual assignments/research projects).</p>		
Learning	Students learn how to recognize elements of Italian decadentism, who its		

outcomes and competences	most distinguished authors are (Luigi Pirandello and Gabriele D'Annunzio) and to recognize its influences in the works by Ranko Marinković.
Prerequisites	Defined by the Faculty Statute.
Student participation	Active participation in mentored workshops, discussions, written assignments and participation in individual and group lectures.
Course content	At the beginning of the 20 th century, Croatian play was greatly influenced by Italian theatre. Writers such as Begović, Vojnović and Marinković were influenced by poetics of D'Annunzio and Pirandello. In this way, the oeuvre of Marinković is of special interest. His artistic development reveals a joint influence of the mentioned Italian authors: D'Annunzio's aesthetic decadentism is present in his first plays (Albatross) while Pirandello's influence is felt in his later works (Gloria and novellas) and essays where Marinkovic meticulously analyses Pirandello's poetics.
Recommended reading	<ol style="list-style-type: none"> 1. Čale, F. (1968). <i>O književnim i kazališnim dodirima hrvatsko-talijanskim</i>. Dubrovnik: Matica Hrvatska. 2. Čale, F. (1961). Sulla fortuna di Pirandello in Iugoslavia. U <i>Studia romanica et anglica zagradiensia</i>, 12. 3. Cvijetić, Lj. (1980). <i>Književno djelo Ranka Marinkovića</i>. Sarajevo: Svjetlost. 4. Cjetković-Kurelec, V. (1982). Kazališni listovi i časopisi od 1909. do 1941. u Hrvatskoj. U <i>Dani hvarskog kazališta. Hrvatska dramska književnost i kazalište u međuratnim godinama</i>. Split: Književni krug. 5. G. Livio, G. (1976). <i>Il teatro in rivolta</i>. Milano: Mursia. 6. Senker, B. (2000). <i>Hrestomatija novije hrvatske drame (1895-1940)</i>. Zagreb: Disput. 7. Senker, B. (1987). <i>Begovićev scenski svijet</i>. Zagreb: Hrvatsko društvo kazališnih kritičara i teatrologa. 8. Terzi, P. (1971). <i>Le poetiche del grottesco</i>. U Anceschi, L. (ur.). <i>L'idea del teatro e la crisi del naturalismo</i>. Bologna: Calderini.
Supplementary reading	<ol style="list-style-type: none"> 1. Zorić, M. (1979). La conoscenza di D'Annunzio nelle letterature iugoslave. U Dell'Agata, G.; De Michelis, C. (ur.). <i>D'Annunzio nelle culture dei paesi slavi</i>. Venezia: Marsilio. 2. (1980). <i>Dani hvarskog kazališta. Moderna</i>. Split: Izdavački centar. 3. Angelini, F. (1990). <i>Il teatro del Novecento da Pirandello a Fo</i>. Roma-Bari: Laterza. 4. Antonucci, G. (2005). <i>Storia del teatro futurista</i>. Roma: Studium. 5. Čale, M. (2004). <i>Sam svoj dvojnik. Eseji o hrvatskom književnom modernizmu</i>. Zagreb: Hrvatska Sveučilišna Naklada.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian Italian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at

	scientific conferences.
--	-------------------------

Module title	Independent Elective Module I		
Course title	Theories of the Comic, Humour and Laughter in Italian and Croatian 19 th – 21 st Century Literature		
Name of lecturer	Srećko Jurišić, PhD, Associate Professor		
Course code	HUMN 822-15		
Course status	Independent elective course (HUMN 823-12) 5 ECTS, 8 elective hours		
Type of course	Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	5 ECTS The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours (advisory hours with mentor, seminar sessions, and participation at conferences, round tables or attending lectures) and 120 hours of individual student work (literature reading and individual assignments/research projects).		
Learning outcomes and competences	To introduce students to theories of the comic, humour and laughter in Italian and Croatian 19 th – 12st century literatures through theoretical approach as well as through analyses of selected texts.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in mentored workshops, discussions, written assignments and participation in individual and group lectures.		
Course content	Poetics highly marked with the code of humour are significant for modern Italian and Croatian literature. Both national literatures strongly take part in the Mediterranean and Adriatic mentality (a culturological – anthropological comparative analysis of regions such as Dalmatia and Sicily imposes itself naturally). In this way, the famous humour found in Italian 19 th – 21 st century literature is easily recognized even in the works by “serious” authors like Ugo Foscolo and Ippolito Nievo, or language virtuosos Savinio, Gadda and Manganelli. In Italian Novecento interesting theories were formed in connection to this matter (by Luigi Pirandello and partially Italo Svevo) and subsequently were established in European and world theoretical scene. On the other side, on that of Eastern Adriatic, Dalmatian writers stand out, those influenced by Modern and contemporary Italian literature (e.g. Marinković, the Split circle of writers, Uvodić, Kovačić, Smoje, Dežulović). Some other “non-Mediterranean” writers are interesting in this context, such as Baretić and Tomić, who have adopted the Dalmatian <i>forma mentis</i> .		
Recommended reading	<ol style="list-style-type: none"> 1. (1990). <i>Effetto Sterne. La narrazione umoristica in Italia da Foscolo a Pirandello</i>. Pisa: Nistri-Lischi. 2. Milioto, S. (1980). <i>Le novelle di Pirandello. Atti del VI Convegno internazionale di studi pirandelliani</i>. Agrigento: Edizioni del Centro Nazionale di Studi Pirandelliani. 3. Borsellino, N. (1989). <i>La tradizione del comico</i>. Milano: Garzanti. 		

	<p>4. Ferroni, G. (1974). <i>Il comico nelle teorie contemporanee</i>. Roma: Bulzoni.</p> <p>5. Jurišić, S. (2009). Attorno a una "commedia" dannunziana: "English spoken". <i>Rivista di letteratura teatrale</i>, 2.</p>
Supplementary reading	<p>1. Cirillo, S. (ur.). (2005). <i>Il comico nella letteratura italiana. Teorie e poetiche</i>. Roma: Donzelli.</p> <p>2. Guglielmi, G. (1986). <i>La prosa italiana del Novecento. Umorismo, metafisica, grottesco</i>. Torino: Einaudi.</p> <p>3. Milioto, S.; Scrivano, E. (ur.). (1984). <i>Pirandello e la cultura del suo tempo</i>. Milano: Mursia.</p> <p>4. Jurišić, S. (2009). Le dinamiche dannunziane del riso. Le novelle della Pescara. U <i>Studi medievali e moderni</i>, 2.</p> <p>5. Kayser, W. (1963). <i>The Grottesque in Art and Literature</i>. Bloomington: Indiana UP.</p> <p>6. Gori, G. (1928). <i>Il Grottesco nell'arte e nella letteratura. Comico. Tragico. Lirico</i>. Roma: Stock.</p> <p>7. Freud, S. (1978). L'umorismo. U <i>Opere</i>. Torino: Boringhieri.</p> <p>8. Pirandello, L. (2005). <i>L'umorismo</i>. Milano: Mondadori.</p> <p>9. Bergson, H. (2001). <i>Il riso. Saggio sulla definizione del comico</i>. Milano: Rizzoli.</p>
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian Italian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Subject-related Module II

Module title	Subject-related Module II		
Course title	Reading the Novel		
Name of lecturer	Boris Škvorc, PhD, Associate Professor		
Course code	HUMN 823-1		
Course status	Basic course in Subject-related Module II 4 ECTS, 6 contact hours		
Type of course	Theoretical / Specialised course		
Year of study	II.	Semester	IV.
ECTS (number of credits allocated)	4 ECTS The course is offered as one of basic courses in Subject-related Module II (10 ECTS). It consists of six contact hours (advisory hours with mentor, seminar sessions, and participation at conferences, round tables or attending lectures) and 80 hours of individual student work (literature reading and		

	individual assignments/research projects).
Learning outcomes and competences	Students gain opportunity to master terminology and methodology of narratological, semiotic and New Historicistic analysis of texts. They will be competent in analyzing and interpreting contemporary and diachronic prose texts of Croatian, South Slavic and selected European literatures. Students will be prepared for independent analysis of the most complex issues pertinent to structural analysis and prose texts interpretation.
Prerequisites	Defined by the Faculty Statute.
Student participation	Active participation in mentored workshops, discussions, written assignments and participation in individual and group lectures.
Course content	Reading and analysis of the 19 th and 20 th century novels, based on a few methodological backgrounds: reading the text from the humanistic-liberal position of “search for the eternal truths”; structural analysis; main issues of narratological analysis of text and discourse; semiotic analysis of text; New Historicistic approach to text; postcolonial reading of novels. Reading assignments will include three to five novels of the Croatian, South Slavic, Italian and Anglo-Celtic literary traditions; novels will be selected in agreement with students, depending on subjects of their doctoral theses and the corresponding methodologies.
Recommended reading	<ol style="list-style-type: none"> 1. Bal, M. (1997). <i>Introduction to the Theory of Narrative</i>. Toronto: University of Toronto Press. 2. Eco, U. (2006). <i>Šest šetnji pripovjednim šumama</i>. Zagreb: Algoritam. 3. Biti, V. (ur.). (1992). <i>Suvremena teorija pripovijedanja</i>. Zagreb: Globus. 4. Butler, J. (2000). <i>Nevolje s rodom. Feminizam i subverzija identiteta</i>. Zagreb. 5. Eagleton, T. (2005). <i>Teorija i nakon nje</i>. Zagreb: Algoritam.
Supplementary reading	<ol style="list-style-type: none"> 1. Herman, D.; Jahn, M.; Ryan, M. L. (2008). <i>Routledge Encyclopedia of Narrative Theory</i>. London, New York: Routledge. 2. Biti, V. (ur.). (2002). <i>Politika i etika pripovijedanja</i>. Zagreb: Hrvatska sveučilišna naklada. 3. Abbott, H. P. (2008). <i>The Cambridge Introduction to Narrative</i>. London: Cambridge University Press. 4. Copley, P. (2001). <i>Narrative</i>. London, New York: Routledge. 5. Lasić, S. (1973). <i>Poetika kriminalističkog romana</i>. Zagreb: Liber. 6. Peleš, G. (1999). <i>Tumačenje romana</i>. Zagreb: Artrezor Naklada. 7. Solar, M. (ur.). (1978). <i>Moderna teorija romana</i>. Beograd: Nolit. 8. Škvorc, B. (2005). <i>Gorak okus prešućenog</i>. Zagreb: Alfa. 9. Škvorc, B. (2003). <i>Ironija i roman: u Krležinim labirintima</i>. Zagreb: Naklada MD. 10. Žmegač, V. (2004). <i>Povijesna poetika romana</i>. Zagreb: Matica hrvatska. 11. Chatman, S. (1990). <i>Coming to Terms: The Rhetoric of Narrative in Fiction and Film</i>. Ithaca: Cornell University Press. 12. Booth, W. C. (1961). <i>The Rhetoric of Fiction</i>. Chicago: University of Chicago Press. 13. White, H. (1987). <i>The Content of the Form: Narrative Discourse and</i>

	<p><i>Historical Representation</i>. Baltimore: Johns Hopkins University Press.</p> <p>14. Eco, U. (1992). <i>Interpretation and Overinterpretation</i>. Cambridge University Press.</p> <p>15. Bahtin, M. (1978). <i>Problemi poetike Dostojevskog</i>. Beograd: Nolit.</p> <p>16. Frank, M. (1994). <i>Kazivo i nekazivo</i>. Zagreb: Naklada MD.</p> <p>17. Solar, M. (1979). <i>Ideja i priča</i>. Zagreb: Znanje.</p> <p>18. Barthes, R. (1983). <i>S/Z. Writing Degree Zero. The Pleasure of the Text</i>. New York: Hill and Wang.</p> <p>19. Chambers, R. <i>Story and Situation. Narrative Seduction and the Power of Fiction</i>. Manchester: Manchester University Press, Minneapolis: University of Minnesota Press.</p> <p>20. Peleš, G. (1989). <i>Priča i značenje</i>. Zagreb: Naprijed.</p> <p>21. Milanja, C. (1996). <i>Hrvatski roman 1945 – 1990. Nacrt moguće tipologije hrvatske romaneskne prakse</i>. Zagreb: Zavod za znanost o književnosti.</p> <p>22. Nemeč, K. (1994, 1998, 2003). <i>Povijest hrvatskog romana I, II i III</i>. Zagreb.</p>
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Subject-related Module II		
Course title	Croatian 20 th Century Literature and Its Criticism		
Name of lecturer	Ivan Bošković, PhD, Assistant Professor		
Course code	HUMN 823-2		
Course status	Elective course in Subject-related Module II 3 ECTS, 5 contact hours		
Type of course	Specialised / Historical-overview course		
Year of study	II	Semester	IV
ECTS (number of credits allocated)	3 ECTS The course is offered as one of elective courses in Subject-related Module II (10 ECTS). It consists of five contact hours (advisory hours with mentor, seminar sessions, and participation at conferences, round tables or attending lectures) and 60 hours of individual student work (literature reading and individual assignments/research projects).		
Learning	The aim of the course is to acquaint students with literary criticism as one		

outcomes and competences	of the disciplines of theory (science) of literature in general and contemporary criticism of today in particular. On selected examples of criticism, elements of critical thinking and differences among criticism authors will be investigated. Development of students' critical and polemical attitude towards the texts; development and formation of students' personal critical parameters and standpoints.
Prerequisites	Defined by the Faculty Statute.
Student participation	Active participation in mentored workshops, written assignments and participation in individual and group lectures.
Course content	Criticism, definition and function. Criticism and science of literature. Criticism and literary theory. Academic, journal and newspapers criticism. Historical overview of Croatian literary criticism. Contemporary literary criticism and the critics: Donat, Ladan, Pavletić, Cvitan, Mandić, Maroević, Mrkonjić, Tenžera, Žigo, Visković, Primorac, Pogačnik, and others.
Recommended reading	<ol style="list-style-type: none"> 1. Biti, V. (1983). <i>Književna kritika. U Uvod u književnost</i>. Zagreb: GZH. 2. Petrović, S. (1972.). <i>Priroda kritike</i>. Zagreb: Liber. 3. Frye, N. (1979). <i>Anatomija kritike</i>. Zagreb: Naprijed. 4. Kriger, M. (1982). <i>Teorija kritike</i>. Beograd: Nolit. 5. Markjević, H. (1974). <i>Nauka o književnosti</i>. Beograd: Nolit. 6. Ingarden, R. (1975). <i>Doživljaj, umetničko delo, vrednost</i>. Beograd: Nolit. 7. Beker, M. (1999). <i>Povijest književnih teorija</i>. Zagreb: MH. 8. Solar, M. (1976). <i>Teorija književnosti</i>. Zagreb: ŠK. 9. de Man, P. (1975). <i>Problemi moderne kritike</i>. Beograd: Nolit. 10. Solar, M. (1976). <i>Književna kritika i filozofija književnosti</i>. Zagreb. 11. Visković, V. (1988). <i>Pozicija kritičara</i>. Zagreb: Znanje. 12. Culler, Jonathan (1991). <i>O dekonstrukciji, teorija i kritika poslije strukturalizma</i>. Zagreb: Globus. 13. Culler, Jonathan. (2001). <i>Književna teorija – vrlo kratak uvod</i>. Zagreb: AGM. 14. Jauss, H. R. (1978). <i>Estetika recepcije</i>. Beograd: Nolit. 15. Biti, V. (ur.). (1992). <i>Suvremena teorija pripovijedanja</i>. Zagreb.
Supplementary reading	<ol style="list-style-type: none"> 1. Wellek, R. (1955). <i>A History of Modern Criticism 1750-1950, I-V</i>. New Haven-London. 2. (1950-1966). <i>Hrvatska književna kritika I-X</i>. Zagreb: MH. 3. Barac, A. (1938). <i>Hrvatska književna kritika</i>. Zagreb. 4. Visković, V. (1983). <i>Mlada proza</i>. Zagreb: Znanje. 5. Visković, V. (2000). <i>Umijeće pripovijedanja</i>. Zagreb: Znanje. 6. Peleš, G. (1999). <i>Tumačenje romana</i>. Zagreb: Globus. <i>hrvatskoj poratnoj prozi</i> (tematski broj); <i>Kritika</i> br.15/1970. 7. Šoljan, A. (1965). <i>Trogodišnja kronika poezije hrvatske i srpske</i>. Zagreb: Naprijed. 8. Ivandić, S. (1997). <i>Književne kritike</i>. Rijeka. 9. Maroević, T. (1998). <i>Klik! trenutačni snimci hrvatskog pjesništva (1988. – 1998.)</i>. Zagreb: HSN. 10. Bošković, I. J. (1997). <i>Prozna vremena</i>. Zagreb: HSN. 11. Bošković, I. J. (1999). <i>Iskustvo drugoga</i>. Zagreb, MH. 12. Bošković, I. J. (2002). <i>Lica i obrasci</i>. Split, Laus. 13. Bošković, I. J. (2006). <i>Protiv zaborava</i>. Zagreb: DHK.

	<p>14. Cvitan, D. (1971). <i>Ironični narcis</i>. Zagreb: MH.</p> <p>15. Donat, B. (1978). <i>Brbljava sfinga. Poratni hrvatski roman</i>. Zagreb: Znanje.</p> <p>16. Donat, B. (1972). <i>Unutarnji rukopis</i>. Zagreb: MH.</p> <p>17. Mandić, I. (1970). <i>Uz dlaku</i>. Zagreb: Mladost.</p> <p>18. Mandić, I. (1977). <i>101 kratka kritika</i>. Zagreb: August Cesarec.</p> <p>19. Mandić, I. (1996). <i>Romani krize</i>. Beograd: Nolit.</p> <p>20. Mandić, I. (1998). <i>Književno (st)ratište</i>. Zagreb: NZMH.</p> <p>21. Tenžera, V. (1995). <i>Preživljuje dobro pisanje</i>. Zagreb: Znanje.</p> <p>22. Tenžera, V. (1997). <i>Šok običnosti</i>. Rijeka: Otokar Keršovani.</p> <p>23. Pogačnik, J. (2002). <i>Backstage</i>. Zagreb: Pop & Pop.</p> <p>24. (1998). <i>Ratni roman</i> (tematski broj časopisa Kolo, VIII, br. 3)</p> <p>25. Zima, Z. (1990). <i>Noćna strana uma</i>. Zagreb: Mladost.</p> <p>26. Zima, Z. (2003). <i>Prikazi i prikaze</i>. Zagreb: Konzor.</p> <p>27. Zima, Z. (1992). <i>Književni portreti</i>. Zagreb: Znanje.</p> <p>28. Zima, Z. (2000). <i>Porok pisanja</i>. Zagreb: Sysprint.</p> <p>29. Primorac, S. (2005). <i>Prozor u prozu</i>. Zagreb: DHK.</p> <p>30. Pavešković, A. (2006). <i>Hrvatski književni prostor</i>. Zagreb, DHK.</p> <p>31. Begović, S. (2007). <i>Književni meridijani</i>. Zagreb: DHK.</p> <p>32. Božičević, I. (1996). <i>Čitateljev svjedok</i>. Zagreb: Naklada MD.</p> <p>33. (1998). <i>Književna kritika o Antunu Šoljanu</i>. Zagreb: Dora Krupićeva.</p> <p>34. <i>Književna kritika o Nedjeljku Fabriju</i>. (2007). Zagreb: Dora Krupićeva.</p> <p>35. (2006). <i>Ivan Aralica u očima književne kritike, I-II</i>. Zagreb: Znanje.</p> <p>36. (2001). <i>Kritičari o Veselku Koromanu</i>. Mostar: Društvo HUM.</p>
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Subject-related Module II		
Course title	Interferences of Oral and Written Literature		
Name of lecturer	Marko Dragić, PhD, Associate Professor		
Course code	HUMN 823-3		
Course status	Elective course in Subject-related Module II 3 ECTS, 5 contact hours		
Type of course	Specialised course		
Year of study	II.	Semester	IV.

ECTS (number of credits allocated)	3 ECTS The course is offered as one of elective courses in Subject-related Module II (10 ECTS). It consists of five contact hours (advisory hours with mentor, seminar sessions, and participation at conferences, round tables or attending lectures) and 80 hours of individual student work (literature reading and individual assignments/research projects).
Learning outcomes and competences	The aim of the course is to acquaint students with the problematics of oral – written literature relationship. State-making importance of such literary works. Ensuring students' competence in research of history of literature and theory of literature.
Prerequisites	Defined by the Faculty Statute.
Student participation	Active participation in mentored workshops, written assignments and participation in individual and group lectures.
Course content	Poetics, typology and contextualization of Croatian oral literary works that influenced anthological Croatian literature written by Marko Marulić, Marin Držić, Petar Hektorović, Mavro Orbini, Juraj Rattkay, Ivan Gundulić, Petar Zrinski, Ignjat Đurđević, Fran Krsto Frankopan, Pavao Ritter Vitezović, Andrija Kačić Miošić, Ivan Mažuranić, Matija Mažuranić, August Šenoa, Dinko Šimunović, Božo Lovrić, Miroslav Krleža, Ivo Andrić, Ivan Aralica and others. Interpretation of selected examples.
Recommended reading	<ol style="list-style-type: none"> 1. Kekez, J. (1988). <i>Prva hrvatska rečenica</i>. Zagreb: Matica hrvatska. 2. Botica, S. (1998). <i>Lijepa naša baština. Književno-antropološke teme</i>. Zagreb: Hrvatska sveučilišna naklada. 3. Dragić, M. (2008). <i>Poetika i povijest hrvatske usmene književnosti</i>. Fakultetski udžbenik. Split: Filozofski fakultet Sveučilišta u Splitu. www.ffst.hr
Supplementary reading	<ol style="list-style-type: none"> 1. Botica, S. (1995). <i>Biblija i hrvatska kulturna tradicija</i>. Zagreb: VI. nakl. 2. Vončina, J. (1986). <i>Kačić i Relković na razmeđu epoha. Predgovor za djela Kačića i Relkovića</i>. Zagreb: Novi liber, 5-107. 3. Botica, S. (2003). <i>Andrija Kačić Miošić</i>. Zagreb: Školska knjiga. 4. Kombol, M. (1961). <i>Povijest hrvatske književnosti do preporoda</i>. Zagreb: MH. 5. Kiesel, H.; Münch, P. (1977). <i>Gesellschaft und Literatur im 18. Jahrhundert</i>. München. 6. Dragić, M. (2005). <i>Hrvatska usmena književnost Bosne i Hercegovine, proza, drama i mikrostrukture</i>. Sarajevo: Matica hrvatska, HKD Napredak. (poglavlja o povijesnim pregledima od baroka do romantizma) 7. Dragić, M. (2006). <i>Hrvatska usmena književnost Bosne i Hercegovine, lirika, epika, retorika</i>. Sarajevo: Matica hrvatska, HKD Napredak.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian
Quality	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors) , publishing seminar

assurance methods	papers/articles in scientific magazines or almanacs, participation at scientific conferences.
--------------------------	---

Module title	Subject-related Module II		
Course title	Narrative approach references in Ranko Marinković's novelistic style		
Name of lecturer	Joško Božanić, PhD, Full Professor		
Course code	HUMN 823-4		
Course status	Elective course in Subject-related Module II 3 ECTS, 5 contact hours		
Type of course	Specialised / Historical-overview course		
Year of study	II.	Semester	IV.
ECTS (number of credits allocated)	3 ECTS The course is offered as one of elective courses in Subject-related Module II (10 ECTS). It consists of five contact hours (advisory hours with mentor, seminar sessions, and participation at conferences, round tables or attending lectures) and 80 hours of individual student work (literature reading and individual assignments/research projects).		
Learning outcomes and competences	Text analysis, interpretation of narrative model/positions, development of sensibility for narrative mode as primary/referential stylistic tool. Development of skills for stylistic interpretation of prose texts on the example of Ranko Marinković.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Discussions at advisory hours, written assignments and participation in individual and group lectures.		
Course content	Structure of a narrative text, diegesis, mimesis, diegetic level, extra-diegetic level, hypo-diegetic level, diegetic narrator, intra-diegetic narrator, omniscient and limited narrator. Phenomenon of metaliterariness in contemporary literature, <i>Don Quijote</i> (by Cervantes) as beginning of ironic discourse in European literature. Metaliterariness in works by Ranko Marinković. First person narrator (<i>Benito floda fon Reltih</i>), second person narrator (<i>Samotni život tvoj</i>), third person narrator (<i>Anđeo</i>); metaliterary character of Marinković's prose works (<i>Samotni život tvoj</i> , <i>Zagrljaj</i>).		
Recommended reading	<ol style="list-style-type: none"> Solar, M. (2006). Smrt Sancha Panze. U <i>Smrt Sancha Panze i drugi eseji</i>. Zagreb: Golden marketing, 9-36. Božanić, J. (2003). Metaliterarni karakter književnog djela Ranka Marinkovića. U Bjelanović, Ž. Pilić, Š. (ur.). <i>Zbornik Ivana Mimice</i>. Split: Biblioteka Školskog vjesnika 1, 45-48. Božanić, J. (1985). Interpretacija novele Ranka Marinkovića – Samotni život tvoj. <i>Mogućnosti</i>, 8-9. Božanić, J. (1985). Interpretacija novele Ranka Marinkovića – Anđeo, <i>Zadarska revija</i>, 2-3. Božanić, J. (1982). Interpretacija novele Ranka Marinkovića – Benito Floda fon Reltih. <i>Mogućnosti</i>, 3-4-5. Rimmon-Kenan, S. (1989). Naracija: Razine i glasovi. U Kramarić, Z. (ur.). <i>Uvod u naratologiju</i>. Osijek: Izdavački centar Revija, 81-103. 		

