

**Department of Croatian language and literature**

Academic year 2021 / 2022

Date: 25.10.2021

## **Studies**

# University undergraduate single major study Croatian Language and Literature

## 1. semester

### Mandatory courses

46824	Language Exercises I	4	0/0/60
35955	Old Church Slavonic	6	30/30/0
39622	Physical Education I	0	0/0/30
170288	Practice of Reading	3	30/15/0
35958	Theory of Language	5	30/30/0

### Elective courses - language (1st semester) - choose 5 ECTS credits (1508)

216729	Croatian speaks through phraseology	5	30/15/0
198892	Discourse of Journalism and Mass Media	5	0/45/0

### Elective courses - literature (1st semester) - choose at least 4 ECTS credits (1509)

160762	Croatian Children's Literature	5	30/15/0
170280	Institutions of Early Modern Croatian Literature	4	30/15/0
186252	Introduction to Theories of Culture	4	30/15/0

### Foreign language for special purposes - choose one foreign language (2102)

225414	English for Academic Purposes 1	2	0/30/0
225418	French for Academic Purposes 1	2	0/30/0
225422	German for Academic Purposes 1	2	0/30/0
225434	Italian for Academic Purposes 1	2	0/30/0
225426	Russian for Academic Purposes 1	2	0/30/0
225430	Spanish for Academic Purposes 1	2	0/30/0

## 2. semester

### Mandatory courses

170297	Exercises in the Analysis and Interpretation of Literary Texts	3	15/30/0
35957	Introduction to Literary Theory	5	30/30/0
35959	Language Exercises II	5	0/0/60
35960	Medieval Croatian Language and Literature	5	30/30/0
39624	Physical Education 2	0	0/0/30

### Elective courses - literature (2nd semester) - choose between 4 and 6 ECTS credits (1510)

225495	Introduction to an Old Kajkavian Literature	4	30/15/0
225493	Myth, Literature and Cultural Memory	4	30/30/0
86828	Typology of Short Literary Forms and Orality	4	30/30/0

### Elective courses - language (2nd semester) - choose between 3 and 5 ECTS credits (3953)

102106	Anthroponymy in Registers	4	30/15/0
36469	Introduction to Croatian as a Mother Tongue and Foreign Language	5	30/30/0
225491	Language of Dramatic Texts	5	0/45/0

### Foreign language for special purposes - choose same language as in 1st semester (2103)

225415	English for Academic Purposes 2	2	0/30/0
225419	French for Academic Purposes 2	2	0/30/0
225423	German for Academic Purposes 2	2	0/30/0
225435	Italian for Academic Purposes 2	2	0/30/0
225427	Russian for Academic Purposes 2	2	0/30/0
225431	Spanish for Academic Purposes 2	2	0/30/0

### 3. semester

#### Mandatory courses

160831	Croatian Literature of the 15th and 16th Century	5	15/45/0
66335	Historical Grammar of the Croatian Language	4	30/30/0
66334	Literary Text and Contemporary Literary Theory	4	15/30/0
50927	Physical Education 3	0	0/0/30
52515	Standard Croatian - Phonology and Morphophonology	5	30/30/0
66333	Theory and Poetics of Croatian Oral Literature	4	30/30/0

#### Elective courses - literature (3rd semester) - choose at least 4 ECTS credits (3903)

160762	Croatian Children's Literature	5	30/15/0
170280	Institutions of Early Modern Croatian Literature	4	30/15/0
160763	Stylistic Concepts	5	30/15/0

#### Elective courses - choose at least 3 ECTS credits (3955)

86796	The Language of Croatian Petrarchan Poetry	4	30/15/0
225492	The Language of the Croatian Glagolitic Book in the 16th Century	4	30/0/0

## 4. semester

### Mandatory courses

160832	Croatian Literature of the 17th and 18th Century	5	15/45/0
69564	History of the Croatian Language	4	30/30/0
133509	Modern Croatian Literature - Text Analysis	4	30/15/0
69868	Overview of the History of Croatian Oral Literature	4	30/30/0
50932	Physical Education 4	0	0/0/30
52520	Standard Croatian - Morphology	5	30/30/0

### Elective courses - literature (4th semester) - choose between 4 and 6 ECTS credits (3904)

225495	Introduction to an Old Kajkavian Literature	4	30/15/0
160757	Literary System	4	15/30/0
225493	Myth, Literature and Cultural Memory	4	30/30/0
86828	Typology of Short Literary Forms and Orality	4	30/30/0