	7. Solar, M. (1974). Pojam priče. U <i>Ideja i priča</i> . Liber: Zagreb. 8. Vidan, I. (1970). <i>Nepouzdana pripovjedač</i> . Zagreb: Matica hrvatska.
Supplementary reading	1. Čale, F. (1973). <i>Od stila do stilema</i> . Zagreb. 2. Frangeš, I. (1959). <i>Stilističke studije</i> . Zagreb. 3. Guiraud, P. (1964). <i>Stilistika</i> . Sarajevo. 4. Katičić, R. (1981). <i>Jezikoslovni ogledi</i> . Zagreb. 5. Pranjić, K. (1986). <i>Jezikom i stilom kroza književnost</i> . Zagreb. 6. Pranjić, K. (1998). <i>Iz Bosne k Europi</i> . Zagreb: MH. 7. Vinogradov, V. (1971). <i>Stilistika i poetika</i> . Sarajevo. 8. Vuletić, B. (1980). <i>Fonetika književnosti</i> . Zagreb. 9. Vuletić, B. (1986). <i>Sintaksa krika</i> . Zagreb. 10. Škreb, Z. (1983). Mikrostrukture stila i književne forme. U <i>Uvod u književnost</i> . Zagreb.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

MEDITERRANEAN INTERDISCIPLINARY CULTUROLOGICAL STUDIES

Common Compulsory Module:

Module title	Common Compulsory Module – obavezni predmet modula*		
Course title	Mediterranean Literary Identities		
Name of lecturer	Inoslav Bešker, PhD, Senior Research Associate		
Course code	HUMN 860-1		
Course status	Course in Common Compulsory Module 2,5 ECTS, 4 contact hours		
Type of course	Theoretical / Specialised course		
Year of study	I.	Semester	II.
ECTS (number of credits allocated)	2,5 ECTS The course is offered as one of the elective courses in Common Compulsory Module (5 ECTS). It consists of four contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning	Students acquire relevant competences for purposeful usage of analytical		

outcomes and competences	methodologies appropriate for dealing with cultural studies, through analysing Mediterranean identities found in literary examples; questioning the interaction – communication relationship between the collective imagination and literary works.
Prerequisites	Defined by the Faculty Statute.
Student participation	Discussions at advisory hours, written assignments and participation in individual and group lectures.
Course content	<p>The course offers insights into Mediterranean identities and alterities exposed in classical and contemporary literature. The goal is not to give answers but to raise questions and stimulate students to think analytically and research the subject.</p> <p>(5) The question of the Mediterranean topos as itself is questioned, and in what proportion it is defined by language, place or time (<i>logos</i>, <i>genius loci</i>, and <i>Zeitgeist</i>): what is a poet from Sicily writing in Greek? In literature, what is Greek and what Hellenic identity; i.e. what is the anthroponymic difference? What kind of identity is signified in Mediterraneanism in other areas (more than half of Shakespeare's works is about the Mediterranean)?</p> <p>(6) The identity of sea as place and non-place is questioned (sources: the <i>Odyssey</i>, the T-O map of Isidore of Seville), as means of bringing together and taking apart: Dido and Aeneas in <i>Aeneid</i> (Virgil).</p> <p>(7) Examples of archetypes of island and islanders are analysed: Dedalus and Icarus (Ovid), <i>Purgatory</i> (Dante), “The isles of Greece” in <i>Childe Harold</i> (Byron) etc.</p> <p>(8) The archetypal conflict between the brutal inlanders and coastal reprobates in Mediterranean literature is questioned. (4a) analysis of examples of archetypal identities of inlanders: from Cyclops in <i>Odyssey</i> to Morlocks in Voltaire (including H. G. Wells too). (4b) analysis of literary archetypes of coastal reprobates from Ramsesses’ Sea Peoples to contemporary images of the Byzantines, Levantines, or Southerners in general.</p> <p>Literary works are contextualised regarding the time they were written and received, in relation to contemporary theoretical paradigms, and concepts of national culture and multiculturalism at the beginning of the 21st century.</p>
Recommended reading	<ol style="list-style-type: none"> 1. Matvejević, P. (2009). <i>Mediteranski brevijar</i>. Zagreb. 2. Culler, J. (2001). <i>Teorija književnosti. Vrlo kratak uvod</i>. Zagreb. (Poglavlja 'Kulturalni studiji' i 'Identitet, identifikacija, subjekt'). 3. Shakespeare, W. <i>Mletački trgovac. Othello</i>. [u izvorniku ili bilo u kojem prijevodu] 4. Mérimée, P. <i>La Gouzla. Colomba. Carmen</i>. [u izvorniku ili bilo u kojem prijevodu]
Supplementary reading	<p>Defined individually per each student, dependent on doctoral thesis subject, his/her command of the Mediterranean languages; in mutual agreement of mentor and student.</p> <p>Literature comprises:</p> <p>(1) theoretical and overview reading, e.g.</p>

	<ol style="list-style-type: none"> 1. Cooke, M., Erdag, G., Grant, P. (ur.). <i>Mediterranean Passages: Readings from Dido to Derrida</i> 2. Tommaseo, N. <i>Per una letteratura cosmopolita</i>. 3. Karapanou, M. <i>Island Melancholy</i>. 4. Matvejević, P. (2009). <i>Mediteranski brevijar</i>. Zagreb. 5. Bešker, I. <i>I Morlacchi nella letteratura europea</i>. <p>(2) literary works, e.g.:</p> <ol style="list-style-type: none"> 1. Ovidije. <i>Epistulae ex Ponto</i>. 2. Valéry, P. <i>Le Cimetière marin (Groblje uz more)</i>. 3. Twain, M. <i>Innocents Abroad (Naivčine na putovanju)</i>. 4. Kazantzakis, N. <i>Život i doživljaji Aleksisa Zorbasa</i>. 5. Carić, M. <i>Otok</i>. 6. Mahfouz, N. <i>Mirrors</i>. 7. Pamuk, O. <i>Istanbul</i>.
Teaching methods	Lectures, seminar sessions, discussions, advisory hours.
Assessment methods	<p>Written assignments and their oral presentation:</p> <ul style="list-style-type: none"> • Two short analytical essays (8000-9600 characters each) on given practical topics, with usage of relevant literature. Presentation of one essay. • Theoretical seminar paper (25.000-30.000 characters each), desirably connected with the subject of student's dissertation. Presentation at seminar session.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.

Module title	Common Compulsory Module		
Course title	Social Anthropology of the Mediterranean		
Name of lecturer	Ozren Žunec, PhD, Full Professor		
Course code	HUMN 860-2		
Course status	Course in Common Compulsory Module 2,5 ECTS, 4 contact hours		
Type of course	theoretical / overview / specialised / historical overview		
Year of study	I.	Semester	II.
ECTS (number of credits allocated)	<p>2,5 ECTS</p> <p>The course is offered as one of the elective courses in Common Compulsory Module (5 ECTS). It consists of four contact hours and 60 hours of individual student work (literature reading and individual assignments)</p>		
Learning outcomes and	<ol style="list-style-type: none"> 1. Understanding of fundamental elements, components and relationships of Mediterranean civilizations, societies and cultures in a diachronic perspective of their mutual interaction; 		

competences	<ol style="list-style-type: none"> 2. Recognising, identifying and distinguishing the shared and the specific characteristics of the Mediterranean civilizations, societies and cultures; 3. Skill of interpreting information and artefacts in construction of Mediterranean identity in different communities; 4. Ability to think synthetically, adding and combining newly acquired knowledge and cognitions gathered from prior studies/other courses leading to one's own research in the field of the course
Prerequisites	Defined by the Faculty Statute.
Student participation	Samostalni rad studenata bit će organiziran kroz obradu pojedinih seminarskih tema, prema posebnome dogovoru na nastavi.
Course content	<ol style="list-style-type: none"> 1. Notion of the Mediterranean and problems of defining it sociologically 2. Historical, geographical and anthropological conditions of formation of the Mediterranean as a recognisable unit and its uniqueness 3. Elements of the Mediterranean (religious, artistic, historical and other features affecting Mediterranean identity of civilizations, cultures and societies); 4. Mediterranean as connector and separator of East and West and the scene of historical turmoil; 5. Croatian Mediterranean and Mediterranean identity of Croats and Croatia; 6. Dalmatia as Mediterranean – heritage and ways of life.
Recommended reading	<ol style="list-style-type: none"> 1. Braudel, F. (1997-1998). <i>Sredozemlje i sredozemni svijet u doba Filipa II</i>. Svesci 1-2. Prevele Đurđa Šinko-Depierris, Mirna Cvitan Černelić i Jagoda Milinković. Zagreb : Izdanja Antibarbarus. 2. Fortis, A. (2004). <i>Put po Dalmaciji</i>. Preveli Mate Maras i Darko Novaković. Split: Marjan tisak. 3. Ivanišević, F. (1903). <i>Poljica – narodni život i običaji</i>. Split: Književni krug Split. 4. Matvejević, P. (1991). <i>Meditranski brevijar</i>. Zagreb: Grafički zavod Hrvatske. 5. Kudrjavcev, A. (2001). <i>U potrazi za izgubljenim Mediteranom</i>. Split: Knjigotisak.
Supplementary reading	<ol style="list-style-type: none"> 1. Davis, J. (1977). <i>People of the Mediterranean</i>. London: Routledge 2. Bičanić, R. (1936-1939). <i>Kako živi narod. Život u pasivnim krajevima</i>, Svesci I.-II. Zagreb: Tipografija. 3. Braudel, F. (2001). <i>Mediterranean in the Ancient World</i>. Translated from the French by Sian Reynolds, with an Introduction by Oswyn Murray. London : Allen Lane, The Penguin Press. 4. King, R. (1997). <i>The Mediterranean</i>. Liverpool: Liverpool University Press. 5. Lovrić, I. (1948). <i>Bilješke o putu po Dalmaciji opata Alberta Fortisa. Život Stanislava Sočivice</i>. Zagreb: Izdavački zavod Jugoslavenske akademije.
Teaching methods	Lectures, seminar sessions, discussions, advisory hours
Assessment methods	Written assignments and their oral presentation. Exam: written and oral
Language of	Croatian

instruction	
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.

I. SUBJECT-RELATED MODULE

Module title	Subject-related Module I		
Course title	Dynamics of Lingual Identities in National Space of the Croatian Language I		
Name of lecturer	Joško Božanić, PhD, Full Professor Marijana Tomelić-Ćurlin, PhD, Assistant Anita Runjić-Stoilova, Assistant Katarina Lozić-Knezović, Assistant		
Course code	HUMN 861-1		
Course status	Basic course in Subject-related Module I 4 ECTS, 6 contact hours		
Type of course	Theoretical course		
Year of study	II.	Semester	III. I IV.
ECTS (number of credits allocated)	4 ECTS The course is offered in Subject-related Module I (10 ECTS). It consists of six contact hours (discussions at mentored courses) and up to 100 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	Students will gain insights into complex problematics of defining idiomatic identities in the perspective of various possibilities of such definition of language identity. They will be competent in identifying different forms of language identity, in relation to genetic, typological and value determinants of language identity as a system and as a standard.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.		
Course content	Language identities: genetic, typological and value determinants in South Slavic Language space. Language as system and as standard. Definitions of terms: organic <i>language</i> , dialect (<i>dijalekt; narječje</i>), jargon, standard language, language of literature. National, ethnic, regional organic and municipal linguistic identities in national space of the Croatian language; the concept of Middle South Slavic diasystem according to D. Brozović. The principles of language normativism; language purism: dynamics of relationship between the Croatian standard language and other standard languages based on the shtokavian dialect. The question of the accentuation norm: dynamics of the relationship between classic (rural) and urban accentuation practice within the Croatian language.		

	<p>The question of lexical norm: dynamics of the relationship between vernaculars and the standard language; problematics of maritime lexis in standard Croatian lexicography.</p> <p>The status of dialects in Croatian linguistics, language politics and media communication practice.</p>
Recommended reading	<ol style="list-style-type: none"> 1. Brozović, D. (1984/85). Za tipologiju mogućih odnosa između ljudskih jezika i kolektiva prema genetskolingvističkim, sociolingvističkim, etnološkim i sociološkim kriterijima raspoređivanja. <i>Radovi Filozofskog fakulteta u Zadru</i>, 24, 11-27. 2. Katičić, R. (1986). O naravi jezika i jezikoslovlja. U: R. Katičić <i>Novi jezikoslovni ogledi</i>. Zagreb: Školska knjiga. 3. Matasović, R. (2005). <i>Jezična raznolikost svijeta</i>. Zagreb: Algoritam. 4. Silić, J. (2006). Hrvatski jezik kao sustav i kao standard. Lingvističke i sociolingvističke zakonitosti. Hrvatski standardni jezik i hrvatska narječja. U: J. Silić <i>Funkcionalni stilovi hrvatskoga jezika, poglavlja.17 – 22, 23-28, 29-34</i>. Zagreb: Disput. 5. Škiljan, D. (2002). Govor nacije. Jezik, nacija, Hrvati. Zagreb: Golden marketing.
Supplementary reading	<p>Defined individually per each student, dependent on their doctoral thesis subject.</p> <ol style="list-style-type: none"> 1. Anderson, B. (1990). <i>Nacija: zamišljena zajednica</i>. Zagreb: Školska knjiga. 2. Bešker, I. (2007). <i>Filološke dvoumice</i>. Zagreb: Naklada Jesenski i Turk. 3. Božanić, J. (2009). Sudbina hrvatskog čakavskog idioma. <i>Zbornik radova 2003-2009. Nazorovi dani</i>. Postira. 4. Edwards, J. (1984). <i>Language, Society and Identity</i>. Oxford-Cambridge: Blackwell. 5. Greenberg, R. (2005). <i>Jezik i identitet na Balkanu</i>. Zagreb: Srednja Europa. 6. Hagège, C. (2005). <i>Zaustaviti izumiranje jezika</i>. Zagreb: Disput. 7. Katičić, R. (1999). Normiranje književnog jezika kao lingvistički zadatak. <i>Norme i normiranje hrvatskog standardnog jezika</i>. 114 – 126. Zagreb: Matica hrvatska. 8. Matasović, R. (2008). Jezik i identitet svugdje, osim na Balkanu. <i>Identitet jezika jezikom izrečen. Zbornik rasprava</i>. 63-72. Zagreb: Srednja Europa. 9. Okrugli stol o knjizi R. Greenberga Jezik i identitet na Balkanu. <i>Identitet jezika jezikom izrečen. Zbornik rasprava</i>. 135-148. Zagreb: Srednja Europa. 10. Pranjković, I. (2008). Jezici i etnija u bivšoj Jugoslaviji i danas. <i>Identitet jezika jezikom izrečen. Zbornik rasprava</i>. 89-94. Zagreb: Srednja Europa. 11. Silić, J. (2008). Neetnički i etnički identitet. <i>Identitet jezika jezikom izrečen. Zbornik rasprava</i>. 57-62. Zagreb: Srednja Europa. 12. Škarić, I., Varošaneć-Škarić, G., Škavić, Đ. (1995). O naglašavanju posuđenica – još jednom nakon Vukušića. <i>Jezik</i>, XLIV, 2. 13. Škiljan, D. (1988). <i>Jezična politika</i>. Zagreb: Naprijed. 14. Tafra, B. (1999). Povijesna načela normiranja leksika. <i>Norme i normiranje hrvatskog standardnog jezika</i>. 260 – 281. Zagreb: Matica hrvatska.

	15. Žanić, I. (2008). Bidni noiatri štokavci. <i>Identitet jezika jezikom izrečen. Zbornik rasprava</i> . 95 – 120. Zagreb: Srednja Europa.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Subject-related Module I		
Course title	Contemporary Theories of Culture		
Name of lecturer	Vladimir Biti, PhD, Full Professor		
Course code	HUMN 861 – 2		
Course status	Basic course in Subject-related Module I 4 ECTS, 6 contact hours		
Type of course	Theoretical / Historical-overview course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	4 ECTS The course is offered in Subject-related Module I (10 ECTS). It consists of six contact hours (discussions at mentored courses) and up to 100 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	Deepening of the culturological insights. Ability of complex theoretical thinking.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in mentored workshops, discussions, research work, written assignments and participation in individual and group lectures.		
Course content	1. LECTURE: Freud's theory of culture. Interpretation of the so-called meta-psychological texts: Totem and Taboo and Moses and Monotheism. 2. LECTURE: Bahtin's concept of culture. The phenomenon of the carnivalesque in language, literature and culture. 3. LECTURE: Benjamin's concept of mass culture. Benjamin's specific position within the Frankfurt School; aura and its destruction. 4. LECTURE: The interpretation of culture by Adorno and Horkheimer. The notion of industry of culture. The relationship between elite and mass		

	culture.
Recommended reading	<p>5. Adorno, T., Horkheimerom, M. (1974). <i>Kulturna industrija: Prosvjetiteljstvo kao masovna obmana</i>. U: <i>Dijalektika prosvjetiteljstva</i>. Sarajevo: Filozofijski fragmenti.</p> <p>6. Bahtin, M. M. (1978). "Uvod" u <i>Stvaralaštvo Fransoa Rablea i narodna kultura srednjega veka i renesanse</i>. Beograd.</p> <p>7. Benjamin, W. (1986). Umjetničko djelo u doba tehničke reprodukcije. U: <i>Estetički ogledi</i>, Zagreb.</p> <p>8. Freud, S. (1969). Nelagodnost u kulturi. U: <i>Iz kulture i umetnosti (Odabrana dela Sigmunda Frojda; knj. 5)</i>, Novi Sad.</p>
Supplementary reading	1. Biti, V. (2001). <i>Pojmovnik suvremene književne i kulturne teorije</i> . Zagreb.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate.

Module title	Subject-related Module I		
Course title	Introduction to Cultural Studies: Hybridization, Identity, Diaspora, Multiculturalism		
Name of lecturer	Boris Škvorc, PhD, Associate Professor		
Course code	HUMN 861-3		
Course status	Basic course in Subject-related Module I 4 ECTS, 6 contact hours		
Type of course	Theoretical course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	<p>4 ECTS</p> <p>The course is offered in Subject-related Module I (10 ECTS). It consists of six contact hours (discussions at mentored courses) and up to 100 hours of individual student work (literature reading and individual assignments).</p>		
Learning outcomes and competences	Students acquire competence for purposeful usage of terminology and methodology of cultural studies; competence for questioning the relationship between "high" and "low" culture, analysis of cultural relationships within society in relation to hybrid cultural paradigms.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.		

Course content	The course presents and questions fundamental postulates of cultural studies and theories of culture of the 20 th century and their contexts while applying theoretical paradigms for analysis of concrete 20 th century cultural space. In the first part of the course, basic notions and postulates of cultural studies are investigated: the relationship between “high” and “low” culture, poetics of everyday, the position of working class, popular and media generated culture in defining and applying theoretical cultural paradigms; Croatian cultural space in the production of hybrid cultural paradigms, multicultural multiplication of identities and redefining the concept of diaspora. After the explications of theory, the central, seminar type of the course thematizes Croatian cultural space in context, models of positioning the traditional canon towards the recently created cultural values, with special emphasis put on analysis of certain media and generational prominent cultural occurrences in a wider context.
Recommended reading	<ol style="list-style-type: none"> 1. Baker, C. (2006). <i>Cultural Studies, Theory and Practice</i>. London: Sage Publications Ltd. 2. Culler, J. (2001). <i>Teorija književnosti. Vrlo kratak uvod</i>. Zagreb: AGM (Poglavlja 'Kulturalni studiji' i 'Identitet, identifikacija, subjekt'). 3. Duda, D. (2002). <i>Kulturalni studiji, ishodišta i problem</i>. Zagreb: AGM. 4. Faucault, M. (1994). <i>Znanje i moć</i>. Zagreb: Filozofski fakultet, Zavod za filozofiju. 5. Hall, S. (2001) Kulturalni studiji i njihovo teorijsko nasljeđe. <i>Quorum</i> 17(1), 182-200.
Supplementary reading	<p>Defined individually per each student, dependent on their doctoral thesis subject.</p> <ol style="list-style-type: none"> 1. Bhabha, H. (1993). <i>The Location of Culture</i>. London: Routledge (Prevedeno poglavlje: <i>Diseminacija – vrijeme, pripovijest i margine moderne nacije</i>, u: Biti, V. (2002). <i>Politika i etika pripovijedanja</i>, Zagreb: 2. Biti, V. (2002). <i>Prostor i identitet</i>. <i>Quorum</i> 18 (1), 139-147. 3. Butler, J. (2000). <i>Nevolje s rodom</i>. Fenizima i subverzija identiteta. Zagreb: Ženska infoteka. 4. Certeau, de M. (2002). <i>Invencija svakodnevnice</i>. Zagreb: Naknada MD. 5. Duda, D. (2006). <i>Politika teorije – zbornik radova i rasprava iz kulturalnih studija</i>. Zagreb: Dispit. 6. Doring, S. (2005). <i>The Cultural Studies Reader</i> (treće izdanje), London: Routledge (Doring, Gramsci, Benjamin, Bourdieu, Spivak, Said, Anderson, Williams, de Beauvoir, Butler). 7. Parekh, B. (2000). <i>Rethinking Multiculturalism: Cultural Diversity and Political Theory</i>. London: Harvard University press. 8. Said, E. (2007). <i>Nepripadanje</i>. Zagreb: V. B. Z. 9. Škvorc, B. (2005). <i>Australski Hrvati: mitovi i stvarnost</i>. Zagreb.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English

Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.
----------------------------------	---

Module title	Subject-related Module I		
Course title	Language Interferences on the Coasts of the Adriatic		
Name of lecturer	Ljerka Šimunković, PhD, Full Professor		
Course code	HUMN 861-4		
Course status	Elective course in Subject-related Module I 3 ECTS, 5 contact hours		
Type of course	theoretical / overview / specialised / historical overview		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	3 ECTS The course is offered as one of elective courses in Subject-related Module I (10 ECTS). It consists of five contact hours (discussions at mentored courses) and 80 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The goal of the course is to engage students into research of influence of Romance languages (Latin, Venetian, Tuscan, Furlan, Triestine, Apulian, Anconese, etc.) on the Dalmatian speeches and the standard Croatian language and vice versa – the influence of Dalmatian speeches on the Italian language. To enable students for research of mutual influences between these languages via the study of loanwords and calques and via production of terminological and similar glossaries.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.		
Course content	Historical overview of peoples and languages that made up the substrates, adstrates and superstrates on both Croatian and Italian coasts of the Adriatic. Diachrony of language situation in Istria and Dalmatia through centuries (bilingualism and multilingualism). Language contact at all language levels (phonological, morphological-syntactical, semantic, and lexical). Language contact and translation (lexical, phraseological, morphological and syntactic calques). Production of a dictionary and a glossary.		
Recommended reading	<ol style="list-style-type: none"> Filipović, R. (1986). <i>Teorija jezika u kontaktu (Uvod u lingvistiku jezičnih dodira)</i>. Zagreb: JAZU – Školska knjiga. Gusmani, R. (2003). <i>Saggi sull'interferenza linguistica</i>. Firenze: Casa editrice Le lettere. 		

	<p>3. Gusmani, R. (1995). Interlinguistica, <i>Linguistica storica</i> a cura di Romano Lazzeroni. Roma: La Nuova Italia Scientifica, 87-114.?</p> <p>4. Jernej, J. (1956). Sugli italianismi penetrati nel serbo-croato negli ultimi cento anni. <i>Studia romanica Zagrabensia</i> I, 54-82.</p> <p>5. Šimunković, Lj. (2009). <i>I contatti linguistici italiano-croati in Dalmazia / Hrvatsko-talijanski jezični dodiri u Dalmaciji</i>. Split: Dante Alighieri – Split.</p>
Supplementary reading	<p>1. Gusmani, R. (1973). <i>Aspetti del prestito linguistico</i>. Napoli: Libreria Scientifica</p> <p>2. Jernej, J. (1992/93). O klasifikaciji frazema. <i>Filologija</i>, 20-21,191-197.</p> <p>3. Ljubičić, M. (1991/92). Parole ibride croato-venete. <i>SRAZ</i>, 36-37, 121-129.</p> <p>4. Malinar, S. (20003). Italiano e croato sulla costa orientale dell'Adriatico. <i>SRAZ</i>47/48, 238-310.</p> <p>5. Muhvić-Dimanovski, V. (1992). Prevedenice – jedan oblik neologizama. <i>Rad HAZU</i>, 446, Zagreb, 92-205.</p> <p>6. Muljačić, Ž. (2000). <i>Das Dalmatische. Studien zu einer untergangenen Sprache</i>. Koeln Weimar Wien: Boehlau Verlag</p> <p>7. Muljačić, Ž.(1968). Tipologija jezičnog kalka. <i>Radovi FF u Zadru</i>, VII, Zadar, 5-19.</p> <p>8. Sočanac, L.(2004). <i>Hrvatsko-talijanski jezični dodiri</i>. Zagreb: Nakladni zavod Globus</p> <p>9. Šimunković, Lj. Kezić, M. (2004). <i>Glosar kuhinjske i kulinarske terminologije romanskog podrijetla u splitskome dijalektu</i>. Split: Dante Alighieri Split</p> <p>10. Šimunković, Lj. (2005). I calchi sintattici di provenienza italiana nei documenti e nelle parlate della Dalmazia, (a cura di Marilena Giammarco e Antonio Sorella) <i>Adriatico/Jadran, Rivista di cultura tra le due sponde</i>, 2/2005, 101-102.</p>
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian Italian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Subject-related Module I
Course title	Romance, German and Turkish Loanwords in Croatian Allotropy
Name of lecturer	Maslina Ljubičić, PhD, Full Professor
Course code	HUMN 861-5

Course status	Elective course in Subject-related Module I 3 ECTS, 5 contact hours		
Type of course	Theoretical / overview / specialised/		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	3 ECTS The course is offered as one of elective courses in Subject-related Module I (10 ECTS). It consists of five contact hours (discussions at mentored courses) and 80 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	Recognition of interlingual connections evident from allotropy created by loaning of lexical units between languages. Confirming the donor language. Differentiation between direct and remote etymology (<i>etymologia proxima</i> vs. <i>etymologia remota</i>). Recognition of lexical units stemming from the same root/etymon in Croatian standard language and its diatropic varieties, especially in dialects used at the coast.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.		
Course content	In the Croatian language, the number of Romance, German and Turkish loanwords is vast. In contact linguistics, it is relevant to determine the route of loanwords coming into a language: differentiate between direct and remote loaning. Since languages in direct contact with the donor language frequently loan aloglots, it is customary that in Croatian dialects also had entered words other than those belonging to the donor language - loanwords to the donor language itself. Italian, German and Turkish had played an important role of language mediation in disseminating words from languages Croatian did not have direct contact with. The course investigates loanwords from different languages that share the same root/etymon. Besides allotropy, geo-synonymy is thus created, too. Recognition of shared etymons illuminates interlingual connections.		
Recommended reading	<ol style="list-style-type: none"> 1. Cortelazzo, M., Zolli, P. (2002). <i>Dizionario etimologico della lingua italiana</i>. Bologna: Zanichelli.² 2. De Mauro, T., Mancini, M. (2002). <i>Dizionario etimologico</i>. Milano: Garzanti Linguistica. 3. Muljačić, Ž. (1997-1998). Tri težišta u proučavanju jezičnih elemenata 'stranog' porijekla. <i>Rasprave Instituta za hrvatski jezik i jezikoslovlje</i>, 23-24, 265-280. 4. Muljačić, Ž. (2007). U potrazi za starijim hrvatskim pseudoarabizmima. <i>Suvremena lingvistika</i> 64, 159-178. 5. Nosić, M., (2005). <i>Rječnik posuđenica iz turskoga jezika</i>. Rijeka: Maveda. 6. Skok, P., (1971-1974) <i>Etimologijski rječnik hrvatskoga ili srpskoga jezika</i>. I-IV. Zagreb: Jugoslavenska akademija znanosti i umjetnosti 7. Vinja, V., (1988-2004). <i>Jadranske etimologije. Jadranske dopune Skokovu etimologijskom rječniku</i>. I-III, Zagreb: Hrvatska akademija znanosti i umjetnosti / Školska knjiga. 8. Kluge, F., (2002). <i>Etymologisches Wörterbuch der deutschen Sprache</i>. Berlin / New York: Walter de Gruyter. 		