### Elective courses - language (4th semester) - choose between 3 and 5 ECTS credits (3905)

102106	Anthroponymy in Registers	4	30/15/0
36469	Introduction to Croatian as a Mother Tongue and Foreign Language	5	30/30/0
225494	Normative Levels of Standard Croatian Language	5	30/15/0

## 5. semester

### Mandatory courses

86435	Croatian Dialectology 1	4	30/30/0
79615	Figures and Discourses	4	30/15/0
52521	Introduction to the Modern Croatian Literature I - 19th Century	5	30/30/0
52522	Standard Croatian - Syntax	5	30/30/0
52541	The Bible and Croatian Oral Literature	5	30/30/0

### Elective courses - Slavic language - choose at least 2 ECTS credits (3906)

37559	Bulgarian Language Course 1	4	0/0/30
225526	Course in Ukrainian 1	4	0/0/30
125808	Czech language (for students of other study programmes)	5	0/60/0
37558	Macedonian Language Course 1	4	0/0/30
86830	Slovak Language (for Non-Slovakists)	5	0/0/60
37563	Slovenian Language Course 1	4	0/0/30

### Elective courses - literature or language - choose at least 4 ECTS credits (3907)

160762	Croatian Children's Literature	5	30/15/0
170280	Institutions of Early Modern Croatian Literature	4	30/15/0
160763	Stylistic Concepts	5	30/15/0
86796	The Language of Croatian Petrarchan Poetry	4	30/15/0
225492	The Language of the Croatian Glagolitic Book in the 16th Century	4	30/0/0

## 6. semester

### Mandatory courses

86436	Croatian Dialectology 2	4	30/30/0
52524	Introduction to the Modern Croatian Literature II - 20th Century	5	30/30/0
52525	Stylistics	5	30/30/0

### Elective courses - language - choose 5 ECTS credits (3908)

225491	Language of Dramatic Texts	5	0/45/0
225494	Normative Levels of Standard Croatian Language	5	30/15/0

### Elective courses - literature - choose between 3 and 6 ECTS credits (3909)

225495	Introduction to an Old Kajkavian Literature	4	30/15/0
160757	Literary System	4	15/30/0
225493	Myth, Literature and Cultural Memory	4	30/30/0
86828	Typology of Short Literary Forms and Orality	4	30/30/0

### Elective courses - Slavic language - choose between 2 and 5 ECTS credits (3910)

37564	Bulgarian Language Course 2	4	0/0/30
225527	Course in Ukrainian 2	4	0/0/30
37566	Macedonian Language Course 2	4	0/0/30
225508	Polish Language for Students of Other Study Programs	5	0/60/0
86830	Slovak Language (for Non-Slovakists)	5	0/0/60
37569	Slovenian Language Course	4	0/0/30

# University undergraduate double major study Croatian Language and Literature

## 1. semester

### Mandatory courses

46824	Language Exercises I	4	0/0/60
35955	Old Church Slavonic	6	30/30/0
39622	Physical Education I	0	0/0/30
35958	Theory of Language	5	30/30/0

### Foreign language for special purposes - choose one language (1898)

225414	English for Academic Purposes 1	2	0/30/0
225418	French for Academic Purposes 1	2	0/30/0
225422	German for Academic Purposes 1	2	0/30/0
225434	Italian for Academic Purposes 1	2	0/30/0
225426	Russian for Academic Purposes 1	2	0/30/0
225430	Spanish for Academic Purposes 1	2	0/30/0

## 2. semester

### Mandatory courses

35957	Introduction to Literary Theory	5	30/30/0
35959	Language Exercises II	5	0/0/60
35960	Medieval Croatian Language and Literature	5	30/30/0
39624	Physical Education 2	0	0/0/30

### Foreign language for special purposes - choose same language as in 1st semester (1899)

225415	English for Academic Purposes 2	2	0/30/0
225419	French for Academic Purposes 2	2	0/30/0
225423	German for Academic Purposes 2	2	0/30/0
225435	Italian for Academic Purposes 2	2	0/30/0
225427	Russian for Academic Purposes 2	2	0/30/0
225431	Spanish for Academic Purposes 2	2	0/30/0

### 3. semester

#### Mandatory courses

160831	Croatian Literature of the 15th and 16th Century	5	15/45/0
66335	Historical Grammar of the Croatian Language	4	30/30/0
50927	Physical Education 3	0	0/0/30
52515	Standard Croatian - Phonology and Morphophonology	5	30/30/0
66333	Theory and Poetics of Croatian Oral Literature	4	30/30/0