Supplementary reading	<ol style="list-style-type: none"> 1. <i>Duden. Etymologie. Herkunftswörterbuch der deutschen Sprache</i>, Mannheim / Leipzig / Wien / Zürich: Dudenverlag, 1997. 2. Franolić, B., (1976). <i>Les mots d'emprunt Français en croate</i>. Paris: Nouvelles Éditions Latines. 3. Gačić, J., Voci romanze nella terminologia culinaria dalmata (I doppioni). U: B. M. da Rif (ur.) <i>Civiltà italiana e geografia d'Europa</i>, Firenze: Franco Cesati Editore, 257-260. 4. Gluhak, A., (1993). <i>Hrvatski etimološki rječnik</i>. Zagreb: August Cesarec. 5. Ljubičić, M., (1998). Bilješke o etimonu <i>dom-</i>. <i>Folia onomastica Croatica</i>, knjiga 7, 153-190. 6. Ljubičić, M., (2002). Hrvatsko-talijanski lažni parovi: standardni jezik i dijalekt. <i>Filologija</i>, knjiga 38-39, 19-31. 7. Pianigiani, O., <i>Vocabolario Etimologico della lingua italiana</i>, http://www.etimo.it. 8. Škaljić, A., (1966). <i>Turcizmi u srpskohrvatskom jeziku</i>. Sarajevo: Svjetlost.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English Italian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Subject-related Module I		
Course title	Romance Loanwords in Onomastics of Dalmatia		
Name of lecturer	Marina Marasović-Alujević, PhD, Associate Professor		
Course code	HUMN 861-6		
Course status	Elective course in Subject-related Module I 3 ECTS, 5 contact hours		
Type of course	Theoretical / overview / specialised/ historical-overview		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	3 ECTS The course is offered as one of elective courses in Subject-related Module I (10 ECTS). It consists of five contact hours (discussions at mentored courses) and 80 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The goal of the course is to investigate Romance loanwords in toponymy and anthroponymy of Dalmatia, and to differentiate between names of persons and places of Croatian origin from those of Romance origin.		

	Students will study etymology of toponyms and anthroponyms of Dalmatia in order to be able to distinguish between names of Slavic (Croatian) origin from those of Roman origin. Also, they will expand their knowledge of history and history of Italian language, including Romance-Croatian lingual relationship and the two nation's symbiosis through history.
Prerequisites	Defined by the Faculty Statute.
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.
Course content	Toponymy of Romance origin of Split and the surrounding islands area will be studied, along with the names of people from Split, from the time the city was established onwards. Also, Croatian-Slavic symbiosis will be tracked, just as the present ratio of names of Romance and Croatian origin. Finally, the process of latinization of Croatian names in monuments and Latin documents will be shown.
Recommended reading	<ol style="list-style-type: none"> 1. Šimunović, P.(1972.) <i>Toponimija otoka Brača</i>. Supetar: Skupština općine Brač, Savjez za prosvjetu i kulturu. 2. Marcato, C. (2009) <i>Nomi di persona, nomi di luogo</i>. Bologna: Il Mulino. 3. Marasović-Alujević, M. (2003.) <i>Hagioforna imena u srednjovjekovnom Splitu i okolici</i>. Split: Književni krug, Biblioteka znanstvenih djela.
Supplementary reading	<ol style="list-style-type: none"> 1. Rapanić, Ž.(1963-5) Ranosrednjovjekovni latinski natpisi iz Splita. <i>Vjesn. Dalm.</i> 65-67, 271. 2. Tagliavini, C. (1982) <i>Origine e storia dei nomi di persona</i>. vol I, vol II, Bologna. 3. Bjelanović, Ž., Marasović-Alujević, M.(2009) Splitska prezimena etnonimskog podrijetla s talijansko-hrvatskim jezičnim odlikama. <i>Folia onomastica</i> 17, 19-35. 4. Marasović-Alujević, M. (2009) Nomi di persona sulle iscrizioni epigrafiche latine nella Dalmazia dell'alto Medio evo. <i>Rivista italiana di onomastica RION</i>, Vol. XV 2, 463-480. 5. Kodrić, A., Marasović-Alujević, M. (2008.) Toponimi romanskoga porijekla na splitskom poluotoku. <i>Školski vjesnik</i> 57 (1-2), 91-126. 6. Marasović-Alujević, M. ,Vuković, S. (2008.) Zaboravljeni toponimi u povijesnoj jezgri Splita. <i>Zbornik filozofskog fakulteta u Splitu</i> 1, 183-193. 7. Marasović-Alujević, M. (1975.) Hagionimi srednjovjekovnog Splita. <i>Starohrvatska prosvjeta</i> III, 15, 269-304. 8. Marasović-Alujević, M. (2009) <i>Romanizzazione dei cognomi slavi nella Spalato rinascimentale</i>. <i>Atti del XVII. Congresso A.I.P.I.</i>, 197-204. 9. Marasović-Alujević, M. (u tisku) <i>Stratificazione onomastica della Spalato medievale</i>. Europa Adriatica-rotte e percezioni nella storia e nella cultura del mare comune, Zbornik radova s kongresa, Pescara. 10. Marasović-Alujević, M. (u tisku) 'Dva ili više naslovnika ranosrednjovjekovnih crkava u hagianimskom korpusu Dalmacije'. 3 kongres hrvatskih povijesničara. Zbornik radova s kongresa, Filozofski fakultet u Splitu, Split. 11. Marasović-Alujević, M. (2008.) 'Uloga hagianima u onomastičkim istraživanjima srednjovjekovnog Splita'. <i>Hagiologija</i>, Zbornik radova. Zagreb, Leykam International, 181-188. 12. Marasović-Alujević, M. (2008) <i>Quod slavice dicitur -seguendo le</i>

	<p>traduzioni romanzo-slave nella Spalato medievale. <i>Adriatico, Rivista di cultura tra le due sponde</i>, 300-308.</p> <p>13. Marasović-Alujević, M. (2010) Lo sviluppo dei cognomi sull'esempio della Spalato medievale. <i>22 International Congress of Onomastic Sciences ICOS 22, Pisa</i>.</p> <p>14. Marasović-Alujević, M. Sanktoremski toponimi na području srednjovjekovnog Splita. (1987) <i>Zbornik šeste onomastičke konferencije Beograd SANU</i>, 233-245.</p> <p>15. Marasović-Alujević, M. (2005.) Onomastika u sociolingvističkim istraživanjima. <i>Zbornik HDPL</i>, 447-456.</p> <p>16. Marasović-Alujević, M., Marasović, T. (2008.) Sućidar u Splitu-arheološka i onomastička istraživanja. <i>Prilozi povijesti umjetnosti Dalmacije 41</i>, 27-48.</p> <p>17. Marasović-Alujević, M.(2005) Srednjovjekovni predio Bene u Splitu-arheološka i onomastička istraživanja. <i>Starohrvatska prosvjeta 32</i>, 149-162.</p>
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English Italian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Subject-related Module I		
Course title	Italian and Croatian Phraseology in Contact and Contrast		
Name of lecturer	Maslina Ljubičić, PhD, Full Professor		
Course code	HUMN 861-7		
Course status	Elective course in Subject-related Module I 3 ECTS, 5 contact hours		
Type of course	Theoretical / overview / specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	3 ECTS The course is offered as one of elective courses in Subject-related Module I (10 ECTS). It consists of five contact hours (discussions at mentored courses) and 80 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	Noticing similarities and differences between Italian and Croatian phraseology, especially between Italian (mostly Venetian) phraseology and phraseology of Croatian coastal speeches; recognition of phraseological		

	calques in Croatian translated from Italian.
Prerequisites	Defined by the Faculty Statute.
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.
Course content	Syntagmatic lexical structures: free combinations, restricted collocations, idioms. Structure and meaning of idioms. Proverbial origin of idioms. Metaphor as origin of idioms. Cognitive approach to phraseology. Interlingual phraseological similarities and differences, especially between Italian and Croatian. Differences in relationship with the standard language. Comparison of restricted collocations and idioms in coastal Italian and Croatian speeches. Calques originating from Italian dialects and their frequency of use. Variants in Italian and Croatian languages. Phraseological specificities connected to place and time of usage.
Recommended reading	<ol style="list-style-type: none"> 1. Casadei, F., (1996). <i>Metafore ed espressioni idiomatiche. Uno studio semantico sull'italiano</i>, Roma: Bulzoni. 2. Fink-Arsovski, Ž., (2002). <i>Poredbena frazeologija: pogled izvana i iznutra</i>. Zagreb: Filozofski fakultet u Zagrebu. 3. Jernej, J., (1978). Fraseologia in chiave contrastiva, <i>Studia Romanica et Anglica Zagrabiana</i> 23, 349-362. 4. Jernej, J.,(1996). Bilješke oko porijekla naše frazeologije, <i>Suvremena lingvistika</i> 22 (1-2), 265-269. 5. Ježek, E., (2005). Strutture sintagmatiche nel lessico. U: Ježek, E., (2005). <i>Classi di parole, strutture, combinazioni</i>. Bologna: il Mulino, 167- 190. 6. Lapucci, C., (1969). <i>Per modo di dire, dizionario dei modi di dire della lingua italiana</i>. Firenze: Valmartina. 7. Matešić, M., (2007). Rječnik frazema mjesnog govora Vrbovskog. <i>Fluminensia</i> 19 (2), 43-161. 8. Matković, D., (2004). <i>Rječnik frazema i poslovice govora Vrboške na otoku Hvaru</i>. Jelsa: Ogranak Matice hrvatske Jelsa. 9. Menac, A., Fink-Arsovski, Ž. ,Venturin, R., (2003). <i>Hrvatski frazeološki rječnik</i>. Zagreb: Naklada Ljevak. 10. Menac, A., Menac-Mihalić, M., (1998). Frazeologija suvremenih bračkih čakavskih pjesnika. <i>Riječki filološki dani. Zbornik radova</i> 2, Rijeka, 303-312 11. Menac-Mihalić, M., (2005). <i>Frazeologija novoštokavskih ikavskih govora u Hrvatskoj s rječnikom frazema i značenjskim kazalom s popisom sinonimnih frazema</i>. Zagreb, Školska knjiga. 12. Quartu, B. M., (1993). <i>Dizionario dei modi di dire della lingua italiana</i>. Milano: Rizzoli. 13. Skytte, G., (1988). <i>Phraseologie / Fraseologia</i>. U: G. Holtus , M. Metzeltin, C. Schmitt (ur.), <i>Lexikon der Romanistischen Linguistik</i>, IV, Tübingen, Niemeyer, 75- 83. 14. Turk, M., Opašić, M., (2008). Supostavna raščlamba frazema, <i>Fluminensia</i> 20 (1),19-31. 15. Turrini, G. et alii (ur.), (1995). <i>Capire l'antifona. Dizionario dei modi di dire con esempi d'autore</i>. Bologna: Zanichelli. 16. Vietri, S., (1990). <i>Lessico e sintassi delle espressioni idiomatiche. Una tipologia tassonomica dell'italiano</i>, Napoli: Liguori.

	<p>17. Vulić, S., (1999). Frazemi u rječnicima izvornih čakavskih govora, <i>Čakavska rič</i> 27 (1), 29-41.</p> <p>18. Vulić, S., (2003). Leksikografska obradba frazema u budućem velikom sintetskom rječniku izvornih čakavskih govora, <i>Fluminensia</i> 15 (1), 43-56.</p>
Supplementary reading	<ol style="list-style-type: none"> 1. Boerio, G., (1856). <i>Dizionario del dialetto Veneziano</i>, Venezia: Giovanni Cecchini, ² pretisak Firenze, Giunti, 1998. 2. Bogović, S., (1996). Frazeologija grobničkih govora. <i>Grobnički zbornik</i> 4., Rijeka, 341-362. 3. Bogović, S., (1999). Frazeologija ikavsko-ekavskoga mjesnoga govora Drage. <i>Fluminensia</i> 11 (1-2), 143-163. 4. Jernej, J., (1982). Interferencije na području frazeologije. <i>Strani jezici</i>, 13-17. 5. Jernej, J., (1992-1993). O klasifikaciji frazema. <i>Filologija</i> 20-21, Zagreb, 191-197. 6. Ljubičić, M., (1994). O hrvatskim zoonimima: konotativno značenje i frazeologija. <i>Filologija</i> 22-23, 245-252. 7. Ljubičić, M., (2004). Some Italian-Croatian False Friends in Restricted Collocations. U: Földes, C., Wirrer, J. (ur.), <i>Phraseologismen als Gegenstand sprach- und kulturwissenschaftlicher Forschung. Akten der europäischen Gesellschaft für Phraseologie (EUROPHRAS) und des Westfälischen Arbeitskreises »Phraseologie / Parömiologie«</i> (Loccum 2002), Schneider Verlag Hohengehren, Baltmannsweiler, 147-156. 8. Ljubičić, M., Kovačić, V., (2008). Alcuni ittonimi nella fraseologia croata. U: ur. de la Granja, M. A., Lang, P. (ur.) (2008). <i>Lenguaje figurado y motivación. Una perspectiva desde la fraseología</i>. Frankfurt am Main, 191-207. 9. Maresić, J., Menac-Mihalić, M., (2008). <i>Frazeologija križevačko-podravskih kajkavskih govora s rječnicima</i>. Zagreb: Institut za hrvatski jezik i jezikoslovlje. 10. Menac, A., Menac-Mihalić, M., (1997). Elementi venecijanskog dijalekta u frazeologiji suvremenih bračkih pjesnika. <i>Riječ, časopis za filologiju</i>, god. 3, sv. 2, 54-58 11. Pittano, G., (1992). <i>Frases fatte capo ha. Dizionario dei modi di dire, proverbi e locuzioni</i>. Bologna: Zanichelli. 12. Tafra, B., (2005). Frazeološki izazovi. <i>Jezik</i>, 52 (2), 48-61. 13. Turk, M., (1998). Frazeologija krčkih govora. U: I. Lukežić, M. Turk, (1998). <i>Govori otoka Krka</i>, Crikvenica. Libellus, 265-298. 14. Vietri, S., (1990). <i>Lessico e sintassi delle espressioni idiomatiche</i>. Una tipologia tassonomica dell'italiano. Napoli: Liguori. 15. Vranić, S. (2004). Iz kostrenske frazeologije. U: Vranić, S. (ur.) (2004). <i>Život, kultura i povijest Kostrena</i>. Zbornik Katedre Čakavskog sabora Kostrena I, Kostrena: Katedra Čakavskoga sabora Kostrena, 139-152. 16. Vrgoč, D., Fink-Arsovski, Ž. (2008) <i>Rječnik hrvatsko-engleskih frazema</i>. Zagreb: Naklada Ljevak.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.

Language of instruction	Croatian English Italian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Subject-related Module I		
Course title	Italian Travelogue Writers on the Adriatic		
Name of lecturer	Marilena Giammarco, PhD, Associate Professor		
Course code	HUMN 861-8		
Course status	Elective course in Subject.related Module I 3 ECTS, 5 contact hours		
Type of course	Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	3 ECTS The course is offered as one of elective courses in Subject-related Module I (10 ECTS). It consists of five contact hours (discussions at mentored courses) and 80 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The goal of the course is to acquaint students with the rich tradition of Italian travelogues on the Adriatic. Historical overview and analysis of travelogues will be performed. The goal is also to enable students for independent interpretation of the genre of travelogue.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.		
Course content	In the last decades, Italian literary criticism has at numerous occasions (conferences, journals, and monographs) demonstrated a growing interest in the genre of travelogue. The course will, through a historical and critical overview of selected texts, analyse Italian "Adriatic" travelogue writers and their works, from the "discovery" of Dalmatia in works by <i>Settecento</i> authors Alberto Fortis and Vitaliano Donats, to <i>Novecento</i> authors like Gabriele D'Annunzio, Alberto Savinio, Carlo Emilio Gadda and others and their fascinating depictions of the Adriatic.		
Recommended reading	<ol style="list-style-type: none"> Giammarco, M. (2006). <i>Per acque e per terre: itinerari medioadriatici tra Otto e Novecento</i>. U: Masiello, Bari, Palomar (ur.) (2006). <i>Viaggiatori dell'Adriatico. Percorsi di viaggio e scrittura</i> 163-185. Masiello, V. (ur.) (2006). <i>Viaggiatori dell'Adriatico. Percorsi di viaggio e scrittura</i>. Bari: Palomar. Giammarco, M. (2006). <i>Scrittura di viaggio e questione dei generi. Appunti sull'Adriatico di Savinio</i>. U: <i>Scrittura di viaggio: le terre del'Adriatico, Atti del Seminario di studi, 10-12 maggio 2006, Università di Novi Sad- Università del Montenegro</i>, a cura di G. 		

	Scianatico, Bari, Palomar, 2007.? 4. Scianatico, G. (ur.) (2006). <i>Scrittura di viaggio: le terre dell'Adriatico, Atti del Seminario di studi, 10-12 maggio 2006, Università di Novi Sad-Università del Montenegro</i> , a cura di, Bari, Palomar, 2007.
Supplementary reading	1. Revija <i>Adriatico/Jadran</i> (prvih 5 brojeva) 2. Revija <i>Carte di viaggio</i> (prva 2 broja)
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Italian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Subject-related Module I		
Course title	Territorial Identity and Sustainable Development of Croatian Archipelago		
Name of lecturer	Zoran Roca, PhD, Full Professor		
Course code	HUMN 861-9		
Course status	Elective course in Subject-related Module I 3 ECTS, 5 contact hours		
Type of course	Overview / Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	3 ECTS The course is offered as one of elective courses in Subject-related Module I (10 ECTS). It consists of five contact hours (discussions at mentored courses) and 80 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	<p>The goal of the course is to expand students' knowledge and understanding of:</p> <ul style="list-style-type: none"> - theoretical and methodological issues of endogen and exogen dimensions of sustainable development in context of globalised economy and culture - macroscopic and participative methods and instruments for monitoring and evaluating the process of re/de/generation of territorial identity - the role of topophilia and terraphilia in local development promoters at evaluation of territorial identity as a progress resource <p>Empirical component refers to options of sustainable development of Croatian islands and the region of Dalmatia.</p>		

	<p>The course offers the development of the following competences for:</p> <ul style="list-style-type: none"> - understanding and synthesising theory and practice in monitoring the changes in territorial identity; - noticing and encouraging topophilia and terraphilia as leading forces of local and regional development; - using the acquired knowledge in (re)affirmation of identities of local (island) and regional (Dalmatia) geographical units.
Prerequisites	Defined by the Faculty Statute.
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.
Course content	<ul style="list-style-type: none"> – Territorial identity, topophilia, terraphilia and sustainable development: concepts, symbols, processes, paradigms; – (re/de)generation of territorial identities: conceptual and methodological problems, challenges and options; – Analysis, diagnosis, and planning the evaluation of sustainable development: the IDENTERRA model; – From topophilia to terraphilia: the role of actants and agents in local/global development nexus; – Analysis of examples: experiences and alternatives of (un)sustainable growth and development of Croatian islands and Dalmatia.
Recommended reading	<ol style="list-style-type: none"> 1. Amin, A., Thrift, N. (1994) <i>Living in the Global</i>. U: Amin, A., Thrift, N. (ur.) (1994) <i>Globalisation, Institutions and Regional Development in Europe</i>. Oxford: Oxford University Press, 1-22. 2. Castells, M. (2002). <i>Moć identiteta</i>. Zagreb: Golden Marketing. 3. Cosgrove, D. E., (1998) <i>Cultural Landscapes</i>. U: Unwin, T. (ur.) (1998) <i>A European Geography</i>, Longman Ltd., Harlow, 65-81. 4. Eagleton, T. (2002). <i>Ideja Kulture</i>. Zagreb: Jesenski i Turk 5. Haartsen, T., et al. (2000). <i>Claiming Rural Identities</i>. Assen: Van Gorcum. 6. Tuan, Y. F., (1990). <i>Topophilia – A Study of Environmental Perception, Attitudes and Values</i>. New York: Columbia University Press/Morningside Edition. 7. Lefevre, H. (1991). <i>The Production of Space</i>. London: Blackwell. 8. Massey, D. & Jess, P. (ur.) (1995) <i>A Place in the World? Places, Cultures and Globalization</i>. Oxford: Oxford University Press/The Open University. 9. Roca, Z. (2007). <i>One Story, Many Regions: Representations of European Unity in Diversity</i>. U: Roca, Z. et al (ur.) (2007) <i>European Landscapes and Lifestyles: The Mediterranean and Beyond</i>. Lisbon: EUL, 3-8. 10. Roca, Z., Roca, M. N. (2007). Affirmation of Territorial Identity: A Development Policy Issue, <i>Land Use Policy</i>, 24(2),434 - 442.
Supplementary reading	<ol style="list-style-type: none"> 1. Agnew, J. (1999) Regions on the Mind does not Equal Regions of the Mind, <i>Progress in Human Geography</i>, 23(1), 101-110. 2. Badie, B. (1995) <i>La fin des territoires</i>. Paris: Fayard. 3. Harner, J. (2001) Place Identity and Copper Mining in Sonora México. <i>Annals of the Association of American Geographers</i>, 91 (4), 660-680. 4. Heelas, P., et al. (1999) <i>Detraditionalization: Critical Reflections on</i>

	<p><i>Authority and Identity at a Time of Uncertainty</i>. Malden: Mass: Blackwell .</p> <p>5. Roca, Z. (2005). <i>Affirmation of Regional Identity between Rhetoric and Reality: Evidence from Portugal</i>. U: Boneschansker, E. et al (ur) (2005) Cultural Uniqueness and Regional Economy. Ljouwert/ Leeuwarden: Fryskie Akademy, 29-52.</p>
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English Portugese
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Subject-related Module I		
Course title	Vernacular Stylistics		
Name of lecturer	Joško Božanić, PhD, Full Professor		
Course code	HUMN 861-10		
Course status	Elective course in Subject-related Module I 3 ECTS, 5 contact hours		
Type of course	Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	3 ECTS The course is offered as one of elective courses in Subject-related Module I (10 ECTS). It consists of five contact hours (discussions at mentored courses) and 80 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	Skill of analytic approach to the stylistic level of message expressed by language; analytic competences in interpretation of stylistic value of vernacular texts.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.		
Course content	<ol style="list-style-type: none"> 1. Notion of the vernacular dialect 2. Relationship between organic speech, dialect (and dialect in a wider sense: Croatian: a group of dialects – <i>narječje</i>), and the standard language. 3. Question of deviation of the norm in vernacular texts 4. Vernacular accentuation, urban and rural accentuation phenomenon in the Croatian standard language 		

	<p>5. Stylistics of vernacular texts: 1. Split: Marko Uvodić, Miljenko Smoje, Arijana Čulina, 2. Istria: Ivanka Glogović Klarić (Trši); 3. Dalmatian islands: Toni Cukrov (“Mali otok pa se ljuja”); folk tales of the island of Vis.</p> <p>6. Chakavian in diaspora (USA, Australia).</p> <p>7. Vernacular of the town of Dubrovnik (Mali document)</p>
Recommended reading	<p>1. Pranjić, K. (1983). <i>Stil i stilistika</i>, članak Dijalektalna stilistika, U: Škreb, Z., Stamać, A. (ur.) (1983) Uvod u književnost. Zagreb: Školska knjiga.</p> <p>2. Vuletić, B. (2006). Govorna stilistika. Poglavlja: <i>Afektivna stilistika Charlesa Ballya</i> (9-24); <i>Lingvistička stilistika</i> (24-46); <i>Slobodni neupravni govor</i> (165-192).</p> <p>3. Katičić, R. (1983). <i>Književnost i jezik</i>. U: Škreb, Z., Stamać, A. (1983) (ur.) (1983) Uvod u književnost. Zagreb: Školska knjiga, 139-173.</p> <p>4. Božanić, J. (1992). <i>Komiške facende. Stilistika i poetika usmene nefikcionalne priče Komiže</i>. Poglavlja: Stilistički pristup (73 -90), Usmenost - pisanost (91 - 100), Mikrostrukture stila u facendama (147 - 187).</p> <p>5. Vuletić, B. (1986). <i>Sintaksa krika</i>. Rijeka: Izdavački sentar Rijeka.</p> <p>6. Božanić, J. (2004). <i>Lingvostilistička interpretacijazapisa nepoznatog pomorca iz 19. st. o životu "maloga" na jedrenjacima</i>. U: Vidović, R., <i>Život pod jedrima</i>. Split: Književni krug Split, str. 289-338.</p> <p>7. Božanić, J., Brešan T. (2007) – Slobodni neupravni govor u facendama otoka Visa. <i>Čakavska rič</i> 35 (2), 237 – 247.</p> <p>8. Božanić, J. (2007). Guc – Naratološka interpretacija zapisa jednog doživljaja mora. <i>Čakavska rič</i>, 35 (1), 17 – 53.</p> <p>9. Vidović, R. (1993). <i>Jadranske leksičke studije</i>. Split: Književni krug Split</p>
Supplementary reading	<p>1. Božanić, J. (1982). Interpretacija novele Ranka Marinkovića - Benito Floda fon Relti, <i>Mogućnosti</i>, br.3-4-5.</p> <p>2. Božanić, J. (1985). Interpretacija novele Ranka Marinkovića - Samotni život tvoj, <i>Mogućnosti</i> 8-9.</p> <p>3. Frangeš, I. (1959). <i>Stilističke studije</i>. Zagreb: Naprijed.</p> <p>4. Guiraud, P. (1964). <i>Stilistika</i>. Sarajevo: Veselin Masleša.</p> <p>5. Katičić, R. (1981). <i>Jezikoslovni ogledi</i>. Zagreb: Školska knjiga.</p> <p>6. Pranjić, K. (1986). <i>Jezikom i stilom kroza književnost</i>. Zagreb: Školska knjiga.</p> <p>7. Vuletić, B. (1986). <i>Sintaksa krika</i>. Rijeka: Izdavački centar Rijeka.</p> <p>8. Škreb, Z. (1983). <i>Mikrostrukture stila i književne forme</i>, u knjizi Uvod u književnost. Zagreb: Školska knjiga.</p>
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

I. INDEPENDENT ELECTIVE MODULE

Module title	I. Independent Elective Module		
Course title	Croatian-Italian Lexicography		
Name of lecturer	Ljerka Šimunković, PhD, Full Professor		
Course code	HUMN 862-1		
Course status	Independent elective course 5 ECTS, 8 contact hours		
Type of course	Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	5 ECTS The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours and 120 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	To acquaint students with the most important multilingual, bilingual and monolingual lexicographic works which include Croatian and/or Italian language. Students gain competences to better understand the Italian language and the translation practice from and to Italian.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.		
Course content	First multilingual dictionary: F. Vrančić, in 1595. Lexicographical efforts of the Catholic missionaries: Kašić, Mikalja, Della Bella and hand-written dictionaries. 19 th century maritime lexicography. Italian dictionaries by Stratico, Tommaseo and Putti. Bilingual dictionaries by Parčić, Andrović, Deanović and Jernej.		
Recommended reading	<ol style="list-style-type: none"> 1. Brlek, M. (1987). <i>Leksikograf Joakim Stulli (1730-1817)</i>, Zagreb: JAZU. 2. Gabrić-Bagarić, D. (2002). „Blago jezika slovinskoga“ Jakova Mikalje ishodište hrvatske leksikografije, <i>Forum</i> 7-9, 1068-1078. 3. Sironić-Bonefačić, N. (1991). Ardelio Della Bella i Ignjat Đurđević, <i>Filologija</i> 19, 49-72. 4. Rožman, M., Šimunković, Lj. (2003). <i>Carski leksikograf i mjernik/ Agrimensore imperiale e lessicografo Antonio Putti</i>. Split: Dante Alighieri-Split, Državni arhiv Split. 5. Trifone, P., Purcu, A. M. (2004), Il Dizionario della lingua italiana del Tommaseo e la lessicografia dell'Ottocento, <i>I mari di Niccolò Tommaseo e altri mari</i>. Zagreb: FF Press, 275-293. 		
Supplementary reading	<ol style="list-style-type: none"> 1. Bagarić-Gabrić, D. (2003). Rukopisni rječnik fra Ljudevita „Ovisnost i posebnost“. <i>Fluminensia</i> 15(2), Rijeka, 19-29. 2. Franić, I. (2007). Rukopisni „Vocabolario italiano-illirico (~1745) fra Lovre Cekinića. <i>Rasprave Instituta za hrvatski jezik i jezikoslovlje</i> 33, 91-105. 3. Nikić, A. (1999). <i>Rječnik fra Ljudevita Lalića</i>. Mostar: Zavičajna knjižnica Život i svjedočanstva. 		

	4. Stolac, D. (1998). <i>Hrvatsko pomorsko nazivlje</i> . Rijeka: Izdavački centar. 5. Zgusta, L. (1991). <i>Priručnik leksikografije</i> . Sarajevo: Svjetlost.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian Italian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	I. Independent Elective Module		
Course title	Italian and Croatian Theatre and Performance Arts: A Comparative History		
Name of lecturer	Srećko Jurišić, PhD, Assistant Professor		
Course code	HUMN 862-2		
Course status	Independent elective course 5 ECTS, 8 contact hours		
Type of course	Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	5 ECTS The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours and 120 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The goal of the course is to acquaint students with comparative history of Italian and Croatian theatre and performance arts, with special emphasis put on <i>Otto-Novecenta</i> works (grotesque theatre, the oeuvre of Luigi Pirandello and Ranko Marinković; the oeuvre of Milan Begović and Gabriele D'Annunzio, etc.)		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.		
Course content	At the end of 19 th and beginning of the 20 th century, Croatian and Italian theatre arts were developing in a parallel manner. Croatian writers such as Ivo Vojnović, Milan Begović or Ranko Marinković were influenced by Italian writers: Luigi Pirandello, Gabriele D'Annunzio or even the grotesque Luigi Chiarelli. Analyses of texts have shown "Pirandellism" in Vojnović, or Pirandello's influence on Begović's later works. Similarly, D'Annunzio's influence can be seen on the aesthetics of Begović's earlier works. Marinković displayed the rejection of that aesthetic model, especially in <i>Albatross</i> , leaning towards Pirandello's poetics (<i>Gloria</i>).		

Recommended reading	<ol style="list-style-type: none"> 1. Čale, F. (1968). <i>O književnim i kazališnim dodirima hrvatsko-talijanskim</i>. Dubrovnik: Matica Hrvatska. 2. Čale, F. (1961). Sulla fortuna di Pirandello in Iugoslavia, <i>Studia romanica et anglica zagradiensia</i> n°12. 1961. 3. Cvijetić, Lj. (1980). <i>Književno djelo Ranka Marinkovića</i>. Sarajevo: Svjetlost. 4. Cjetković-Kurelec, V., (1982). <i>Kazališni listovi i časopisi od 1909. Do 1941. u Hrvatskoj</i>. in AA. VV., <i>Dani Hvarskog Kazališta. Hrvatska dramska književnost i kazalište u međuratnim godinama</i>. Split: Književni krug. 5. Livio, G. (1976). <i>Il teatro in rivolta</i>. Milano: Mursia. 6. Senker, B. (2000). <i>Hrestomatija novije hrvatske drame (1895-1940)</i>, Zagreb: Disput. 7. Senker, B. (1987). <i>Begovićev scenski svijet</i>. Zagreb: Hrvatsko društvo kazališnih kritičara i teatrologa. 8. Terzi, P. (1971). <i>Le poetiche del grottesco</i>. U: Anceschi, L. (ur.) (1971). <i>L'idea del teatro e la crisi del naturalismo</i>. Bologna: Calderini.
Supplementary reading	<ol style="list-style-type: none"> 1. M. Zorić, M. (1979). <i>La conoscenza di D'Annunzio nelle letterature iugoslave</i>. U: Dell'Agata, Giuseppe, De Michelis, Cesare (ur.) (1979) <i>D'Annunzio nelle culture dei paesi slavi</i>. Venezia: Marsilio. 2. AA.VV., <i>Dani hvarskog kazališta. Moderna</i>, Izdavački centar, Split, 1980. 3. Angelini, F. (1990). <i>Il teatro del Novecento da Pirandello a Fo</i>, Roma-Bari, Laterza. 4. Antonucci, G. (2005). <i>Storia del teatro futurista</i>. Roma: Studium. 5. Čale, M. (2004). <i>Sam svoj dvojniki. Eseji o hrvatskom književnom modernizmu</i>. Zagreb: Hrvatska Sveučilišna Naklada.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian Italian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Independent Elective Module I
Course title	Croatian Maritime and Fishing Terminology of Romance Origin
Name of lecturer	Ljerka Šimunković, PhD, Full Professor
Course code	HUMN 862-3
Course status	Independent elective course 5 ECTS, 8 contact hours
Type of course	Specialised course

Year of study	II.	Semester	III.
ECTS (number of credits allocated)	5 ECTS The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours and 120 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The goal of the course is to acquaint students with maritime and fishing terminology of the Croatian coast of the Adriatic. Provenance and frequency of lexical units in Croatian coastal speeches will be studied. Students will be familiarized with glossaries and dictionaries of maritime and fishing terminology. They will gain competences in making such terminological glossaries of local speeches, and in practical field work (usage of ALM model questionnaires).		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.		
Course content	Historical overview of peoples and languages that made up the substrates, adstrates and superstrates on the Adriatic coast before the arrival of Croats. Influence of Romance terminology on Croatian maritime terminology and beginnings of Croatian maritime terminology development. Maritime schools and Croatian maritime lexicography. The Linguistic Atlas of the Mediterranean (ALM) and conducted research.		
Recommended reading	<ol style="list-style-type: none"> 1. Filipi, G. (1997). <i>Betinska brodogradnja – etimološki rječnik pučkog nazivlja</i>. Šibenik: Županijski muzej u Šibeniku. 2. Kahane, H., Koshansky, O. (1953/54). Venetian nautical terms in Dalmatia, <i>Romane philology</i>, VII, 3. Stolac, D. (1998). <i>Hrvatsko pomorsko nazivlje</i>. Rijeka: Izdavački centar. 4. Vidos, B. E. (1939). <i>Storia delle parole marinesche italiane passate in francese</i>. Firenze: Leo S. Olschky. 5. Vidović, R. (1984). <i>Pomorski rječnik</i>. Split: Logos. 		
Supplementary reading	<ol style="list-style-type: none"> 1. Deanović, M. (1962). Lingvistički atlas Mediterana 1. Anketa u Boki kotorskoj. <i>Rad JAZU</i>. Zagreb. 2. Deanović, M. (1964). Lingvistički atlas Mediterana 2. Anketa u Visu (Komiži). <i>Rad Jazu</i>. Zagreb. 3. Deanović, M. (1966). Lingvistički atlas Mediterana 3. Anketa u Salima na Dugom otoku, <i>Rad JAZU</i>. Zagreb. 4. Skok, P. (1933). <i>Od koga naučiše Jadranski Jugoslaveni pomorstvo i ribarstvo?</i> Split: Hrvatska štamparija gradske štedionice 5. Štepanić, Željko (2004). <i>U potrazi za (izgubljenim) hrvatskim pomorskim nazivljem</i>. Split: Marjan tisak. 6. Šimunković, Lj. (2008). <i>More poslovice o moru / Un mare di proverbi sul mare</i>. Split: Filozofski fakultet u Splitu – Dante Alighieri Split. 7. Šimunković, Lj. (2008). La "lingua franca" dell'Adriatico, <i>Borghi e barche, paesaggi e mestieri della pesca tradizionale in Adriatico tra '800 e '900</i>, San Benedetto del Tronto, 58-60. 8. Šimunković, Lj., Petrin, I. (2007). La terminologia riguardante gli attrezzi da pesca di origine romanza nella parlate della regione di Spalato, <i>Adriatico/Jadran</i>, 2./2007, Pescara 81-90. 9. Šimunković, Lj. (2008). <i>Ribolov i prerada ribe u 18. stoljeću: pokus splitskoga Gospodarskoga društva iz 1782, La pesca e la lavorazione</i> 		

	<i>del pesce nel Settecento: l'esperimento della Società economica di Split del 178.</i> Split: Filozofski fakultet u Splitu/Dante Alighieri –Split. 10. Šimunković, Lj. (2010). La terminologia marinara e peschereccia di origine italiana, <i>Mediterraneo. Sulle rotte dei relitti e dei linguaggi del mare.</i> Cattolica:
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English Italian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Independent Elective Module I		
Course title	Italian Lexis and Mediterranean Languages		
Name of lecturer	Marina Marasović-Alujević, PhD, Associate Professor		
Course code	HUMN 862-4		
Course status	Independent elective course 5 ECTS, 8 contact hours		
Type of course	Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	5 ECTS The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours and 120 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The goal of the course is to study Latin loanwords in Italian, those that have through Latin retained elements of substrate and superstrate languages, conditioned by historical contacts of the Mediterranean peoples. Through sea connections, sailing practice, commerce, and wars, words were interchanged, surviving for millennia and are even today kept in Italian – even significantly in the dialect of the town of Split. The course will expand students' knowledge of etymology, history and history of Italian language.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.		
Course content	The course offers a study of lexical innovations that came about via change of meaning of words, loanwords from Mediterranean languages settled at the Apennine peninsula before the arrival of Latin peoples (Greeks Etruscans, Volscis, Umbris etc.) that constituted substrates to Latin, and finally, the languages that were superstrates to Latin and Italian, leaving		

	significant marks through contact (Germanic languages, Arab). Also, etymology of loanwords of Romance languages that were in historical contact with Italian (Spanish and French) will be studied, especially those loanwords that are preserved in our dialects, too.
Recommended reading	1. Migliorini, B. (1978). <i>Storia della lingua italiana</i> . Firenze: Sansoni. 2. Marasović-Alujević, M.(2008). <i>Introduzione allo studio della lingua italiana</i> . Filozofski fakultet: Sveučilište u Splitu. 3. Tagliavini, C. (1982). <i>Le origini delle lingue neolatine</i> . Bologna, Patron.
Supplementary reading	1. Marasović-Alujević, M. (2009). Riječi grčkoga porijekla u splitskom govoru. <i>Riječ: časopis za slavensku filologiju</i> 16(2),98-108. 2. Marasović-Alujević, M. (2006). <i>Terminologia militare italiana nella Spalato dell'epoca veneziana</i> . Atti del XVI. Congresso dell'A.I.P.I. Firenze, Franco Cesati editore, 555-561. 3. Marasović-Alujević, M.(2002). <i>Un antico portolano dell'acquatorio della Dalmazia centrale</i> . Atti del IVX. Congresso dell'A.I.P.I., Firenze, Franco Cesati Editore. 4. Marasović-Alujević, M. (2010). <i>Prestiti nella parlata di Spalato provenienti dalla penisola iberica tramite l'italiano</i> . Atti del XVIII. Congresso dell'A.I.P.I., Firenze, Franco Cesati editore.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English Italian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Independent Elective Module I		
Course title	Italian Language on the Mediterranean Coasts		
Name of lecturer	Antonio Sorella, PhD, Full Professor		
Course code	HUMN 862-5		
Course status	Independent elective course 5 ECTS, 8 contact hours		
Type of course	Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	5 ECTS The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours and 120 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and	The goal of the course is to acquaint students with the geographical scope and basic characteristics of the Italian language on coasts of the		

competences	Mediterranean; to explain the role of Italy in spreading and development of the Italian language in some Mediterranean countries.
Prerequisites	Defined by the Faculty Statute.
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.
Course content	Expansion of the Italian language into certain areas of the Mediterranean. The role of Italian in the formation of the Mediterranean <i>lingua franca</i> . Characteristics of Italian on Corsica, Malta, in Monaco etc. The Italian language in the history of Dalmatia. Influence of the Italian language on literatures of Mediterranean nations.
Recommended reading	<ol style="list-style-type: none"> 1. Battisti, C. (1942). <i>Risonanze italiane nel vocabolario europeo, Italiani nel mondo</i>. Firenze: Sansoni, 389-415. 2. Bruni, Francesco (...), <i>Storia della lingua italiana</i>. 3. Lo Cascio, V. (a cura di) (1990). <i>Lingua e cultura italiana in Europa</i>. Firenze: Le Monier. 4. Puglielli, A., Turchetta, B. (...). <i>L'italiano nel Mediterraneo</i>. Roma: Carocci. 5. Šimunković, Lj. (2009). <i>I contatti linguistici italiano-croati in Dalmazia / Hrvatsko-talijanski jezični odnosi u Dalmaciji</i>. Split: Dante Alighieri – Split.
Supplementary reading	<p>Dependent on students' research interests/subjects of doctoral theses and in agreement with students and their mentors, a selection of supplementary reading will be selected. Here, the most relevant titles are listed though other titles are eligible for selection, in accordance with previous statement.</p> <ol style="list-style-type: none"> 1. Cassola, A. (1994). <i>Malta – Italia (Jezikoslovni, književni i kulturni odnosi od 15. stoljeća do danas), Knjiga Mediterana 1993. Predavanja</i>. Split: Književni krug, 46-53. 2. Minervini, L. (1996). <i>La lingua franca mediterranea. Plurilinguismo, mistilinguismo, pidginizzazione sulle coste del Mediterraneo tra tardo Medioevo e prima età moderna, Medioevo romanzo, XX, 231-301.</i> 3. Trifone, P. (2006). <i>Lingua e identità. Una storia sociale dell'italiano</i>. Roma: Carocci.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	English Italian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Independent Elective Module I
Course title	Theories of the Comic, Humour and Laughter in Italian and Croatian 19 th – 21 st Century Literature

Name of lecturer	Srećko Jurišić, PhD, Associate Professor		
Course code	HUMN 862-6		
Course status	Independent elective course 5 ECTS, 8 contact hours		
Type of course	Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	5 ECTS The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours and 120 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	To introduce students to theories of the comic, humour and laughter in Italian and Croatian 19 th – 21 st century literatures through theoretical approach as well as through analyses of selected texts.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.		
Course content	Poetics highly marked with the code of humour are significant for modern Italian and Croatian literature. Both national literatures strongly take part in the Mediterranean and Adriatic mentality (a culturological – anthropological comparative analysis of regions such as Dalmatia and Sicily imposes itself naturally). In this way, the famous humour found in Italian 19 th – 21 st century literature is easily recognized even in the works by “serious” authors like Ugo Foscolo and Ippolito Nievo, or language virtuosos Savinio, Gadda and Manganelli. In Italian Novecento interesting theories were formed in connection to this matter (by Luigi Pirandello and partially Italo Svevo) and subsequently were established in European and world theoretical scene. On the other side, on that of Eastern Adriatic, Dalmatian writers stand out, those influenced by Modern and contemporary Italian literature (e.g. Marinković, the Split circle of writers, Uvodić, Kovačić, Smoje, Dežulović). Some other “non-Mediterranean” writers are interesting in this context, such as Baretić and Tomić, who have adopted the Dalmatian <i>forma mentis</i> .		
Recommended reading	<ol style="list-style-type: none"> 1. AA. VV., <i>Effetto Sterne. La narrazione umoristica in Italia da Foscolo a Pirandello</i>, Pisa, Nistri- Lischi, 1990. 2. AA. VV., <i>Le novelle di Pirandello. Atti del VI Convegno internazionale di studi pirandelliani</i>, a cura di Stefano Milioto, Edizioni del Centro Nazionale di Studi Pirandelliani, Agrigento, 1980. 3. Borsellino, N. (1989). <i>La tradizione del comico</i>. Milano: Garzanti. 4. Ferroni, G. (1974). <i>Il comico nelle teorie contemporanee</i>. Roma: Bulzoni. 5. S. Jurišić, S. (2009). <i>Attorno a una "commedia" dannunziana: "English spoken"</i>, in <i>Rivista di letteratura teatrale</i>, 2. 		
Supplementary reading	<ol style="list-style-type: none"> 1. Cirillo, S. (2005). (a cura di). <i>Il comico nella letteratura italiana. Teorie e poetiche</i>. Roma: Donzelli. 2. Guglielmi, G. (1986). <i>La prosa italiana del Novecento. Umore, metafisica, grottesco</i>. Torino: Einaudi. 3. Milioto, E. Scrivano (1984). (a cura di). <i>Pirandello e la cultura del suo</i> 		

	<p><i>tempo</i>. Milano: Mursia.</p> <p>4. Jurišić, S. (2009). <i>Le dinamiche dannunziane del riso. Le novelle della Pescara</i>, in <i>Studi medievali e moderni</i>, 2.</p> <p>5. Kayser, W. (1963). <i>The Grottesque in Art and Literature</i>. Bloomington: Indiana UP.</p> <p>6. Gori, G. (1928). <i>Il Grottesco nell'arte e nella letteratura. Comico. Tragico. Lirico</i>, con una prefazione di Massimo Bontempelli. Roma: Stock.</p> <p>7. S. Freud, S. (1978). <i>L'umorismo</i>, in <i>Opere</i>. Torino: Boringhieri.</p> <p>8. L.Pirandello, L. (2005). <i>L'umorismo</i>. Milano: Mondadori.</p> <p>9. H. Bergson, H. (2001). <i>Il riso. Saggio sulla definizione del comico</i>. Milano: Rizzoli.</p>
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian Italian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Independent Elective Module I		
Course title	Women's Side of the Mediterranean Universe – An Anthropological Interpretation		
Name of lecturer	Silva Mežnarić, PhD, Research Associate		
Course code	HUMN 862-7		
Course status	Independent elective course 5 ECTS, 8 contact hours		
Type of course	Specialised course		
Year of study	II.	Semester	III.
ECTS (number of credits allocated)	5 ECTS The course is offered as one of independent options (Independent elective courses) (5 ECTS). It consists of eight contact hours and 120 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The goal of the course is to answer the question/s: what is, who and how participating in the construction of Women's/female side of the Mediterranean social capital? In order to encourage a systematic, applicable usage of knowledge in this field, the course concentrates on significance of gender in social capital functioning in the Mediterranean and Croatia. An inventory of research, analysis, articulation and description topics will be built so as to envisage possibilities of concrete application – especially so in the area of women's entrepreneurship in cultural heritage domain. Students will gain competences to analytically approach the problem;		

	through an overview of ideas, theories and concepts pertinent to the issue of female dimension of the Mediterranean social capital, and their connections. They will develop skills for detailed gender-oriented analysis of social practices and will be educated for a prospective self-employment in culture and tourism industry.
Prerequisites	Defined by the Faculty Statute.
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.
Course content	Gender-oriented study of the Mediterranean universe is evidently becoming one of the most discussed topics of the last decade. New institutions are established (Mediterranean Institute of Gender Studies on Cyprus, Mediterranean Centre for Arts and Sciences in Syracuse) that in their work connect domains of: diaspora, culture, reproduction, patriarchalism, modernization, economy, religion, local community – all in relation to the Mediterranean woman. Up to now, Croatia has not had an institutionalized research or educational activity on social capital of the Mediterranean woman. These studies, therefore, open a “window of opportunity” of this still unresearched and yet plentiful field of specialization.
Recommended reading	<ol style="list-style-type: none"> 1. Coleman, J. (1990). <i>Social capital</i>, u: Coleman, J. (1990) <i>The Foundations of Social Theory</i>. Cambridge, MA: Harvard UP, 300 – 321. 2. Bešker, I. (2007). <i>La musa violenta: archetipi et tradizione della</i> 3. <i>Slavica dinarica</i>. Roma: Il Calamo. 4. Bourdieu, P. (2001). <i>Vladavina muškaraca. Sociokulturni</i> 5. <i>aspekti</i>. Podgorica: CID, Univerzitet Crne Gore. 6. Braudel, F. (1990). <i>Civilizacije kroz povijest</i>. Zagreb: Globus (odabrana poglavlja). 7. Elias, N. (1996). <i>O procesu civilizacije 1-2</i>. Zagreb: Antibarbarus. 8. (odabrana poglavlja). 9. Lerner, G. (1986). <i>The Creation of Patriarchy</i>. Oxford: 10. Oxford University Press (odabrana poglavlja). 11. Matvejević, P. (2007). <i>Mediterranski brevijar</i>. Zagreb: V.B.Z. 12. Matvejević, P. (2009). <i>Kruh naš</i>. Zagreb: V.B.Z. 13. Rihtman Auguštin, D. (2000). <i>Ulice moga grada. Antropologija</i> 14. <i>domaćeg terena</i>. Beograd: Biblioteka XX vek. 14. Roca, Z. (2007) <i>European Landscapes and Lifestyles; The</i> 15. <i>Mediterranean and Beyond</i>. Lisabon:Edicoes Universitarias Lusofonas (odabrana poglavlja) . 16. Slapšak, S. (2003). Two examples of gender construct in the 17. Balkan literature. <i>Narodna umjetnost</i> 40 (1), 81 – 98.*
Supplementary reading	Dependent on students' research interests/subjects of doctoral theses and in agreement with students and their mentors, a selection of supplementary reading will be selected.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of	Croatian

instruction	English
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

SUBJECT-RELATED MODULE II

Module title	Subject-related Module II		
Course title	Dynamics of Lingual Identities in National Space of the Croatian Language II		
Name of lecturer	Joško Božanić, PhD, Full Professor Marijana Tomelić-Ćurlin, PhD, Assistant Anita Runjić-Stoilova, Assistant Katarina Lozić-Knezović, Assistant		
Course code	HUMN 863-1		
Course status	Basic course in Subject-related Module II 4 ECTS, 6 contact hours		
Type of course	Theoretical course		
Year of study	II.	Semestar	III. I IV.
ECTS (number of credits allocated)	4 ECTS The course is offered in Subject-related Module II (10 ECTS). It consists of six contact hours (discussions at mentored courses) and up to 100 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	Students will gain insights into complex problematics of defining idiomatic identities in the perspective of various possibilities of such definition of language identity. They will be competent in identifying different forms of language identity, in relation to genetic, typological and value determinants of language identity as a system and as a standard.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.		
Course content	Language identities: genetic, typological and value determinants in South Slavic Language space. Language as system and as standard. Definitions of terms: organic <i>language</i> , dialect (<i>dijalekt; narječje</i>), jargon, standard language, language of literature. National, ethnic, regional organic and municipal linguistic identities in national space of the Croatian language; the concept of Middle South Slavic diasystem according to D. Brozović. The principles of language normativism; language purism: dynamics of relationship between the Croatian standard language and other standard languages based on the shtokavian dialect. The question of the accentuation norm: dynamics of the relationship between classic (rural) and urban accentuation practice within the Croatian language.		

	<p>The question of lexical norm: dynamics of the relationship between vernaculars and the standard language; problematics of maritime lexis in standard Croatian lexicography.</p> <p>The status of dialects in Croatian linguistics, language politics and media communication practice.</p>
Recommended reading	<ol style="list-style-type: none"> 1. Brozović, D. (1984/85). Za tipologiju mogućih odnosa između ljudskih jezika i kolektiva prema genetskolingvističkim, sociolingvističkim, etnološkim i sociološkim kriterijima raspoređivanja. <i>Radovi Filozofskog fakulteta u Zadru</i>, 24, 11-27. 2. Katičić, R. (1986). O naravi jezika i jezikoslovlja. U: R. Katičić <i>Novi jezikoslovni ogledi</i>. Zagreb: Školska knjiga. 3. Matasović, R. (2005). <i>Jezična raznolikost svijeta</i>. Zagreb: Algoritam. 4. Silić, J. (2006). Hrvatski jezik kao sustav i kao standard. Lingvističke i sociolingvističke zakonitosti. Hrvatski standardni jezik i hrvatska narječja. U: J. Silić <i>Funkcionalni stilovi hrvatskoga jezika, poglavlja</i>. 17 – 22, 23-28, 29-34. Zagreb: Disput. 5. Škiljan, D. (2002). Govor nacije. Jezik, nacija, Hrvati. Zagreb: Golden marketing.
Supplementary reading	<p>Dependent on students' research interests/subjects of doctoral theses and in agreement with students and their mentors, a selection of supplementary reading will be selected.</p> <ol style="list-style-type: none"> 1. Anderson, B. (1990). <i>Nacija: zamišljena zajednica</i>. Zagreb: Školska knjiga. 2. Bešker, I. (2007). <i>Filološke dvoumice</i>. Zagreb: Naklada Jesenski i Turk. 3. Božanić, J. (2009). Sudbina hrvatskog čakavskog idioma. <i>Zbornik radova 2003-2009. Nazorovi dani</i>. Postira. 4. Edwards, J. (1984). <i>Language, Society and Identity</i>. Oxford-Cambridge: Blackwell. 5. Greenberg, R. (2005). <i>Jezik i identitet na Balkanu</i>. Zagreb: Srednja Europa. 6. Hagège, C. (2005). <i>Zaustaviti izumiranje jezika</i>. Zagreb: Disput. 7. Katičić, R. (1999). Normiranje književnog jezika kao lingvistički zadatak. <i>Norme i normiranje hrvatskog standardnog jezika</i>. 114 – 126. Zagreb: Matica hrvatska. 8. Matasović, R. (2008). Jezik i identitet svugdje, osim na Balkanu. <i>Identitet jezika jezikom izrečen. Zbornik rasprava</i>. 63-72. Zagreb: Srednja Europa. 9. Okrugli stol o knjizi R. Greenberga Jezik i identitet na Balkanu. <i>Identitet jezika jezikom izrečen. Zbornik rasprava</i>. 135-148. Zagreb: Srednja Europa. 10. Pranjković, I. (2008). Jezici i etnija u bivšoj Jugoslaviji i danas. <i>Identitet jezika jezikom izrečen. Zbornik rasprava</i>. 89-94. Zagreb: Srednja Europa. 11. Silić, J. (2008). Neetnički i etnički identitet. <i>Identitet jezika jezikom izrečen. Zbornik rasprava</i>. 57-62. Zagreb: Srednja Europa. 12. Škarić, I., Varošanec-Škarić, G., Škavić, Đ. (1995). O naglašavanju posuđenica – još jednom nakon Vukušića. <i>Jezik</i>, XLIV, 2. 13. Škiljan, D. (1988). <i>Jezična politika</i>. Zagreb: Naprijed. 14. Tafra, B. (1999). Povijesna načela normiranja leksika. <i>Norme i</i>

	<p><i>normiranje hrvatskog standardnog jezika</i>. 260 – 281. Zagreb: Matica hrvatska.</p> <p>15. Žanić, I. (2008). Bidni noiatri štokavci. <i>Identitet jezika jezikom izrečen</i>. Zbornik rasprava. 95 – 120. Zagreb: Srednja Europa.</p>
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Subject-related Module II		
Course title	Sea/Ocean and Cultural Imagery		
Name of lecturer	Stipe Grgas, PhD, Associate Professor		
Course code	HUMN 863 – 2		
Course status	Basic course in Subject-related Module II 4 ECTS, 6 contact hours		
Type of course	Theoretical / Specialised course		
Year of study	II.	Semester	IV.
ECTS (number of credits allocated)	4 ECTS The course is offered in Subject-related Module II (10 ECTS). It consists of six contact hours (discussions at mentored courses) and 80-100 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The goal of this course is to enable students to, in a theory-aware manner, approach the problematics and thematization of sea/ocean in literary texts. Wider aim is to familiarize students with theoretical postulates of the spatial turn.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in mentored workshops, discussions, research work, written assignments and participation in individual and group lectures.		
Course content	Theoretical frame of the course is the spatial turn theory, present in various disciplines. Lectures start from the fact that, despite the ever-growing attention paid to space in this new theoretical paradigm, the issue of sea/ocean is still neglected. The course attempts to answer the following question: why is sea not incorporated into the theory's topics of research? Taking into consideration the fact that the sea as such resists human conceptualization, the course offers arguments for the necessary differentiation of the claim (i.e. it shows that not all sea spaces are inaccessible to human imaging/conceptualization). Following this argumentation, a comparativistic reading of sea/ocean in Croatian and		

	American literature is offered.
Recommended reading	<ol style="list-style-type: none"> 1. Stipe Grgas, Maritime Regionalism: A Reading of John Casey's Novel <i>Spartina</i>", <i>ELOPE</i>, 1.3/1-2, Ljubljana, 2007, 183-192. 2. Stipe Grgas, "Gdje je nestao ocean", <i>Književna smotra</i>, 34/145(3), 2007, 29-33. 3. Grgas, "'Odsutna prisutnost' mora u djelu Jure Kaštelana", 7. <i>kijevski književni susreti</i>, Kijevo 2008, str.21-27. 4. Petar Šegedin-Ozren Žunec, <i>S ove strane beskonačnosti: filozofiranje i more</i>, Demetra, Zagreb, 2008. 5. Stipe Grgas, "Charles Johnson's Middle Passage and the American Spatial Imaginary" u <i>Siting America/sighting modernity: essays in honor of Sonja Bašić</i>, urednica Jelena Šesnić, FF Press, Zagreb, 2010., str. 43-54. 6. Philip E. Steinberg, <i>The Social Construction of the Ocean</i>, Cambridge, 2001. 7. Robert Foulke, <i>The Sea Voyage Narrative</i>, New York, 2002. 8. Henri Lefebvre, <i>The Production of Space</i>, Oxford, 1996. 9. Edward Soja, <i>Postmodern Geographies: The Reassertion of Space in Critical Social Theory</i>, London, 1989.
Supplementary reading	Dependent on students' research interests/subjects of doctoral theses and in agreement with students and their mentors, a selection of supplementary reading will be selected.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Subject-related Module II		
Course title	Typology of Traditional Boats		
Name of lecturer	Velimir Salamon, PhD, Full Professor		
Course code	HUMN 863-3		
Course status	Basic course in Subject-related Module II 4 ECTS, 6 contact hours		
Type of course	Overview course		
Year of study	II.	Semester	IV.
ECTS (number of	4 ECTS The course is offered in Subject-related Module II (10 ECTS). It consists of six contact hours (discussions at mentored courses) and 80-100 hours of		

credits allocated)	individual student work (literature reading and individual assignments).
Learning outcomes and competences	<p>The goal of the course is to establish criteria and methodology of determining the authenticity of historical oar/sail propulsion boats. Velimir Salomon, PhD, has made an overview of this kind of boats as part of non-governmental Ars Halieutica project and Commission for research and safeguarding of Croatian shipbuilding heritage with Maritime Shipbuilding Department, Croatian Academy of Sciences and Arts. (Komisija za istraživanje i očuvanje hrvatske brodograđevne baštine, Sekcije za morsku brodogradnju, Znanstvenog savjeta za pomorstvo HAZU.)</p> <p>It is envisaged that the course delivers a satisfactory overview of the primarily Adriatic, then Mediterranean and global shipbuilding typology. The overview will be in alignment with latest domestic research results, and not with globally accepted interpretations, that have been proven wrong. Boat is considered the central maritime handicraft that has a material, rational dimension, being a technical object. Simultaneously, however, boat is assuredly immaterial subject, a living creature in life of a maritime family that participates in family's actions and its well-being, whether in peace or at war.</p>
Prerequisites	Defined by the Faculty Statute.
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.
Course content	A conceptual overview of typical Croatian Adriatic traditional boats will be made. The types of boats are these: <i>bracera</i> with one mast and lateen sail; <i>bracera</i> with one mast and lugsail; <i>bracera</i> with two masts and Lateen sails; <i>bracera</i> with two masts and gaff sails; Rovinj <i>bracera</i> with three masts and lateen sails, Adriatic <i>pelig</i> , Dubrovnik <i>ormanica</i> , Adriatic <i>koka</i> with lateen sail, <i>koka</i> with square sail, Dubrovnik <i>grip</i> , Dubrovnik galley <i>a sessile</i> , Dubrovnik galley <i>a scaloccio</i> , Dubrovnik <i>karaka</i> , Dubrovnik galleon, classic Rovinj <i>batana</i> , covered Rovinj <i>batana</i> , Rovinj <i>barchein</i> , Rovinj <i>batiel</i> , Istria <i>bragoc</i> , Adriatic <i>stella</i> , Adriatic <i>gajeta</i> , Komiza <i>gajeta falkuša/Gaeta Falkusa Comisiana</i> , Mljet <i>gajeta</i> , Betina <i>gajeta</i> , Neretvian <i>trupa</i> , Nerevtian <i>lađa</i> , Adriatic <i>pasara</i> , Adriatic <i>loger</i> , Adriatic <i>guc</i> , Omiš <i>sagitta</i> , Omiš <i>salbunijer</i> etc.
Recommended reading	<ol style="list-style-type: none"> 1. Casson, L. <i>Ships and Seamanship in the Ancient World</i>. Princeton: Princeton University Press. 2. Salamon, V., Bobanac, N. (2005). <i>Metodologija i kriteriji za procjenu autentičnosti tradicijskog broda</i>. HAZU. Zagreb: 3. Dudzus, A., Henriot, E. (1986)., <i>Dictionary of Ship Type</i>. Glasgow: Conway Maritime Press Ltd. 4. Vidović, R. (1984). <i>Pomorski rječnik</i>. Split: 5. Oller Francisco, Garcia-Delgado Vicente, <i>Nuestra vela latina</i>, Editorial Juventud, S.A., Barcelona, 1996. 6. Arhiv NGO "Ars Halieutica", Komiza-Zagreb-Split.
Supplementary reading	<p>Supplementary reading will be given to students in electronic form, on a CD:</p> <ol style="list-style-type: none"> 1. Salamon, V. (2009). Jadranska <i>bracera</i>. <i>Brodogradnja</i> 1. 2. Salamon, V. (2009). Vakonce na <i>braceri</i>. <i>Brodogradnja</i> 2. 3. Salamon, V. (2009). <i>Brageta</i> ili "sveta platica". <i>Brodogradnja</i> 3. 4. Salamon, V. (2009). O dizajnu broda . <i>Brodogradnja</i> 4.

	<p>5. Marzari, M. (1982). <i>Il Bragozzo</i>. Milano: Mursia.</p> <p>6. Marzari, M. (). <i>Trabacoli e pieleggi nel alto Adriatico</i>. Milano: Mursia.</p> <p>7. Salamon, V. (2001). <i>Experience of the Boat</i>. U: Experience of the Boat. Maritime Museum Dubrovnik, 21-33.</p> <p>8. Salamon, V., Bobanac, N. (2008). <i>La bracara de l'Adriatique</i>, Chasse Maree, Douarnenez.</p>
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Subject-related Module II		
Course title	The Ancient Greeks and the Adriatic– Art of Navigation, Diomedes, Trade in Goods, Colonisation		
Name of lecturer	Branko Kirigin, PhD, Assistant Professor, Research Associate		
Course code	HUMN 863-4		
Course status	Elective course in Subject-related Module II 3 ECTS, 5 contact hours		
Type of course	Historical overview course		
Year of study	II.	Semester	IV.
ECTS (number of credits allocated)	3 ECTS The course is offered in Subject-related Module II (10 ECTS). It consists of five contact hours (discussions at mentored courses) and 80 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The goal of the course is to acquaint students with: 1. Greek navigation on the Adriatic; 2. Greek cults on the Adriatic, with emphasis on the cult of Diomedes; 3. Basic characteristics of trade in goods between the Greeks and the indigenous peoples; 4. Greek colonisation of the Eastern Adriatic. Students will gain competences in the field of basic Greek civilization and the scope of its influences on the Adriatic, development and changes in Greek and local indigenous communities, with emphasis put on Dalmatia.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.		
Course content	Historical sources on presence of the ancient Greeks on the Adriatic and their interpretations will be studied (from 12 th - 1 st century BC): their navigation systems, religious cults (especially the cult of Diomedes on		

	Palagruža and Ploče Cape), trade in goods with local indigenous communities and colonies they established on the Eastern Adriatic (Issa and Faros).
Recommended reading	<ol style="list-style-type: none"> 1. Braccesi, L. (1977, drugo dopunjeno izdanje). Grecità adriatica. 2. Boardman, J. (1980, treće prošireno izdanje). The Greeks Overseas. 3. Braccesi, L., Luni, M. (ur.) (1999). I Greci in Adriatico, vol. 1 i 2, Roma. 4. Cambi, N., Čače, S., Kirigin, B. (2002). (ur.). Grčki utjecaj na istočnoj obali Jadrana. Split: Književni krug. 5. Medas, S. (2004). De rebus nauticis, l'arte della navigazione nel mondo antico, Roma. 6. Kirigin, B. (2006). Pharos, the Parian Settlement in Dalmatia. A study of a Greek colony in the Adriatic. Oxford (Archaeopress, BAR IS 1561). 7. Kirigin, B., Johnston, A., Vučetić, M., Z. Lušić, Z. (2009). Palagruža - The Island of Diomedes - and Notes on Ancient Greek Navigation in the Adriatic. U: S. Forenbaher, S. (ur.) (2009). <i>The Connecting Sea: Maritime interactions in Adriatic Prehistory</i>, BAR IS 2037. Oxford, 137-155.
Supplementary reading	<ol style="list-style-type: none"> 1. The Greek background, u: <i>Dalmatia, - Research in the Roman Province 1970-2001</i>, Papers in honor of. J. J. Wilkes, BAR IS 1576, Oxford 2006, 17-26. 2. Kirigin, B., Katunarić, T., Šešelj, L. (2005). Amfore i fina keramika (od 4. do 1. st. pr. Kr.) iz srednje Dalmacije: preliminarni ekonomski i socijalni pokazatelji, VAHD 98, Split 2005, 7-24. (s)
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English Italian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Subject-related Module II		
Course title	Adriatic Geography of Taste		
Name of lecturer	Armando Montanari, PhD, Full Professor		
Course code	HUMN 863-5		
Course status	Elective course in Subject-related Module II 3 ECTS, 5 contact hours		
Type of course	Specialised course		
Year of study	II.	Semester	IV.

ECTS (number of credits allocated)	3 ECTS The course is offered in Subject-related Module II (10 ECTS). It consists of five contact hours (discussions at mentored courses) and 80 hours of individual student work (literature reading and individual assignments).
Learning outcomes and competences	Expansion of the notion of culture into the field of gastronomy, in relation to tradition as a source of knowledge of culinary skills perceived as a form of art. Insights, identification and evaluation of gastronomic diversity as cultural geography of taste.
Prerequisites	Defined by the Faculty Statute.
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.
Course content	In between of globalization and local identity Environment, taste and smell Geographical diversity of taste Global Americanization of food Rediscovery of forgotten gastronomic traditions The future of the past in the food culture Wine, olive oil and beer geography Green tea geography Mediterranean cuisine: a global phenomenon
Recommended reading	<ol style="list-style-type: none"> 1. J.R. Pite (2002) Geography of Taste: Between globalisation and local Roots, u knjizi Armando Montanary Food and Environment – Geographies of Taste, Società Geografica Italiana, Rim, pp. 11-28. 2. Massimo Montanari (2002) From the Geography of Taste to the taste of Geography, u knjizi Armando Montanary Food and Environment – Geographies of Taste, Società Geografica Italiana, Rim, pp. 29-32. 3. G. Komatus (2002) Geography of Green Tea in Japan, u knjizi Armando Montanary Food and Environment – Geographies of Taste, Società Geografica Italiana, Rim, 94-114. B. Wayens, I. Van de Steen, M.E.Ronveau (2002) A Short Historical Geography of Beer, u knjizi Armando Montanary Food and Environment – Geographies of Taste, Società Geografica Italiana, Rim, 94-114. 4. T. Unwin (1991) Wine and the vine. Anhistorical geography of viticulture and the wine trade, Routledge, London 5. Montanari, A. (2002) Agri-food chains and the environment, u knjizi Armando Montanary Food and Environment – Geographies of Taste, Società Geografica Italiana, Rim, pp.47- 67 6. D.Grigg (2002) Olive oil, the Mediterranean and the world, GeoJurnal, 53, pp 259-268.
Supplementary reading	<ol style="list-style-type: none"> 1. J.L. Flandrin, M. Montanari (1999) Food. A culinary history, columbia University Press, New York 2. A Capatti, M. Montanari (1999) La cucina italiana. Storia di una cultura, Laterza, Rim – Bari 3. M. Montanari (1994) The Culture of Food, Blackwell, Oxford, UK – cambridge USA.
Teaching	Mentored workshops, discussions, independent student work accompanied

methods	with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	English
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Subject-related Module II		
Course title	Lingua Franca in Dalmatian Halieutic Terminology		
Name of lecturer	Joško Božanić, PhD, Full Professor		
Course code	HUMN 863-6		
Course status	Elective course in Subject-related Module II 3 ECTS, 5 contact hours		
Type of course	Specialised course		
Year of study	II.	Semester	IV.
ECTS (number of credits allocated)	3 ECTS The course is offered in Subject-related Module II (10 ECTS). It consists of five contact hours (discussions at mentored courses) and 80 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The goal of the course is to acquaint students with the universal Mediterranean maritime language – a phenomenon entitled <i>lingua franca</i> , even today kept alive in maritime, especially halieutic terminology. Students will master terminology of traditional boats, fishing and nautical practice. They will gain insights into the transethnic character of the Mediterranean maritime cultural heritage, Croatian maritime culture and will be able to interpret maritime topics for culturological purposes.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.		
Course content	Croatian nautical, shipbuilding, fishing, ichtiological and meteorological lexis; maritime dictionaries, schools of maritime lexicography, maritime lexis in Croatian standard language dictionaries; “nstromisms”; maritime lexis in chakavian dialect glossaries; glossary of gajeta falkuša; comparative research of M. Deanović's contributions to Mediterranean Linguistic Atlas (Komiža, Lopud, Boka Kotorska, Krk and Korčula): lingua franca phenomenon; trans-lingual character of Adriatic maritime lexis; Croatian maritime lexis as monumental lingual heritage.		
Recommended reading	1. Božanić, J. (2007). Lingua Franca in the Dalmatian Fishermen Terminology. Structural Studies, Repairs and Maintenance of Heritage Architecture X, Wesseks Institute of Technology, WIT Press, Southampton, Boston.		

	<ol style="list-style-type: none"> 2. Vidović, R. (1984). <i>Pomorski rječnik</i>. Split: Logos. 3. Božanić, J. (1997). <i>Nacrt glosara gajete falkuše</i>. U: Finka, B. (ur.). <i>Tisuću godina prvoga spomena ribarstva u Hrvata</i>. Zadar-Sali-Split 10-18 listopada 1995., HAZU, Zagreb, 181 – 194. 4. Stolac, D. (1998). <i>Hrvatsko pomorsko nazivlje</i>, Rijeka, 1998. 5. Skok, P. (1933). <i>Naša pomorska i ribarska terminologija na Jadranu</i>, Pomorska biblioteka Jadranske straže, Split. 6. Jurišić B. (1962). <i>O našoj pomorskoj terminologiji</i>. Pomorski zbornik. Zagreb. 7. Vidović, R. (1992). <i>Koine pomorskoga anemonimijskoga nazivlja, Čakavska rič</i>, br. 1. 8. Božanić, J. (1999). <i>Mali – lingvostilistička interpretacija jednog zapisa nepoznatog pomorca iz 19. stoljeća o životu maloga na jedrenjacima, Čakavska rič</i>, br. 2, 143 – 189.
Supplementary reading	<ol style="list-style-type: none"> 1. Deanović, M. (1962). <i>Lingvistički atlas Mediterana</i>, 1. dio: <i>Anketa u Boki Kotorskoj</i>. Rad JAZU, Zagreb. 2. Deanović, M. (1966). <i>Lingvistički atlas Mediterana</i>, 2. dio: <i>Anketa na Visu (Komiži)</i>. Rad JAZU, Zagreb. 3. Deanović, M. (1967). <i>Lingvistički atlas Mediterana</i>, 3. dio: <i>Anketa u Salima na Dugom otoku</i>. Rad JAZU, Zagreb. 4. Deanović, M. (1954). <i>Pomorski i ribarski nazivi na Lopudu</i>. Anali Historijskog instituta JAZU, Dubrovnik 1954. 5. Deanović, M. (1966). <i>Stratifikacija naših pomorskih i ribarskih naziva po njihovu porijeklu</i>. Pomorski zbornik, Zadar. 6. Filipi, G. (1997). <i>Betinska brodogradnja – etimologiski rječnik pučkog nazivlja</i>. Županijski muzej u Šibeniku, Šibenik. 7. Jurišić B. (1962). <i>O našoj pomorskoj terminologiji</i>. Pomorski zbornik, Zagreb. 8. Vidović, R. (1992). <i>Koine pomorskoga anemonimijskoga nazivlja, Čakavska rič</i>, br. 1. 9. Božanić, J. (1999). <i>Mali – lingvostilistička interpretacija jednog zapisa nepoznatog pomorca iz 19. stoljeća o životu maloga na jedrenjacima, Čakavska rič</i> 1999, br.2, str.143 – 189. 10. Vinjja, V. (1998). <i>Jadranske etimologije I. II.III</i>. HAZU, ŠK, Zagreb. 11. Vojmir V. (1986). <i>Jadranska fauna – Etimologija i struktura naziva I. II</i>. JAZU, Logos, Split.
Teaching methods	Mentored workshops, discussions, independent student work accompanied with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	Subject-related Module II		
Course title	Italian and Croatian Literature and Visual Arts in the first half of the 20 th Century		
Name of lecturer	Academician Tonko Maroević, Full Professor, Research Associate		
Course code	HUMN 863-7		
Course status	Elective course in Subject-related Module II 3 ECTS, 5 contact hours		
Type of course	Historical-overview course		
Year of study	II.	Semester	IV.
ECTS (number of credits allocated)	3 ECTS The course is offered in Subject-related Module II (10 ECTS). It consists of five contact hours (discussions at mentored courses) and 80 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	Interdisciplinary study of presence of artworks in Italian and Croatian literature in the first half of the 20 th century.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Independent students' work will be organized into presentations of written assignments at seminar sessions, further determined in class.		
Course content	Art criticism is almost a genre of literature. Writing about art presupposes a skill of expression oneself, whereas artistic merit of visual arts is best understood through understanding immanent processes of art, just as, in another medium, the same routes are taken in creation of art. Literary criticism has, at least at its best of times, been written by poets, significant authors, lucid essayists etc. In any case, it is not possible to describe and evaluate a piece of art without using the widest scope of verbal expressivity and lexical inventiveness. An interdisciplinary approach will present a panoramic overview of basic referential attitudes and elaborations on different phenomena of visual art and sculpting "incubations" found at the mentioned period in Croatian and Italian literatures.		
Recommended reading	<ol style="list-style-type: none"> 1. Maroević, T. (2007). <i>Napisane slike. Likovna umjetnost u hrvatskoj književnosti od moderne do postmoderne</i>. Zagreb: Hrvatska Sveučilišna Naklada. 2. T. Maroević, T. (2004). <i>Kritika kao povijesnoumjetnička disciplina</i> U: Pelc, M. (ur.) (2004). <i>Zbornik 1. kongresa hrvatskih povjesničara umjetnosti</i>. Zagreb: Institut za povijest umjetnosti. 289-292. 3. Ferrari, S. (1998). <i>La psicologia del ritratto nell'arte e nella letteratura</i>. Roma-Bari, Laterza. 		
Supplementary reading	<ol style="list-style-type: none"> 1. Simmel, G. (1985). <i>Il volto e il ritratto. Saggi sull'arte</i>, Bologna: Il Mulino. 2. Schlosser Magnino, J. (1965). <i>La letteratura artistica. Manuale delle fonti della storia dell'arte moderna</i>, a cura di O. Kurz, Firenze-Wien, La Nuova Italia editrice-Kunstverlag Anton Schroll & Co. 3. Markiewicz, H. (1987). 'Ut pictura poesis'. A History of the Topos and the Problem. <i>New Literary History</i>, 18, 535-558. 		
Teaching	Mentored workshops, discussions, independent student work accompanied		

methods	with regular advisory hours
Assessment methods	Advisory hours, written assignments and their oral presentation.
Language of instruction	Croatian Italian
Quality assurance methods	Student evaluation, peer evaluation and reflection, colleagues teaching same subject courses cooperate (seminar co-mentors), publishing seminar papers/articles in scientific magazines or almanacs, participation at scientific conferences.

Module title	General Elective Module		
Course title	Croatian philosophy in international context – European reception of Petrić's and Bošković's work		
Name of lecturer	dr. sc. Ivica Martinović, Associate Professor, Research Fellow		
Course code	HUMN 804- 1		
Course status	Elective course in General Elective Module		
Type of course kolegija	Specialised / Historical overview		
Year of study	I.	Semester	I.
ECTS (number of credits allocated)	2,5 ECTS The course is offered in General Elective Module (5 ECTS). It consists of four contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	<p>In the epistemological sense, this course offers a synthetic overview of the so far studied effects and impacts of Petrić's and Bošković's philosophy; in Petrić's case from 1572 till well into the 18th century, and in Bošković's case from 1754 till the beginning of the 20th century.</p> <p>In the methodological sense, the course offers insights on the research of the reception of epoch's key ideas by using examples of distinguished Croatian philosophers: sources, genres, reception models, geographical distribution, distinctive features across philosophical disciplines, spreading to philosophy of border areas in natural science and in humanities.</p> <p>Acquired skills can be applied in independent scientific work in the research of Croatian philosophical heritage, but also in comparative research in the rest of the humanities.</p>		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in lessons, workshops, discussion, research work; written assignments and oral presentations; individual and group lessons.		
Course content	<p>Petrić's reception:</p> <ol style="list-style-type: none"> 1. Genesis and context of Petrić's philosophical system; 2. Distinctive features of Petrić's philosophy; 3. Early Petrić's reception among Italian contemporaries; 4. Petrić's reception in famous philosophers and scientists of the 17th century: (Kepler, Bacon, de Dominis, Komensky, Gassendi, Leibniz). 		

	<p>Bošković's reception:</p> <ol style="list-style-type: none"> 1. Genesis of Bošković's natural philosophy; 2. Distinctive features of Bošković's philosophy, especially in comparison to Newton; 3. Early reception of Bošković's philosophy in Rome and Toscana (Benvenuti and Bašić); 4. Reception of Bošković's philosophy in the British Isles until 1907.; 5. Reception of Bošković's philosophy at universities in Vienna and Graz in 18th century; 13. Reception of Bošković's philosophy in philosophical schools in Croatia from 1770. till 1834.
Recommended reading	<p>On the reception of Petrić:</p> <ol style="list-style-type: none"> 1. Martinović, I. (ed.) (1997). Od Telesija do Fortisa: znameniti odjeci Petrićeva djela (1572.-1771.). 249-384. <i>Dubrovnik</i>, 8/1, 3. 2. Martinović, I. (1997). Rane hrvatske prouke Petrićeva djela (1624.-1811.): Dominis, Baglivi, Michieli Vitturi. 212-247. <i>Dubrovnik</i>, 8/1, 3. <p>On the early reception of Bošković in Rome and Toscana:</p> <ol style="list-style-type: none"> 3. Martinović, I. (1992). Rana recepcija Boškovićeve filozofije prirode: 'slučaj Benvenuti'. 957-981. <i>Filozofska istraživanja</i>, 12. 4. Martinović, I. (2001). Prirodnofilozofska gledišta Stjepana Bašića 1771. 121-146. <i>Prirodoslovlje</i>, 1/1. <p>On the reception of Bošković in Scotland:</p> <ol style="list-style-type: none"> 5. Olson, R. (1969). The reception of Boscovich's ideas in Scotland. 91-103. <i>Isis</i>, 60. <p>On the reception of Bošković in Austria:</p> <ol style="list-style-type: none"> 6. Martinović, I. (2010). Recepcija Boškovićeve filozofije na austrijskim sveučilištima do 1773. <i>Croatica Austro-Hungarica</i>. <p>On the reception of Bošković in Croatia:</p> <ol style="list-style-type: none"> 7. Martinović, I. (2008). Boškovićevci na hrvatskim filozofskim učilištima od 1770. do 1834. 121-216. <i>Prilozi za istraživanje hrvatske filozofske baštine</i>, 34.
Supplementary reading	<p>Foundational works that provide insight into Petrić's and Bošković's philosophical system:</p> <ol style="list-style-type: none"> 1. Bošković, R. (1974). <i>Teorija prirodne filozofije</i>. Zagreb. 2. Petrić, F (1979). <i>Nova sveopća filozofija</i>. Zagreb.
Teaching methods	Lectures, seminar sessions, tutorials, advisory hours.
Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral.

Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation, reflection, advisory hours, colleagues teaching same subject courses cooperate.

Module title	General Elective Module		
Course title	Croatian philosophy in international context – Philosophical Investigations and Synthesis Philosophica		
Name of lecturer	dr. sc. Pavo Barišić, Full Professor		
Course code	HUMN 804 - 2		
Course status	Elective course in General Elective Module		
Type of course kolegija	Overview		
Year of study	I.	Semester	I.
ECTS (number of credits allocated)	2,5 ECTS The course is offered as one of the elective courses in General Elective Module (5 ECTS). It consists of four contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The aim is to examine and explore the development of contemporary philosophical directions in Croatia based on the three decades long activity of the journal <i>Filozofska istraživanja</i> [Philosophical Investigations]. Students will acquire the competence for critical reflection and evaluation of scientific papers in philosophical and international context.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in lessons, workshops, discussion, research work; written assignments and oral presentations; individual and group lessons.		
Course content	Through their content and profile, the journals <i>Filozofska istraživanja</i> [Philosophical Investigations] (appears from 1980) and Synthesis Philosophica (appears from 1986) have had a great impact not only on philosophical life in Croatia, but have also become recognizable on the international scientific scene. They were founded on the principles of the integrality of intellectual horizon aspiring not only to eclectic absorption of theoretical differences, but also preservation and dialogical cleansing of the plurality of orientations. The course will examine the contribution and scope of such an approach in particular theme editions. Special attention will be devoted to dealing with philosophical problems in interdisciplinary dialogue and reflection from different philosophical viewpoints and scientific disciplines.		
Recommended reading	<ol style="list-style-type: none"> 1. Barišić, P. (2005). Pravci filozofskog mišljenja i tematska područja u četvrt stoljeća Filozofskih istraživanja. <i>Filozofska istraživanja</i>, 100, 25, 5, 3-24. 2. Čović, A. (2006). Filozofska istraživanja kao projekt integrativnog 		

	<p>mišljenja. <i>Filozofska istraživanja</i>, 101, 26, 1, 3-7.</p> <p>3. Jurić, H. (2005). Bibliografija časopisa <i>Filozofska istraživanja</i> br. 1-99 (1980.-2005. god.). <i>Filozofska istraživanja</i>, 100, 25, 5, 25-387.</p> <p>4. Kapriev, G. (ed.) (2004). <i>Philosophie in Südosteuropa. Stand der Forschung und der Veröffentlichungen</i>. Sofia: Iztok – Zapad.</p>
Supplementary reading	<p>1. journal <i>Filozofska istraživanja</i> [Philosophical Investigations] (editions from 1980.)</p> <p>2. journal <i>Synthesis philosophica</i> (editions from 1986.)</p>
Teaching methods	Lectures, seminar sessions, tutorials, advisory hours.
Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral.
Language of instruction	Croatian English German
Quality assurance methods	Student evaluation, peer evaluation, reflection, advisory hours, colleagues teaching same subject courses cooperate.

Module title	General Elective Module		
Course title	Croatian philosophy in international context – Integrative bioethics in the context of world bioethics		
Name of lecturer	dr. sc. Luka Tomašević, Full Professor		
Course code	HUMN 804 -3		
Course status	Elective course in General Elective Module		
Type of course kolegija	Specialised/ Historical overview course		
Year of study	I.	Semester	I.
ECTS (number of credits allocated)	2,5 ECTS The course is offered as one of the elective courses in General Elective Module (5 ECTS). It consists of four contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	On the theoretical level, the aim of this course is to introduce students to integrative bioethics and the approach to moral issues imposed by scientific and technical progress, and which focus in the category of integral understanding of life. The aim of the course is also the stimulation of students' research of these issues, especially in comparison to global bioethics. Integrative bioethics was created in Croatia from the fertile cooperation with German bioethicists, and it has already spread to south-east Europe. On the practical level, the course will show the path of Croatian bioethics (Lošinj Days of Bioethics) as well as the Rijeka model		

	(which is mainly educational), the model of Bosnia and Herzegovina (truly integral; philosophical-medicinal-theological) and finally, the Croatian-German model.
Prerequisites	Defined by the Faculty Statute.
Student participation	Active participation in lessons, workshops, discussion, research work; written assignments and oral presentations; individual and group lessons.
Course content	The focus of the course is the integrality of bioethics on the methodological level where it proceeds from the acceptance of ethical pluralism through scientific interdisciplinarity all the way to pluralism of perspectives. Besides philosophy, religions also have their truths about life and world (Christianity and Islam in these areas). On the other hand, there is the process of spreading and deepening the problem area which makes the path of Croatian bioethics particularly interesting, especially if one has in mind Lošinj Days of Bioethics. The course includes two main themes: 1. The domain of discourse of integrative bioethics in systematic and historical overview. 2. Philosophical and theological perspectives in bioethics.
Recommended reading	1. Craig, R. P., Middleton, C. L., O'Connell, L. J. (1998). <i>Etički komiteti. Praktični pristup</i> . Zagreb: Pergamena.
Supplementary reading	<ol style="list-style-type: none"> 1. Čović, A. (ed.). (2000). <i>Izazovi bioetike - zbornik radova</i>. Zagreb: Hrvatsko filozofsko društvo, Pergamena. 2. Čović, A. (2004). <i>Etika i bioetika</i>. Zagreb: Pergamena. 3. Frković, A. (2006). <i>Bioetika u kliničkoj praksi</i>. Zagreb: Pergamena. 4. Gosić, N. (2005). <i>Bioetika in vivo</i>. Zagreb: Pergamena. 5. Gosić, N. (2005). <i>Bioetička edukacija</i>. Zagreb: Pergamena. 6. Tomašević, L. (2004). <i>U hodu s vremenom. Kršćanska etika i izazovi vremena</i>. Tomislavgrad: Naša ognjišta. 7. Potter, V. R. (2007). <i>Bioetika. Most prema budućnosti</i>. Rijeka: Medicinski fakultet Sveučilišta u Rijeci, Hrvatsko društvo za kliničku bioetiku, Hrvatsko bioetičko društvo, Međunarodno udruženje za kliničku bioetiku (ISCB). 8. Šegota, I. (1994). <i>Nova medicinska etika (Bioetika)</i>. Rijeka: Medicinski fakultet. 9. Bioetički izazovi. Izazovi globalne bioetike i biotehnologije. (2006). Bogoslovska Smotra, LXXVI, 395-415. 10. Moralno-teološki aspekt palijativne skrbi i hospicijskog pokreta. (2006). U Šegota, I. (ed.). <i>Bioetika i palijativna medicina. VI. Bioetički okrugli stol (BOS₆) Rijeka, Zbornik radova</i>. 103-111. Rijeka: Medicinski

	<p>fakultet u Rijeci – Katedra za društvene znanosti.</p> <p>11. Razvojni put bioetike - od mostovne bioetike do bioprava i ljubavi prema životu. (2005). IN: <i>Na granicama Riječi</i>. Zbornik u čast mons. Drage Šimundže. Split: CuS.</p> <p>12. Religiozna bioetika: kršćanstvo i šintoizam. (2006). <i>Bioetički svesci</i>, 58. Rijeka: Medicinski fakultet u Rijeci - Katedra za društvene znanosti.</p>
Teaching methods	Lectures, seminar sessions, tutorials, advisory hours, individual work.
Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral.
Language of instruction	Italian Croatian English
Quality assurance methods	Student evaluation, peer evaluation, reflection, advisory hours, colleagues teaching same subject courses cooperate.

Module title	General Elective Module		
Course title	Croatian philosophy in international context – International reception of Croatian practical philosophy		
Name of lecturer	dr. sc. Mislav Kukoč, Associate Professor, Research Fellow		
Course code	HUMN 804 - 4		
Course status	Elective course in General Elective Module		
Type of course kolegija	Historical overview course		
Year of study	I.	Semester	I.
ECTS (number of credits allocated)	2,5 ECTS The course is offered as one of the elective courses in General Elective Module (5 ECTS). It consists of four contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The aim of the course is to explore the development of Croatian practical philosophy and its international affirmation through the Korčula Summer School conference, home and international editions of the <i>Praxis</i> journal, books and anthologies of praxis philosophers that were published in world		

	languages and the rich international reception of <i>praxis</i> philosophy. Students will acquire the competence for critical reflection and evaluation of scientific papers in philosophical and international context.
Prerequisites	Defined by the Faculty Statute.
Student participation	Active participation in lessons, workshops, discussion, research work; written assignments and oral presentations; individual and group lessons.
Course content	The origin and development of Croatian practical philosophy in Yugoslav and world social, political and cultural context. The relationship of Croatian and Serbian neo-Marxist philosophy. International affirmation of Croatian practical philosophy through the Korčula Summer School conference, home and international editions of the <i>Praxis</i> journal, books and anthologies of praxis philosophers that were published in world languages and the rich international reception of <i>praxis</i> philosophy. Croatian practical philosophy and the global-historical fall of Communism.
Recommended reading	<ol style="list-style-type: none"> 1. Petrović, G. (1972). <i>Čemu Praxis</i>. Zagreb: HFD. 2. Satterwhite, J. H. (1992). <i>Varieties of Marxist Humanism: Philosophical Revision in Postwar Eastern Europe</i>. Pittsburgh/London: University of Pittsburgh Press. 3. Kukoč, M. (1997). <i>Enigma postkomunizma</i>. Zagreb: HFD. 4. Kukoč, M. (1998). <i>Kritika eshatologijskog uma</i>. Zagreb: KruZak. 5. Kukoč, M., Jurić, H. (2007). Contemporary Croatian Philosophy. IN: <i>Philosophy Worldwide: Current Situation. Materials for the International Cooperation and Philosophical Encounters</i>. Riga: International Federation of Philosophical Societies (FISP) –University of Latvia.
Supplementary reading	<ol style="list-style-type: none"> 1. Fromm, E. (ed.). (1965). <i>Socialist Humanism</i>. New York: Garden City. 2. Petrović, G., Pejović, P. (ed.). (1965). <i>Smisao i perspektive socijalizma</i>. Zagreb: HFD. 3. Petrović, G., Schmied-Kowarzik, W. (ed.). (1985). <i>Die gegenwärtige Bedeutung des Marxschen Denkens</i>. Bochum. 4. Plotzker, H. (1981). <i>Contemporary Yugoslav Marxism: A Study in the Meaning of Critical Humanism</i>. Ann Arbor. 5. Sheer, G. S. (1977). <i>Praxis: Marxist Criticism and Dissent in Socialist Yugoslavia</i>. Bloomington & London. 6. Supek, R., Bošnjak, B. (ed.). (1971). <i>Jugoslavien denkt anders</i>. Wien. 7. Golubović, V. (1987). <i>S Marxom protiv Staljina: jugoslavenska filozofska kritika staljinizma 1950-1960</i>. Zagreb: Globus. 8. Golubović, V. (1990). <i>Mogućnost novoga: vidokrug jugoslavenske</i>

	<p><i>filozofije</i>. Zagreb: Zavod za filozofiju Filozofskog fakulteta u Zagrebu.</p> <p>9. Veljak, L. (ed.), (2008). <i>Gajo Petrović - čovjek i filozof</i>. Zagreb: FFpress.</p> <p>10. <i>Praxis</i> (1964-74); <i>Praxis</i>, international edition (1966-74).</p>
Teaching methods	Lectures, workshops, seminar sessions, tutorials, advisory hours.
Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation, reflection, advisory hours, colleagues teaching same subject courses cooperate.

Module title	Common Compulsory Module III Mediterranean cultural heritage		
Course title	Mediterranean roots of philosophy		
Name of lecturer	dr. sc. Hrvoje Relja, Assistant Professor		
Course code	HUMN 803-5		
Course status	The course is offered as one of the elective courses in Common Compulsory Module III 3 ECTS, 5 contact hours		
Type of course kolegija	Overview		
Year of study	I.	Semester	II.
ECTS (number of credits allocated)	3 ECTS The course is offered as one of the elective courses in Common Compulsory Module III (10 ECTS). It consists of five contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	Students will acquire basic knowledge about the Mediterranean as the cradle of Western European philosophy and science - they will also be introduced to the distinctiveness of the Mediterranean multicultural area.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Attending to the lessons, written assignments and oral presentations.		
Course content	Mediterranean, as the cradle of Western European philosophy and science which, together with the Mediterranean inheritance of Judeo-Christian religious tradition sets the foundation of Western European culture and		

	civilization. Philosophical reflection on the distinctiveness of the Mediterranean multicultural area which has given birth to current inter-civilization relations.
Recommended reading	<ol style="list-style-type: none"> 1. Copleston, F. (1993/1994). <i>A history of philosophy</i>. New York: Doubleday. (selected chapters) 2. Kukoč, M. (ed.). <i>Filozofija Mediterana</i>. Zagreb: HFD. (selected chapters) 3. <i>Routledge History of Philosophy</i>. (selected chapters)
Supplementary reading	<ol style="list-style-type: none"> 1. Diels, H. (ed.). (1983). <i>Predsokratovci</i>. Zagreb: Naprijed. (vol. I: pp 137-169, 193-216; vol.II: pp 5-46, 83-204) 2. Platon (2002). <i>Parmenid</i>. Zagreb: Demetra. 3. Platon (1996). <i>Fedon</i>. Zagreb: Naklada Jurčić. 4. Flash, K. (1989). <i>Einführung in die Philosophie des Mittelalters</i>. Darmstadt. 5. Mondin, B. (1991²). <i>Storia della filosofia medievale</i>. Roma: Urbaniana University Press. 6. Šanc, F. (1943). <i>Poviest filozofije</i>. Zagreb: Knjižnica života. 7. Vignaux, P. (1987). <i>Philosophie au Moyen Age</i>. Castella, Albeuve. 8. Reale, G. (1975-1980). <i>Storia della filosofia antica</i>, sv. 5. Milano: Vita e Pensiero. 9. Krämer, H. (1997). <i>Platonovo utemeljenje metafizike</i>. Zagreb: Demetra. 10. Barbarić, D. (ed.). (1995). <i>Grčka filozofija</i>. Zagreb: Školska knjiga. 11. De Libera, A. (1989). <i>La philosophie médiévale</i>. Paris: PUF. 12. Kušar, S. (ed.). (1996). <i>Srednjovjekovna filozofija</i>. Zagreb: Školska knjiga. 13. Šanc, F. (1943). <i>Filozofija srednjega vieka</i>. Zagreb: Knjižnica života.
Teaching methods	Lectures, workshops, seminar sessions, tutorials, advisory hours.
Assessment methods	Written assignments, oral presentation of written assignments.
Language of instruction	Croatian
Quality	Student evaluation, peer evaluation, reflection, advisory hours, colleagues

assurance methods	teaching same subject courses cooperate.
--------------------------	--

Module title	Subject-related Compulsory Module – Contemporary Croatian Philosophy		
Course title	Croatian practical philosophy		
Name of lecturer	dr. sc. Mislav Kukoč, Associate Professor, Research Fellow		
Course code	HUMN 810-1		
Course status	Compulsory course in Subject-related Compulsory Module 2,5 ECTS, 4 contact hours		
Type of course kolegija	Historical-theoretical course		
Year of study	I.	Semester	II.
ECTS bodovi (number of credits allocated)	2,5 ECTS The course is offered in Subject-related Compulsory Module (5 ECTS). It consists of four contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The aim of the course is to examine the origin and development of Croatian practical philosophy as the dominant philosophical orientation in Croatia in the second half of 20 th century and one of the leading orientations of neo-Marxist philosophy in the Western world. Students will acquire competence for critical reflection and evaluation of scientific papers in philosophical context.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Lectures, research, seminar sessions, presentations, discussions.		
Course content	<i>Croatian practical philosophy begins</i> somewhere in the middle of the 20 th century as opposed to overly ontological dialectical and historical materialism, and develops its new orientation of creative, antidogmatic, critical and humanistic neo-Marxism which has, through the international Korčula Summer School conference and the Praxis journal, achieved worldwide recognition. Its representatives, always in productive dialogue with the most famous names of Marxist philosophy in the world, focus their theoretical and practical interest on the philosophical problems of man, practice, work, creativity, ideology, alienation... which makes this theoretical orientation, through its works published in numerous world languages, recognizable and highly esteemed. This course will show results and achievements of Croatian practical philosophy in comparative analysis of similar and opposite currents of Marxist philosophy. The course will also provide a critical analysis of the rise and fall of this orientation in the context of the origin, climax and historical fall of Communism, seen as a world view and a historical epoch.		
Recommended reading	1. Kangrga, M. (1989). <i>Odabrana djela</i> , I-IV. Zagreb: Naprijed.		

	<ol style="list-style-type: none"> 2. Kukoč, M. (1998). <i>Kritika eshatologijskog uma</i>. Zagreb: KruZak. 3. Petrović, G. (1986). <i>Odabrana djela</i>, I-IV. Zagreb: Naprijed, Beograd: Nolit. 4. Petrović, G. (1972). <i>Čemu Praxis</i>. Zagreb: HFD. 5. Sutlić, V. (1972). <i>Bit i suvremenost</i>. Sajevo: Veselin Masleša. 6. Sutlić, V. (1987). <i>Praksa rada kao znanstvena povijest</i>. Zagreb: Globus. 7. Vranicki, P. (1979). <i>Odabrana djela</i>. Zagreb: Liber.
Supplementary reading	<ol style="list-style-type: none"> 1. Fromm, E. (ed.). (1965). <i>Socialist Humanism</i>. New York: Garden City. 2. Golubović, V. (1990). <i>Mogućnost novoga: vidokrug jugoslavenske filozofije</i>. Zavod za filozofiju Filozofskog fakulteta u Zagreb. In: Zagreb. 3. Golubović, V. (1987). <i>S Marxom protiv Staljina: jugoslavenska filozofska kritika staljinizma 1950-1960</i>. Zagreb: Globus. 4. Kovačević, B. (1989). <i>Slučaj zagrebačkih revizionista</i>. Zagreb: GZH. 5. Kukoč, M. (1997). <i>Enigma postkomunizma</i>. Zagreb: HFD. 6. Kukoč, M. i Jurić, H. (2007). Contemporary Croatian Philosophy. IN: <i>Philosophy Worldwide: Current Situation. Materials for the International Cooperation and Philosophical Encounters</i>. Riga: International Federation of Philosophical Societies (FISP) –University of Latvia.² 7. Petrović, G. i Pejović, D. (ed.). (1965). <i>Smisao i perspektive socijalizma</i>. Zagreb: HFD. 8. Petrović, G. i Schmied-Kowarzik, W (ed.). (1985). <i>Die gegenwärtige Bedeutung des Marxschen Denkens</i>. Bochum. 9. Petrović, M. (1979). <i>Savremena jugoslovenska filozofija: filozofske teme i filozofska situacija 1945-1970</i>. Subotica: Radnički univerzitet „V. Vlahović“. 10. Plotzker, H. (1981). <i>Contemporary Yugoslav Marxism: A Study in the Meaning of Critical Humanism</i>. Ann Arbor, 1981. 11. Satterwhite, J. H. (1992). <i>Varieties of Marxist Humanism: Philosophical Revision in Postwar Eastern Europe</i>.

	<p>Pittsburgh/London: University of Pittsburgh Press.</p> <p>12. Sheer, G. S. (1977). <i>Praxis: Marxist Criticism and Dissent in Socialist Yugoslavia</i>. Bloomington & London.</p> <p>13. Supek, I. (1992). <i>Krivovjernik na ljevici</i>. Zagreb: Globus.</p> <p>14. Supek, R. i Bošnjak, B. (ed.). (1971). <i>Jugoslavien denkt anders</i>. Wien.</p>
Teaching methods	Lectures, workshops, seminar sessions, tutorials, advisory hours..
Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation, reflection, advisory hours, colleagues teaching same subject courses cooperate.

Module title	Subject-related Compulsory Module– Contemporary Croatian Philosophy		
Course title	Philosophical Investigations and the directions of contemporary philosophy		
Name of lecturer	dr. sc. Pavo Barišić, Full Professor		
Course code	HUMN 810-2		
Course status	Compulsory course in Subject-related Compulsory Module 2,5 ECTS, 4 contact hours		
Type of course kolegija	Historical-theoretical		
Year of study	I.	Semester	II.
ECTS bodovi (number of credits allocated)	2,5 ECTS The course is offered in Subject-related Compulsory Module (5 ECTS). It consists of four contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The aim of the course is to research the development of contemporary philosophical directions in Croatia based on the three decades long activity of journal <i>Filozofska Istraživanja</i> [Philosophical Investigations]. Students will acquire the ability to critically reflect on and evaluate scientific papers in philosophical context.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Attending to the lessons, written assignments and oral presentations.		
Course content	In the three decades long appearance of the journal <i>Filozofska Istraživanja</i>		

	<p>[Philosophical Investigations] some main directions of contemporary philosophy have been outlined: analytic philosophy, phenomenology, existentialism, philosophical hermeneutics, neo-Marxism and practical philosophy. Disciplines and problems related to these are: philosophy of science, philosophy of language, philosophy of religion, philosophy of the world, practical, political and legal philosophy, bioethics, philosophy of education, ancient and medieval philosophy, modern and contemporary philosophy, Oriental philosophies and Croatian philosophy. During the course, the diversity and fertility of philosophical life in Croatia will be analysed and special attention will be given to opening certain innovative areas such as: postmodernism, metaphor, the body and various bioethical issues.</p>
Recommended reading	<ol style="list-style-type: none"> 1. Bibliography of <i>Filozofska istraživanja</i> [Philosophical Investigations] br. 1-99 (1980.-2005. god.), (ed. Hrvoje Jurić). IN: <i>Filozofska istraživanja</i> 100, god. 25, sv. 5., 25-387. 2. Barišić, P. Pravci filozofskog mišljenja i tematska područja u četvrt stoljeća <i>Filozofskih istraživanja</i>. IN: <i>Filozofska istraživanja</i> 100, god. 25, sv. 5., 3-24. 3. Čović, A. <i>Filozofska istraživanja</i> kao projekt integrativnog mišljenja. IN: <i>Filozofska istraživanja</i> 101, god. 26, sv. 1., 3-7. 4. Kapriev, G. (ed.). (2004). <i>Philosophie in Südosteuropa. Stand der Forschung und der Veröffentlichungen</i>. Sofia: Iztok – Zapad.
Supplementary reading	<ol style="list-style-type: none"> 1. Barišić, P. (ed.). (2000). <i>Otvorena pitanja povijesti hrvatske filozofije</i>. Zagreb: Institut za filozofiju. 2. Galović, M. (ed.). (1996). <i>Suvremena filozofija II</i>. Zagreb: Školska knjiga. 3. Landgrebe, L. (1976). <i>Suvremena filozofija</i>. Sarajevo: Veselin Masleša. 4. Pejović, D. (1999). <i>Suvremena filozofija Zapada</i>. Zagreb: Matica hrvatska. 5. Žunec, O. (ed.). (1996). <i>Suvremena filozofija I</i>. Zagreb: Školska knjiga.
Teaching methods	Lectures, workshops, seminar sessions, tutorials, advisory hours.
Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral.
Language of instruction	Croatian English German

Quality assurance methods	Student evaluation, peer evaluation, reflection, advisory hours, colleagues teaching same subject courses cooperate.
----------------------------------	--

Module title	Subject-related Elective Module I		
Course title	From ancient to contemporary democracy		
Name of lecturer	dr. sc. Pavo Barišić, Full Professor		
Course code	HUMN 811-1		
Course status	Basic course in Subject-related Elective Module I 4 ECTS, 6 contact hours		
Type of course kolegija	Historical overview		
Year of study	II.	Semester	III.
ECTS bodovi (number of credits allocated)	4 ECTS The course is offered in Subject-related Elective Module I (10 ECTS). It consists of six contact hours and 80 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The aim is to examine the development of ancient and contemporary democracy. Within that framework, an emphasis will be put on the current state and reasons for the global dominance of democracy as the form of government, as well as its future perspectives.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in lessons, workshops, discussion, research work; written assignments and oral presentations; individual and group lessons.		
Course content	The course will begin with the ancient forms of political community of democratic polis and republic, which occur in the Mediterranean around the same time as philosophy. Democracy enters the political scene as the special form of organization of political community in whose center is the citizen, who achieves his freedom through active participation in politics. Course will focus on liberal democracy as the ideal of modern political organization of society. The desire for ethically qualified model of democracy based on the principles of social justice is stressed. The course will also deal with questions of the choice between immediate and representative democracy, republicanism and liberalism, ethical patriotism, noble lie in politics, media and electronic democracy, values and democratic education, human rights and the rule of law, pluralism and democratic proceduralism, the role of religion in the state, and some other aspects of democracy.		
Recommended reading	<ol style="list-style-type: none"> 1. Aristotel. (1992). <i>Politika</i>. Zagreb: HSN. 2. Aristotel. (1948). <i>Ustav atenski</i>. Zagreb: JAZU. 3. Barber, B. R. (1984). <i>Strong Democracy</i>. Berkeley and Los Angeles: 		

	<p>University of California Press.</p> <ol style="list-style-type: none"> 4. Barišić, P. (ed.). (2005). <i>Demokracija i etika</i>. Zagreb: Hrvatsko filozofsko društvo. 5. Dahl, R. A. (2000). <i>O demokraciji</i>. Zagreb: Politička kultura. 6. Dahl, R. A. (1999). <i>Demokracija i njezini kritičari</i>. Zagreb: Politička kultura. 7. De Tocqueville, A. (1995). <i>O demokraciji u Americi</i>. Zagreb: Informator/FPZ. 8. Dewey, J. (1996). <i>Democracy and Education. The Collected Works of John Dewey, 1882-1953: The Electronic Edition</i>. Larry A. Hickman (ed.). Charlottesville, Va: InteLex Corp. 9. Dworkin, R. (2006). <i>Is Democracy Possible Here?</i> Princeton NJ: Princeton University Press. 10. Platon. (1974). <i>Zakoni</i>. Zagreb: Naprijed. 11. Platon. (1977). <i>Država</i>. Zagreb: FPN/Liber. 12. Sartori, G. (1987). <i>The Theory of Democracy Revisited</i>. Chatham NJ: Chatham House Publishers.
Supplementary reading	<ol style="list-style-type: none"> 1. Gutmann, A. i Thomson, D. (1996). <i>Democracy and Disagreement</i>. Harvard University Press i London: Cambridge. 2. Ottmann, H. (2001). <i>Geschichte des politischen Denkens</i>. Stuttgart-Weimar: J. B. Metzler. 3. Posavec, Z. (1995). <i>Sloboda i politika</i>. Zagreb: Hrvatsko filozofsko društvo. 4. Ravlić, S. (1996). <i>Demokracija i sloboda</i>. Zagreb: Hrvatsko filozofsko društvo. 5. Sandel, M. J. (2001). <i>Democracy's Discontent</i>. Harvard University Press i London: Cambridge.
Teaching methods	Lectures, workshops, seminar sessions, tutorials, advisory hours.
Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral.
Language of instruction	Croatian English German

Quality assurance methods	Student evaluation, peer evaluation, reflection, advisory hours, colleagues teaching same subject courses cooperate.
----------------------------------	--

Module title	Subject-related Elective Module I		
Course title	From Thomism to Marxism – orientations in Croatian philosophy		
Name of lecturer	dr. sc. Borislav Dadić, Assistant Professor		
Course code	HUMN 811-2		
Course status	Elective course in Subject-related Elective Module I 3 ECTS, 5 contact hours		
Type of course	Historical overview		
Year of study	II.	Semester	III.
ECTS bodovi (number of credits allocated)	3 ECTS The course is offered as one of the elective courses in Subject-related Elective Module I (10 ECTS). It consists of five contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The course will be presented by the combined analytic-synthetic method. Also, lectures will be combined with critical discussions of the taught material with topics that will be individually explored. The aims of the course are: to introduce students to the development of Croatian philosophy with regard to theoretical orientations that were dominant and frequently conflicted in different periods of the development of Croatian philosophy; to develop the ability of distinguishing original contribution of Croatian philosophers from the ideas they inherited from their predecessors, to critically evaluate the pluralism in Croatian philosophy, and all this has the purpose of further development of Croatian philosophy and its compatibility with contemporary philosophical currents in Europe and the rest of the world. Training students for independent and critical study of the original works of Croatian philosophers and the development of Croatian philosophy.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in lessons, workshops, discussion, research work; written assignments and oral presentations; individual and group lessons.		
Course content	European influence and main currents of philosophical thought on Croatian soil. Aristotelianism and Platonism of the Renaissance. Scholastic philosophical tradition at our universities, both Thomistic and Scotistic. Leading representatives and their original contribution in the development of Croatian philosophy. Some new currents in Croatian philosophy. Kant's and Hegel's reception in contemporary Croatian philosophers. The influence of European Marxists on the formation of Croatian Marxist thought. Distinctiveness and originality of Croatian Marxists. Existentialism, phenomenology, neo-scholastics and analytic philosophy. Significant representatives, schools and contributions. Final synthesis.		

Recommended reading	<ol style="list-style-type: none"> 1. Barišić, P. (ed.). (2000). <i>Otvorena pitanja povijesti hrvatske filozofije</i>. Zagreb: Institut za filozofiju. 2. Bošković, J. R. (1974). <i>Teorija prirodne filozofije</i>. Zagreb: Sveučilišna naklada Liber. 3. Kangrga, M. (1989). <i>Odabrana djela u četiri knjige</i>. Zagreb: Naprijed. 4. Pejović, D. (1970). <i>Sistem i egzistencija</i>. Zagreb: Zora. 5. Petrić, F. (1979). <i>Nova sveopća filozofija</i>. Zagreb: Liber. 6. Posavec, Z. (ed.). (1992). <i>Hrvatska filozofija u prošlosti i sadašnjosti. Zbornik iz 1968. godine</i>. Zagreb: Hrvatsko filozofsko društvo. 7. Vereš, T. (1981). <i>Filozofsko-teološki dijalog s Marxom: misao i praksa u djelu Karla Marxa</i>. Zagreb: Filozofsko-teološki institut Družbe Isusove. 8. Vranicki, P. (1975). <i>Historija marksizma</i>. Zagreb: Naprijed.
Supplementary reading	<ol style="list-style-type: none"> 1. Arnold, Đ. (1909). <i>Etika i poviest</i>. Zagreb. 2. Bazala, A. (1879). <i>O ideji nacionalne filozofije</i>. Zagreb. 3. Brajičić, R. (1988). <i>Opravdanje čistoga uma. U svjetlu transcendentalnih odnosa</i>. Zagreb: Filozofsko-teološki institut Družbe Isusove u Zagrebu. 4. Čehok, I. (1993). <i>Filozofija Stjepana Zimmermanna</i>. Zagreb: Hrvatsko filozofsko društvo. 5. Despot, B. (1975). <i>Filozofiranje Vladimira Dvornikovića</i>. Zagreb: Institut za filozofiju Sveučilišta u Zagrebu. 6. Despot, B. (1976). <i>Filozofija Đure Arnolda</i>. Zagreb: Institut za filozofiju Sveučilišta u Zagrebu. 7. Gavrić, A. (ed.). (2000). <i>Ljubav prema istini</i>. Zagreb: Dominikanska naklada Istina. 8. Josipović, M. (1993). <i>Filozofijska misao Georgiusa Ragusieiusa</i>. Zagreb: Hrvatsko filozofsko društvo. 9. Krasić, S. (1996). <i>Generalno učilište dominikanskog reda u Zadru ili Universitas Jadertina 1396-1807</i>. Zagreb: Globus. 10. Križanić, Z. (1986). <i>Život i djelo Antuna Bauera</i>. Zagreb: Kršćanska sadašnjost.

	<p>11. Marković, F. (1903). <i>Razvoj i sustav obćenite estetike</i>. Zagreb.</p> <p>12. Martinović, I. (1995). Hrvatska prirodnofilozofska baština 18. stoljeća. IN: <i>Filozofska istraživanja</i> 15, 1/2(56/57), 3-43.</p> <p>13. Martinović, I. (2000). Ruđer Bošković i Amerika. <i>Kolo: časopis Matice hrvatske</i> 10, 3, 7-30.</p> <p>14. Šifler, Lj. (1989). <i>Ideja enciklopedizma i filozofijsko mišljenje</i>. Zagreb: Hrvatsko filozofsko društvo.</p> <p>15. Šifler, Lj. (1992). <i>Humanizam bez granica. Hrvatska filozofija u europskom obzorju</i>. Zagreb: Hrvatsko filozofsko društvo.</p> <p>16. Veljak, L. (2008). <i>Gajo Petrović - čovjek i filozof : zbornik radova s konferencije povodom 80. obljetnice rođenja</i>. Zagreb: Filozofski fakultet.</p> <p>17. Vereš, T. (1989). <i>Pružene ruke: prilozi za dijalog između marksista i kršćana</i>. Zagreb: Filozofsko-teološki institut DI.</p> <p>18. Vuk- Pavlović, P. (1969). <i>O smislu filozofije</i>. Zagreb: Školska knjiga.</p> <p>19. Vuk-Pavlović, P. (1974). <i>O značenju povijesnih smjerenja</i>. Zagreb: Školska knjiga.</p> <p>20. Zenko, F. (1990). <i>Samokritika komunističkog revolucionarizma</i>. Zagreb: Hrvatsko filozofsko društvo.</p> <p>21. Zenko, F. (ed.). (1995). <i>Novija hrvatska filozofija</i>. Zagreb: Školska knjiga.</p> <p>22. Zenko, F. (ed.). (1997). <i>Starija hrvatska filozofija</i>. Zagreb: Školska knjiga.</p> <p>23. Zimmerman, S. (1918). <i>Opća noetika</i>. Zagreb.</p> <p>24. Zimmerman, S.(1929). <i>Historijski razvitak filozofije u Hrvatskoj</i>. Zagreb: Hrvatska bogoslovna akademija.</p>
Teaching methods	Lectures, workshops, seminar sessions, tutorials, advisory hours.
Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral.
Language of instruction	Croatian
Quality assurance methods	Student evaluation, peer evaluation, reflection, advisory hours, colleagues teaching same subject courses cooperate.

Module title	Subject-related Elective Module I		
Course title	Philosophy of the Mediterranean		
Name of lecturer	dr. sc. Mislav Kukoč, Associate Professor, Research Fellow		
Course code	HUMN 811-3		
Course status	Elective course in Subject-related Elective Module I 3 ECTS, 5 contact hours		
Type of course kolegija	Historical overview		
Year of study	II.	Semester	III.
ECTS bodovi (number of credits allocated)	3 ECTS The course is offered as one of the elective courses in Subject-related Elective Module I (10 ECTS). It consists of five contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The aim of the course is to explore and study the Mediterranean roots of Western European philosophy and the development of the philosophy of the Mediterranean. Within that framework, special attention will be paid to Mediterranean roots of Croatian philosophy, as well as the contribution of the philosophy of the Mediterranean to contemporary philosophy in the global context.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in lessons, workshops, discussion, research work; written assignments and oral presentations; individual and group lessons.		
Course content	<p>I. Mediterranean as the cradle of Western European philosophy and science which sets the foundations of Western European culture and civilization. The genesis, conflict and the mixing of Mediterranean cultures, this specific Mediterranean multiculturalism has given Western philosophy its distinctive features.</p> <p>II. Origins of Croatian philosophy, which is, in its beginnings as well as in its most famous moments, deeply rooted in the Mediterranean part of its multi-regional cultural identity.</p> <p>III. Philosophical and interdisciplinary reflection on the peculiarity of the Mediterranean multicultural area which has given rise to current tensions which carry the threat of the global clash of civilizations, but also open up the possibilities of dialogue and reconciliation.</p> <p>IV. Origin and development of the contemporary philosophy of the Mediterranean.</p>		

	<p>V. Philosophical reflection on the multiculturalism of the Mediterranean.</p> <p>VI. Stimulations of Mediterranean philosophy in founding the global ethos as the assumption of dialogue between civilizations.</p> <p>VII. Philosophy of the Mediterranean as the globalization paradigm.</p>
Recommended reading	<ol style="list-style-type: none"> 1. Braudel, F. (1997). <i>Sredozemlje i sredozemni svijet u doba Filipa II.</i> Zagreb: Antibarbarus. 2. Camus, A. (1971). <i>Pobunjeni čovjek.</i> Zagreb: Zora. 3. Kukoč, M. (ed.). (2009). <i>Filozofija Mediterana.</i> Zagreb: Hrvatsko filozofsko društvo – Filozofski fakultet Sveučilišta u Splitu. 4. Kukoč, M. (ed.). (2009). Tematski blok: Filozofija Mediterana – od antike do suvremenosti. <i>Filozofska istraživanja</i>, 29, 116 (4), 641-732. 5. Strpić, D. (ed.). (1989). Tematski blok: Mediteran/Okrugli stol: Mediteran. <i>Naše teme</i>, 33, 5, 979-1134. 6. Vico, G. (1982). <i>Načela nove znanosti: O zajedničkoj prirodi nacija.</i> Zagreb: Naprijed.
Supplementary reading	<ol style="list-style-type: none"> 1. Braudel, F. (2002). <i>Memory and the Mediterranean.</i> New York: Vintage Books. 2. Diels, H. (1983). <i>Predsokratovci: Fragmenti I-II.</i> Zagreb: Naprijed. 3. Đurić, M. N. (1976). <i>Istorija helenske etike.</i> Beograd: BIGZ. 4. Matvejević, P. (2009). <i>Kruh naš.</i> Zagreb: V.B.Z. 5. Matvejević, P. (2006). <i>Mediteranski brevijar.</i> Zagreb: V.B.Z. 6. Matvejević, P. (2004). <i>Druga Venecija.</i> Zagreb: V.B.Z. 7. Posavec, Z. (prir.). (1992). <i>Hrvatska filozofija u prošlosti i sadašnjosti.</i> Zagreb: Hrvatsko filozofsko društvo. 8. Schiffler, Lj. (2004). <i>Vetera et nova: hrvatska filozofija u europskom obzoru.</i> Zagreb: Hrvatsko filozofsko društvo. 9. Vorländer, K. (1963). <i>Philosophie des Altertums (Geschichte der Philosophie I, mit Quellentexten).</i> Reinbek bei Hamburg: Rowohlt. 10. Windelband, W. i Heimsoeth, H. (1956). <i>Povijest filozofije I-II.</i> Zagreb: Kultura.

Teaching methods	Lectures, workshops, seminar sessions, tutorials, advisory hours.
Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation, reflection, advisory hours, colleagues teaching same subject courses cooperate.

Module title	Subject-related Elective Module I		
Course title	Philosophy of the world and globalization		
Name of lecturer	dr. sc. Mislav Kukoč, Associate Professor, Research Fellow		
Course code	HUMN 811-4		
Course status	Basic course in Subject-related Elective Module I 4 ECTS, 6 contact hours		
Type of course kolegija	Historical overview		
Year of study	II.	Semester	III.
ECTS bodovi (number of credits allocated)	4 ECTS The course is offered in Subject-related Elective Module I (10 ECTS). It consists of six contact hours and 80 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The aim is to study the philosophical concept of the world, the philosophy of the world derived from it, and to approach to philosophical reflection of the concept, problem and historical phenomenon of globalization on that basis. Students will acquire the competence for conducting independent scientific research of historical and topic specific character as well as the ability of comparative analysis of philosophical texts, topics and problems.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in lessons, workshops, discussion, research work; written assignments and oral presentations; individual and group lessons.		
Course content	I. Philosophical concept of the world: philosophy in the world – the world in philosophy. II. Foundation and the development of the philosophy of the world. Globalization within the framework of philosophy of history. III. Terminological and conceptual analysis of the concept, phenomenon and process of globalization. Identification and differentiation of different dimensions and complicated processes and problems of		

	<p>globalization.</p> <p>IV. Problem of the humanization of globalization: reflection on ethical and normative aspects of globalization.</p>
Recommended reading	<ol style="list-style-type: none"> 1. Baruzzi, A. i Barišić, P. (ed.). (1988). Tematski blok: Pojam svijeta u njemačkom idealizmu i njegove preobrazbe. <i>Filozofska istraživanja</i>, 8, 27 (4), 1091-1266. 2. Čović, A. (ed.). (1987). Tematski blok: Problem svijeta u filozofiji. <i>Filozofska istraživanja</i>, 7, 20 (1), 3-183. (Das Problem der Welt in der Philosophie. <i>Synthesis philosophica</i>, 3/1988, 5 (1), 3-148). 3. Kukoč, M. (ed.). (2010). <i>Filozofija i globalizacija / Philosophy and Globalization / Philosophie und Globalisierung</i>. Zagreb: Hrvatsko filozofsko društvo. 4. Kukoč, M. (ed. bloka). (2009). Tematski blok: Filozofija i globalizacija. <i>Filozofska istraživanja</i>, 29, 113 (1), 3-143. 5. Kukoč, M. (ed.). (2009). Tematski blok: Philosophy and Globalization I. <i>Synthesis philosophica</i>, 24, 47 (1), 3-151. (Philosophy and Globalization II. <i>Synthesis philosophica</i>, 24/2009, 48 (2), 209-295). 6. Nancy, J. (2004). <i>Stvaranje svijeta ili mondijalizacija</i>. Zagreb: Jesenski i Turk. 7. Robertson, R. i Scholte, J. A. (ed.). (2006). <i>Encyclopedia of Globalization</i>, I-IV. London: Routledge. 8. Robertson, R. (1992). <i>Globalization: Social Theory and Global Culture</i>. London: Sage. Scholte, J. A. (2000). <i>Globalization: a critical introduction</i>. New York: Palgrave. 9. Tematski blok: Filozofija povijesti – ideologija – svijet. (1993). <i>Filozofska istraživanja</i>, 13, 50 (3), 501-630. 10. Tematski blok: Svijet u filozofiji - filozofija u svijetu. (1990). <i>Filozofska istraživanja</i>, 10, 38-39 (5-6), 1293-1472.
Supplementary reading	<ol style="list-style-type: none"> 1. Beck, U. (2004). <i>Moć protiv moći u doba globalizacije: Nova svjetskopolitička ekonomija</i>. Zagreb: Školska knjiga. 2. Beck, U. (2003). <i>Što je globalizacija? Zablude globalizma – odgovori na globalizaciju</i>. Zagreb: Vizura. 3. Husserl, E. (1975-76). <i>Kartezijanske meditacije I-II</i>. Zagreb: CKD. 4. Kangrga, M. (1989). <i>Praksa – vrijeme – svijet</i>. Odabrana djela, sv. 3.

	<p>Zagreb: Naprijed.</p> <p>5. Kiely, R. (2005). <i>Empire in the age of globalization: US hegemony and neoliberal disorder</i>. London: Pluto Press.</p> <p>6. Küng, H. (2007). <i>Svjetski ethos za svjetsku politiku</i>. Zagreb: Intercon.</p> <p>7. Löwith, K. (1960). <i>Der Weltbegriff der neuzeitlichen Philosophie</i>. Abhandlung, Heidelberg: Sitzungsberichte der Heidelberger Akademie der Wissenschaften, 4.</p> <p>8. Marx, K. i Engels, F. (1998). <i>Komunistički manifest</i> (foreword: S. Žižek: Bauk još uvijek kruži!). Zagreb: Arkzin.</p> <p>9. Rupert, M. (2000). <i>Ideologies of Globalization: Contending visions of a New World Order</i>. London i New York: Routledge.</p> <p>10. Singer, P. (2005). <i>Jedan svijet: etika globalizacije</i>. Zagreb: Ibis grafika.</p>
Teaching methods	Lectures, workshops, seminar sessions, tutorials, advisory hours.
Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation, reflection, advisory hours, colleagues teaching same subject courses cooperate.

Module title	Subject-related Elective Module I		
Course title	Croatian epistemological heritage		
Name of lecturer	dr. sc. Dario Škarica, Assistant Professor, Research Fellow		
Course code	HUMN 811-5		
Course status	Elective course in Subject-related Elective Module I 3 ECTS, 5 contact hours		
Type of course	Historical overview		
Year of study	II.	Semester	III.
ECTS bodovi (number of credits allocated)	3 ECTS The course is offered as one of the elective courses in Subject-related Elective Module I (10 ECTS). It consists of five contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	Students will acquire skills in conducting independent research of historical (Croatian philosophical heritage) and topic specific (particular epistemological problems and disputes) character.		

	Lectures: precise positioning of Croatian philosophers concerning the historical and topic related context of European and world philosophy. Seminar sessions: systematic work with the student in all phases of research necessary for the completion of a written assignment.
Prerequisites	Defined by the Faculty Statute.
Student participation	Active participation in lessons, workshops, discussion, research work; written assignments and oral presentations; individual and group lessons.
Course content	Early Croatian philosophy: epistemological problem in the Croatian Renaissance and modern philosophy – especially with Ruđer Josip Bošković: the problem of induction in Bošković (within the framework of the Newtonian approach) and Bošković's epistemological position in relation to the empiricism-rationalism dispute (Locke, Descartes and Jesuit scholastics of the 18 th century). Later Croatian philosophy (second half of the 19 th and first half of the 20 th century): in particular Zimmerman's theory of knowledge (his relation with Kant and Geysler, Zimmerman's critique of skepticism, Zimmerman's understanding of subjectivism and idealism, his arguments for objectivism and realism, the problem of metaphysics) and Vuk-Pavlović's phenomenological approach to the epistemological problem (especially in relation to the concepts of the evident and truth)
Recommended reading	<ol style="list-style-type: none"> 1. Bošković, J. R. (1996). <i>De continuitatis lege/O zakonu neprekinutosti</i>. Zagreb. 1996. 2. Bošković, J. R. (1974). <i>Teorija prirodne filozofije</i>. Zagreb. 3. Vuk-Pavlović, P. (1926). <i>Spoznaja i spoznajna teorija</i>. Zagreb. 4. Zimmermann, S. (1942). <i>Nauka o spoznaji</i>. Zagreb. 5. Zimmermann, S. (1920). <i>Kant i neoskolastika, I. dio: Sustavno-kritički</i>. Zagreb.
Supplementary reading	<ol style="list-style-type: none"> 1. Ayers, M. (1991). <i>Locke. Epistemology and Ontology</i>. London i New York: Routledge. 2. Brida, M. (1978). Spoznajni problemi u filozofiji Pavla Vuk-Pavlovića. <i>Prilozi za istraživanje hrvatske filozofske baštine</i>, 13, 1-2 (25-26), 101-118. 3. Carrier, M. (1985). Rudjer Bosovich und die induktive Logik. <i>Zeitschrift für allgemeine Wissenschaftstheorie</i>, 16, 201-212. 4. Geysler, J. (1916). <i>Neue und alte Wege der Philosophie. Eine Erörterung der Grundlagen der Erkenntnis im Hinblick auf Edmund Husserls Versuch ihrer Neubegründung</i>. Verlag von Heinrich Schöningh, Münster. 5. Guyer, P. (2006). <i>Kant</i>. London i New York: Routledge. 6. Henrici, P. (1987). The Theory of Knowledge of Ruđer Bošković in

	<p>His Time. IN: <i>The Philosophy of Science of Ruđer Bošković</i>. Zagreb, 29-49.</p> <p>7. Koyré, A. (1965). <i>Newtonian Studies</i>. Chicago.</p> <p>8. Škarica, D. (2001). Boškovićeva analiza sraza – metodološki aspekt. <i>Prilozi za istraživanje hrvatske filozofske baštine</i>, 27, 1-2 (53-54), 91-125.</p> <p>9. Tadić, I. (2010). <i>Filozofska misao Stjepana Zimmermanna</i>. Split.</p> <p>10. Woodruff, S. D. (2007). <i>Husserl</i>. London i New York: Routledge.</p>
Teaching methods	Lectures, workshops, seminar sessions, tutorials, advisory hours.
Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral
Language of instruction	Croatian
Quality assurance methods	Student evaluation, peer evaluation, reflection, advisory hours, colleagues teaching same subject courses cooperate.

Module title	Subject-related Elective Module I		
Course title	Logic in contemporary Croatian philosophy, science and education		
Name of lecturer	dr. sc. Berislav Žarnić, Associate Professor		
Course code	HUMN 811-6		
Course status	Elective course in Subject-related Elective Module I 3 ECTS, 5 contact hours		
Type of course	Historical overview		
Year of study	II.	Semester	III.
ECTS bodovi (number of credits allocated)	3 ECTS The course is offered as one of the elective courses in Subject-related Elective Module I (10 ECTS). It consists of five contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The aims of this course are: (i) acquaintance with the metatheoretical perspective which enables one to grasp the logical (sub)structure of both scientific and folk theories, as well as those internal to the language (ii) enabling students to differentiate between implicit premodern and modern logical theories and their constitutive role in the formation and development of domain specific theories, particularly in the social sciences and humanities (iii) perfecting the ability of recognition and evaluation of the logical elements in the developmental dynamics of national scientific and educational culture. Competence in metatheoretical research and evaluation of the influence of		

	implicit logical theories.
Prerequisites	Defined by the Faculty Statute.
Student participation	Active participation in lessons, workshops, discussion, research work; written assignments and oral presentations; individual and group lessons.
Course content	<p>Lecture topics (I), (S):</p> <p>(i) An overview of the development of logic in Croatia from the earliest known beginnings (Juraj Dragišić, <i>Logica nova</i>, 1480.) till now.</p> <p>(ii) Process of the spread of logic from the field of philosophy to other theoretical domains (pedagogy, mathematics, computer science, linguistics, physics) in the last two decades in Croatia.</p> <p>(iii) Shaping of formal philosophy in Croatia.</p> <p>(iv) Recent trends of philosophical and logical research in Croatia in an international scientific context.</p> <p>(v) Processes of reception and interaction of contemporary logical theories in other philosophical and scientific disciplines: critical evaluation of current state and future perspectives.</p> <p>Content of the lectures will be coordinated with students' research interests, covering overview, analysis and criticism of the implicit or explicit logical substructure in which the students are conducting their doctoral research.</p> <p>Research workshop (S):</p> <p>In the research workshop which students sign up for as the (S) samostalni izborni kolegij, logical substructure of concrete textual examples will be determined, after which a "thought experiment" - replacement of one logical substructure with another one - will be conducted.</p>
Recommended reading	<ol style="list-style-type: none"> 1. Bentham, J. i Meulen, A. (ed.). (1997). <i>Handbook of Logic and Language</i>. Amsterdam: Elsevier. 2. Eco, U., Santambrogio, M. i Violi, P. (ed.). (1988). <i>Meaning and Mental Representations</i>. Bloomington: Indiana University Press. 3. Kovač, S. (2007). Moderna logika u hrvatskoj filozofiji 20. stoljeća. <i>Hrvatska filozofija u XX. stoljećuIn: zbornik radova</i>. Zagreb, 97–110. 4. Kovač, S. i Žarnić, B. (2010). An outline of the history of the Croatian logic. <i>Studies in Logic, Grammar and Rhetoric</i> (special edition) [in print]. 5. Žarnić, B. (2000). Neka pitanja o logici i obrazovanju. <i>Logika</i>, 4, 13-24.
Supplementary reading	<p>Papers from Croatian logicians, formal philosophers and scientists engaged in logical research:</p> <p>A possible selection of these papers:</p> <ol style="list-style-type: none"> 1. Basariček, S. (1882). <i>Pedagogija, sv. 2.: Obće obukoslovje</i>. Ch. II: Pripravna znanost (Logika). Zagreb: Hrvatski pedagoški-sknjiževni sbor. 2. Kurepa, Đ. (1964). Some reflexions on sets and non-sets. <i>Publications</i>

	<p><i>de l'Institut Mathématique</i>, 4, 101–106.</p> <p>3. Pavičić, M. i McGill, N. D. (2009). Is quantum logic a logic?. In: Engesser, K. i Lehmann, D. (ed.). <i>D. M. G. Handbook of Quantum Logic and Quantum Structures: Quantum Logic</i>. Amsterdam: Elsevier, 23–47.</p> <p>4. Šarić, Lj. (2002). <i>Kvantifikacija u hrvatskome jeziku</i>. Zagreb: Institut za hrvatski jezik i jezikoslovlje.</p> <p>5. Švob, G. (2009). <i>Od slike do igre</i>. Zagreb: ArTresor naklada.</p>
Teaching methods	Lectures, workshops, seminar sessions, tutorials, advisory hours.
Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral.
Language of instruction	Croatian English
Quality assurance methods	Student presentations on international conferences (presentations related to the topics of this course. Publication of student papers. Use of the content or methodological approach of the course in the student's dissertation. Academic evaluation.

Module title	Subject-related Elective Module II- Croatian philosophical schools		
Course title	Korčula Summer School		
Name of lecturer	dr. sc. Lino Veljak, Full Professor		
Course code	HUMN 813-1		
Course status	Basic elective course in Subject-related Elective Module II 4 ECTS, 6 contact hours		
Type of course kolegija	Historical overview		
Year of study	II.	Semester	IV.
ECTS bodovi (number of credits allocated)	4 ECTS The course is offered in Subject-related Elective Module II (10 ECTS). It consists of six contact hours and 80 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The course offers a deep critical insight into the content and character of Korčula Summer School, and through that the premises necessary for the critical understanding of dominant tendencies of Croatian philosophy of the second half of the 20 th century become evident, and so does the relationship between philosophy in Croatia (and ex Yugoslavia) and the rest of the world. The course will try to answer the question of why and how was it possible that the Croatian Adriatic coast became the central gathering point of philosophers of all orientations.		

Prerequisites	Defined by the Faculty Statute.
Student participation	Active participation in lessons, workshops, discussion, research work; written assignments and oral presentations; individual and group lessons.
Course content	The context and the premises of the creation and duration of the Korčula Summer School (1964-1974), significant participants, themes and lectures that were held at the conference, political pressures, ‘‘Dionysian socialism’’, the necessity of the conference shutdown. The question of the philosophical relevance of School’s inheritance. The question of the influence of School’s spirit on the latest trends in Croatian philosophy.
Recommended reading	<ol style="list-style-type: none"> 1. <i>Praxis</i> journal (1966-74), international edition, papers based on the lectures held at the Korčula Summer School conference. 2. <i>Praxis</i> journal (1964-74), papers based on the lectures held at the Korčula Summer School conference. 3. Kangrga, M. (2002). <i>Šverceri vlastitog života</i>. Split: Kultura i Rasvjeta. 4. Lešaja, A. (2008). Gajo Petrović i Korčula. IN: <i>Gajo Petrović - čovjek i filozof</i>. Veljak, L. (ed.). Zagreb: FFpress. 5. Petrović, G. (1971). <i>Čemu Praxis</i>. Zagreb: HFD. (selected chapters). 6. Popov, N. (ed.). (2003). <i>Sloboda i nasilje</i>. Beograd: Res publica.
Supplementary reading	<ol style="list-style-type: none"> 1. Barišić, P. (ed.). (2000). <i>Otvorena pitanja povijesti hrvatske filozofije</i>. Zagreb: Institut za filozofiju. 2. Bošnjak, B. et al. (ed.). (2001). <i>Zbilja i kritika</i>. Zagreb: Antibarbarus. 3. Golubović, V. (1987). <i>S Marxom protiv Staljina</i>. Zagreb: Globus. 4. Jakšić, B. (ed.). (2010). <i>Humanizam i kritičko mišljenje. Tako je govorio Andrija Krešić</i>. Res publica/Službeni glasnik. Beograd. 5. Kukoč, M. (1988). <i>Usud otuđenja</i>. Zagreb: HFD. 6. Kukoč, M. (1997). <i>Enigma postkomunizma</i>. Zagreb: HFD. 7. Kuvačić, I. (2008). <i>Sjećanja</i>. Zagreb: Razlog. 8. Veljak, L. (2008). Die Erbschaft der Praxis-Gruppe und die antitethische Solidarität. <i>Arhe</i>. V/2008, 10. 9. Veljak, L. (2008). Utemeljitelji Hrvatskoga filozofskog društva u borbi protiv dogmatizma. <i>Filozofska istraživanja</i>, 111. <p>Depending on their linguistic competence, students will be offered more works as supplementary literature.</p>
Teaching methods	Lectures, workshops, seminar sessions, tutorials, advisory hours.

Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral.
Language of instruction	Italian Croatian English
Quality assurance methods	Student evaluation, peer evaluation, reflection, advisory hours, colleagues teaching same subject courses cooperate.

Module title	Subject-related Elective Module II - Croatian philosophical schools		
Course title	Philosophy at IUC [Interuniversity Centre Dubrovnik]: Interdisciplinarity in contemporary philosophy		
Name of lecturer	dr. sc. Zdravko Radman, Assistant Professor, Research Fellow		
Course code	HUMN 813-2		
Course status	Elective course in Subject-related Elective Module II 3 ECTS, 5 contact hours		
Type of course kolegija	pregledno-povijesni		
Year of study	II.	Semester	IV.
ECTS bodovi (number of credits allocated)	3 ECTS The course is offered in Subject-related Elective Module II (10 ECTS). It consists of five contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	Introduction to new and current philosophical trends, problems and theoretical options, within the framework of the philosophy that takes place at the IUC; particular emphasis will be put on the development of a critical attitude and reflection, getting acquainted with the analytic approach to philosophy; oral and written assignments and dialogical encounters.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in lessons, workshops, discussion, research work; written assignments and oral presentations; individual and group lessons.		
Course content	The aim of this course is through focusing on the academic activity of a particular institution (IUC) the creation of the framework of recognition of specific philosophical trends and directions of renowned individuals who had a great impact on creation of the philosophical scene in our country. Such a course will include the following topics: <ul style="list-style-type: none"> - Short historical overview of the courses and conferences on philosophical topics. - Recapitulation of the relevant philosophical themes and preoccupations. - Stressing themes that have had a greater impact (in terms of 		

	<p>innovation and wider geographical influence).</p> <ul style="list-style-type: none"> - Putting a particular emphasis on interdisciplinarity; examining the relationship between philosophy and science (particularly physics, but mathematics and logic as well), religion, art and literature, ethics and social practice, neuroscience and cognitive science. - Humanistic principles and the ideal of lasting world peace without nuclear weapons, which was also the program of Ivan Supek, the founder of IUC.
Recommended reading	<ol style="list-style-type: none"> 1. Supek, I. (2002). <i>Na prekretnici milenija</i>. Zagreb: Prometej. (selected chapters). 2. Supek, I. (1979). <i>Filozofija znanosti i humanizam</i>. Zagreb: SNL. (selected chapters)
Supplementary reading	<ol style="list-style-type: none"> 1. Radman, Z. (ed.). (1997). <i>Horizons of Humanity</i>. Frankfurt am Main: Peter Lang. (selected chapters).
Teaching methods	Lectures, workshops, seminar sessions, tutorials, advisory hours.
Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation, reflection, advisory hours, colleagues teaching same subject courses cooperate.

Module title	Subject-related Elective Module II - Croatian philosophical schools		
Course title	Frane Petrić Days		
Name of lecturer	dr. sc. Pavo Barišić, Full Professor		
Course code	HUMN 813-3		
Course status	Elective course in Subject-related Elective Module II 3 ECTS, 5 contact hours		
Type of course kolegija	Overview course		
Year of study	II.	Semester	IV.
ECTS bodovi (number of credits allocated)	3 ECTS The course is offered in Subject-related Elective Module II (10 ECTS). It consists of five contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning	The aim of this course is to explore and examine the philosophical scope		

outcomes and competences	and achievements of Frane Petrić Days, an interdisciplinary scientific conference, with special attention being paid to impacts and influence of certain topics on the contemporary philosophical currents. Students will acquire the competence for critical reflection and evaluation of scientific debates in a philosophical context.
Prerequisites	Defined by the Faculty Statute.
Student participation	Active participation in lessons, workshops, discussion, research work; written assignments and oral presentations; individual and group lessons.
Course content	Frane Petrić Days, an international interdisciplinary event started in 1992 and so far there were 18 international scientific conferences in the birthplace of this renowned Renaissance philosopher. Conferences have a main topic, which varies from year to year and a permanent one, which is devoted to work of Frane Petrić and Renaissance philosophical traditions. Main topics are regularly about current issues in philosophy, and they have a distinctive mark of interdisciplinarity. Since 1994, when the conference was divided in two parts, main topics have been the following ones: Philosophy of nature, Ecology, Beauty in nature and art, Challenges in bioethics, Chaos theory, Philosophy of time, Bioethics and science in the new epoch, Philosophy and technology, Democracy and ethics, Philosophy and education in contemporary society, Theory of relativity and philosophy, Philosophy–science–religion, Man and culture, Philosophy of globalization and Philosophy of media. Frane Petrić’s work has been a regular topic of the conference since 1994 (originally under the heading Plato-platonism–Petrić, which was changed in 2004 into Petrić and Renaissance philosophical traditions). The course will examine the reception of Petrić’s work and the scope, achievements and impacts of these topics on contemporary philosophical trends.
Recommended reading	<ol style="list-style-type: none"> 1. Abstracts from the conferences. 2. Conference proceedings on Frane Petrić, Philosophy and technology, Democracy and ethics, Theory of relativity and philosophy, Philosophy and education in contemporary society.
Supplementary reading	<ol style="list-style-type: none"> 1. Filozofska istraživanja [Philosophical Investigations] 2. Synthesis philosophica 3. Metodički ogledi [Methodical Essays] 4. Filozofski glasnik [Philosophical Courier]
Teaching methods	Lectures, workshops, seminar sessions, tutorials, advisory hours.
Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral.
Language of instruction	Croatian English German
Quality	Student evaluation, peer evaluation, reflection, advisory hours, colleagues

assurance methods	teaching same subject courses cooperate.
--------------------------	--

Module title	Subject-related Elective Module II - Croatian philosophical schools		
Course title	Lošinj school of integrative bioethics		
Name of lecturer	dr. sc. Luka Tomašević, Associate Professor		
Course code	HUMN 813-4		
Course status	Elective course in Subject-related Elective Module II 3 ECTS, 5 contact hours		
Type of course	Historical overview		
Year of study	II.	Semester	IV.
ECTS bodovi (number of credits allocated)	3 ECTS The course is offered in Subject-related Elective Module II (10 ECTS). It consists of five contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	<p>Introduction to basic methods of integrative bioethics. Thorough introduction to the development of the Lošinj project of integrative bioethics.</p> <p>Methodological procedures:</p> <ul style="list-style-type: none"> e) Introduction to basic methods of research in integrative bioethics. f) Pluralism of perspectives, interdisciplinarity, integrality. g) Introduction to the development of integrative bioethics in Croatia. <p>Aims of the course: on the theoretical plan, the aim of the course is the introduction of students to integrative bioethics and the specific approach to moral issues focused on the integral understanding of life that are set forth by scientific and technical progress. On the practical level, the aim of the course is to enable students to think, argue and orient themselves in the moral dilemmas which can be encountered in professional and public life, especially when dealing with religious bioethics and the Croatian path of bioethics (Lošinjnski dani bioetike).</p>		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in lessons, workshops, discussion, research work; written assignments and oral presentations; individual and group lessons.		
Course content	The focus of the course is the integrality of bioethics on the methodological level where it proceeds from the acceptance of ethical pluralism through scientific interdisciplinarity all the way to pluralism of perspectives. Besides philosophy, religions also have their truths about life and world (Christianity and Islam in these areas). On the other hand, there is the process of spreading and deepening the problem area which makes the path		

	of Croatian bioethics particularly interesting, especially if one has in mind Lošinj Days of Bioethics. The course includes two main themes: 1. The domain of discourse of integrative bioethics in systematic and historical overview. 2. Philosophical and theological perspectives in bioethics.
Recommended reading	<ol style="list-style-type: none"> 1. Craig, R. P., Middleton, C. L. i O'Connell, L. J. (1998). <i>Etički komiteti. Praktični pristup</i>. Zagreb: Pergamena. 2. Čović, A. (2004). <i>Etika i bioetika</i>. Zagreb: Pergamena. 3. Čović, A. (ed.). (2000). <i>Izazovi bioetike - zbornik radova</i>. Zagreb: Hrvatsko filozofsko društvo/ Pergamena. 4. Frković, A. (2006). <i>Bioetika u kliničkoj praksi</i>. Zagreb: Pergamena. 5. Gosić, N. (2005). <i>Bioetika in vivo</i>. Zagreb: Pergamena. 6. Potter, V. R. (2007). <i>Bioetika. Most prema budućnosti</i>. Rijeka: Medicinski fakultet Sveučilišta u Rijeci/Hrvatsko društvo za kliničku bioetiku/Hrvatsko bioetičko društvo/Međunarodno udruženje za kliničku bioetiku (ISCB). 7. Tomašević, L. (2004). <i>U hodu s vremenom. Kršćanska etika i izazovi vremena</i>. Tomislavgrad: Naša ognjišta.
Supplementary reading	<ol style="list-style-type: none"> 1. Bioetički izazovi. Izazovi globalne bioetike i biotehnologije. <i>Bogoslovska Smotra</i>. (2006), LXXVI, 2, 395-415. 2. Gosić, N. (2005). <i>Bioetička edukacija</i>. Zagreb: Pergamena. 3. Razvojni put bioetike-Od mostovne bioetike do bioprava i ljubavi prema životu. <i>Na granicama Riječi. Zbornik u čast mons. Drage Šimundže</i>. (2005). Split: CuS. 4. Religiozna bioetika: kršćanstvo i šintoizam. <i>Bioetički svesci</i>. (2006), 58. Katedra za društvene znanosti-Medicinski fakultet u Rijeci. 5. Šegota, I. (ed.). (2006). Moralno-teološki aspekt palijativne skrbi i hospicijskog pokreta. <i>Bioetika i palijativna medicina. VI. Bioetički okrugli stol (BOS₆) - Zbornik radova</i>. Rijeka: Medicinski fakultet u Rijeci – Katedra za društvene znanosti, 103-111. 6. Šegota, I. (1994). <i>Nova medicinska etika (Bioetika)</i>. Rijeka: Medicinski fakultet. 7. Zergollern-Čupak, Lj. (2006). <i>Bioetika i biomedicina</i>. Zagreb: Pergamena.
Teaching methods	Lectures, workshops, seminar sessions, tutorials, advisory hours.

Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral.
Language of instruction	Croatian
Quality assurance methods	Student evaluation, peer evaluation, reflection, advisory hours, colleagues teaching same subject courses cooperate.

Module title	Subject-related Elective Module II - Croatian philosophical schools		
Course title	Mediterranean roots of hilosophy		
Name of lecturer	dr. sc. Mislav Kukoč, Associate Professor, Research Fellow		
Course code	HUMN 813-5		
Course status	Elective course in Subject-related Elective Module II 3 ECTS, 5 contact hours		
Type of course kolegija	Historical overview		
Year of study	II.	Semester	IV.
ECTS bodovi (number of credits allocated)	3 ECTS The course is offered in Subject-related Elective Module II (10 ECTS). It consists of five contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	The aim of this course is to explore and examine the philosophical scope and achievements of the <i>Mediterranean Roots of Philosophy</i> philosophical conference with special attention being paid to impacts and influence of certain topics on the contemporary philosophical currents. Students will acquire the competence for critical reflection and evaluation of scientific debates in a philosophical context.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Active participation in lessons, workshops, disussion, research work; written assignments and oral presentations; individual and group lessons.		
Course content	Annual philosophical and interdisciplinary conference, <i>Mediterranean roots of philosophy</i> began in 2007 and so far four scientific conferences were held with participants from all parts of Croatia and the neighbouring countries. Some of the conference topics which can be offered to students as a focus of their research and a possible dissertation topic are: <ol style="list-style-type: none"> 1) Mediterranean as the cradle of Western European philosophy and science 2) Origins of Croatian philosophy in the Mediterranean cultural area 3) Filozofsko i interdisciplinarno promišljanje specifičnosti mediteranskog multikulturnog prostora. 4) Nastanak i razvoj suvremene filozofije Mediterana. 		

	<p>5) Philosophical and interdisciplinary reflection on the Mediterranean multiculturalism.</p> <p>6) Stimulations of Mediterranean philosophy in encouraging dialogue between civilizations</p> <p>7) Philosophy of the Mediterranean as a globalization paradigm</p> <p>The course will focus on the scope, achievements and impacts of certain conference topics on current philosophical directions as well as the reception of the thought of Mediterranean philosophers whose work was discussed in the conference.</p>
Recommended reading	<ol style="list-style-type: none"> 1. Abstracts from the <i>Mediterranean Roots of Philosophy</i> conferences. 2. Kukoč, M. (ed.). (2009). <i>Filozofija Mediterana</i>. Zagreb: Hrvatsko filozofsko društvo – Filozofski fakultet Sveučilišta u Splitu. 3. Kukoč, M. (ed. bloka). (2009). Tematski blok: Filozofija Mediterana – od antike do suvremenosti. <i>Filozofska istraživanja</i>, 29, 116 (4), 641-732. 4. Kukoč, M. (ed. bloka). (2007). Tematski blok: Mediteranski korijeni filozofije. <i>Filozofska istraživanja</i>, 27, 107 (3), 511-634.
Supplementary reading	<ol style="list-style-type: none"> 1. Reviews of the conference in scientific and philosophical journals 2. Mediterranean topics and works by philosophers that were discussed in the conference.
Teaching methods	Lectures, workshops, seminar sessions, tutorials, advisory hours.
Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation, reflection, advisory hours, colleagues teaching same subject courses cooperate.

Module title	Subject-related Elective Module II - Croatian philosophical schools
Course title	Analytic philosophy: Zadar Circle and Rijeka Circle
Name of lecturer	dr. sc. Dunja Jutronic, Full Professor
Course code	HUMN 813-6
Course status	Elective course in Subject-related Elective Module II

	3 ECTS, 5 contact hours		
Type of course	Historical overview		
Year of study	II.	Semester	IV.
ECTS bodovi (number of credits allocated)	3 ECTS The course is offered in Subject-related Elective Module II (10 ECTS). It consists of five contact hours and 60 hours of individual student work (literature reading and individual assignments).		
Learning outcomes and competences	Introduction to basic methods of analytic philosophy. Thorough insight into the work of Zadar and Rijeka circles of analytic philosophy. Methodological procedures: h) Acquaintance with basic methods of research in analytic philosophy. i) Acquaintance with the logic of scientific research. j) Introduction into the work of Zadar and Rijeka circles of analytic philosophy The aim of the course: competence in independent scientific research.		
Prerequisites	Defined by the Faculty Statute.		
Student participation	Oral presentation of written assignments.		
Course content	Basic tenets of analytic philosophy will be examined, with a special emphasis put on the relationship between philosophy and science. Philosophical issues are dealt with from a scientific point of view, and there is widespread belief in the continuity of human spirit with nature (naturalism and physicalism). Beginnings of analytic philosophy in Croatia, in late 70s of the 20 th century – the formation of analytically oriented Departments of philosophy in Zadar and Rijeka. Detailed study of analytic schools of philosophy up to date.		
Recommended reading	<ol style="list-style-type: none"> 1. Baccarini, E. (1994). <i>Moralni sudovi</i>. Rijeka: Hrvatski kulturni dom. 2. Baccarini, E. i Prijić-Samaržija, S. (2007). <i>Praktična etika: Ogledi iz liberalnoga pristupa nekim problemima praktične etike</i>. Zagreb: Hrvatsko filozofsko društvo. 3. Berčić, B. (2002). <i>Filozofija bečkog kruga</i>. Zagreb: Kruzak. 4. Božičević, V. (1996). <i>Filozofija britanskog empirizma</i>. Zagreb: Školska knjiga. 5. Jakić, M. (1993). <i>Znanstveni realizam u filozofiji Hilaryja Putnama</i>. Zagreb: Hrvatsko filozofsko društvo. 6. Jakić, M. (1989). <i>Filozofija o znanosti</i>. Zagreb: Hrvatsko filozofsko društvo. 7. Jutronić, D. (1991). <i>Lingvistika i filozofija: ogledi o filozofskoj utemeljenosti lingvistike</i>. (Filozofska istraživanja, number 39). Zagreb: 		

	<p>Hrvatsko filozofsko društvo.</p> <p>8. Markusović, A. (1988). <i>Naturalizam i apriorna spoznaja</i>. Zagreb: Hrvatsko filozofsko društvo.</p> <p>9. Mišćević, N. (2003). <i>Filozofija jezika</i>. Zagreb: Jesenski i Turk.</p> <p>10. Mišćević, N. (1990). <i>Uvod u filozofiju psihologije</i>. Zagreb: Grafički zavod Hrvatske.</p> <p>11. Mišćević, N. i Smokrović, N. (ed.). (1989). <i>Kompjutori, mozak i ljudski um - zbornik tekstova</i>. (Rijeka: Izdavački centar Rijeka).</p> <p>12. Prijić-Samaržija, S. (2000). <i>Društvo i spoznaja: Uvod u socijalnu spoznajnu teoriju</i>. Zagreb: Kruzak.</p> <p>13. Smokrović, N. (2004). <i>Logika i prirodno zaključivanje</i>. Zagreb: Filozofska istraživanja.</p>
Supplementary reading	<ol style="list-style-type: none"> 1. Dummett, M. (1994). <i>Origins of Analytical Philosophy</i>. Cambridge: Harvard University Press. 2. Glock, H. (2008). <i>What is analytical philosophy?</i> Cambridge: Cambridge University Press. 3. Martinich, A. i Sosa, E. D. (ed.). (2005). <i>Analytic Philosophy: An Anthology</i>. Blackwell. 4. Stroll, A. (2001). <i>Twentieth-Century Analytical Philosophy</i>. Columbia University Press.
Teaching methods	Lectures, workshops, seminar sessions, tutorials, advisory hours.
Assessment methods	Written assignments, oral presentation of written assignments. Exam: written and oral.
Language of instruction	Croatian English
Quality assurance methods	Student evaluation, peer evaluation, reflection, advisory hours, colleagues teaching same subject courses cooperate.