## 4. semester

### Mandatory courses

160832	Croatian Literature of the 17th and 18th Century	5	15/45/0
69564	History of the Croatian Language	4	30/30/0
69868	Overview of the History of Croatian Oral Literature	4	30/30/0
50932	Physical Education 4	0	0/0/30
52520	Standard Croatian - Morphology	5	30/30/0

## 5. semester

### Mandatory courses

86435	Croatian Dialectology 1	4	30/30/0
52521	Introduction to the Modern Croatian Literature I - 19th Century	5	30/30/0
66334	Literary Text and Contemporary Literary Theory	4	15/30/0
52522	Standard Croatian - Syntax	5	30/30/0

## 6. semester

### Mandatory courses

86436	Croatian Dialectology 2	4	30/30/0
52524	Introduction to the Modern Croatian Literature II - 20th Century	5	30/30/0
133509	Modern Croatian Literature - Text Analysis	4	30/15/0
52525	Stylistics	5	30/30/0

# University graduate double major study

## Croatian Language and Literature with Emphasis on Linguistics

### 1. semester

#### Elective courses - Croatian linguistics - Choose 8 ECTS credits (10682)

118110	Croatian Lexicology	4	30/15/0
79615	Figures and Discourses	4	30/15/0
118106	Philological Analyses of the Croatian Old Church Slavonic Texts	4	30/15/0
118129	Text linguistics	4	30/15/0

#### Elective courses - Croatian literature - Choose 4 ECTS credits (10683)

118116	Croatian Modernist and Postmodernist Poetry	4	30/15/0
118134	Introduction into the Thematic Analysis of Early Modern Texts	4	30/15/0
118124	Oral Narratives and Genres	4	30/15/0
170270	Rhetorical Genres of Croatian Oral Literature	4	30/15/0
225498	The Economic Imaginary of the United States of America in 20th Century Croatian Literature	4	30/15/0
170857	The figure of women and female authors in Older Croatian Literature	4	30/15/0

#### Elective courses - Choose at least 4 ECTS credits (12436)

225504	Novel: theory and history of the genre	5	30/15/0
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## 2. semester

### Elective courses - Croatian linguistics - Choose 8 ECTS credits (11894)

161122	Croatian Dialect Lexicography	4	30/15/0
225501	Croatian language in the digital age	4	30/15/0
215539	Croatian Standard Prosody	4	0/45/0
131731	Introduction to Graphostylistics	4	30/15/0
170292	Spoken Language and Jargon	4	30/15/0
118125	Translation Variants of the Bible	4	30/15/0

### Elective courses - Croatian literature/Literary theory - Choose 4 ECTS credits (11895)

225497	Axiological analysis of early modern texts	4	30/15/0
198887	Croatian Folk Literature	4	30/15/0
118105	Dramatic Opus of Miroslav Krleža	4	30/15/0
125463	Dubrovnik - Open and Closed City	4	30/15/0
225499	Feminist literary theory	4	30/15/0
80632	Popular Culture and Croatian Novel from Socialism to Transition	4	30/15/0

### Elective courses - Choose at least 4 ECTS credits (12438)

225496	Adolescent literature and youth culture in the Croatian and world context	5	15/30/0
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### 3. semester

#### Croatian linguistics - choose 8 ECTS credits (10780)

118110	Croatian Lexicology	4	30/15/0
79615	Figures and Discourses	4	30/15/0
118106	Philological Analyses of the Croatian Old Church Slavonic Texts	4	30/15/0
118129	Text linguistics	4	30/15/0

#### Croatian literature - choose 4 ECTS credits (10781)

118116	Croatian Modernist and Postmodernist Poetry	4	30/15/0
118134	Introduction into the Thematic Analysis of Early Modern Texts	4	30/15/0
118124	Oral Narratives and Genres	4	30/15/0
170270	Rhetorical Genres of Croatian Oral Literature	4	30/15/0
225498	The Economic Imaginary of the United States of America in 20th Century Croatian Literature	4	30/15/0
170857	The figure of women and female authors in Older Croatian Literature	4	30/15/0

#### Elective courses - choose at least 4 ECTS credits (10782)

225504	Novel: theory and history of the genre	5	30/15/0
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## 4. semester

### Mandatory courses

124623	The Final Thesis at the Study of Croatian Language and Literature	12	0/0/0
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### Elective courses - Croatian linguistics - choose 4 ECTS credits (11898)

225497	Axiological analysis of early modern texts	4	30/15/0
161122	Croatian Dialect Lexicography	4	30/15/0
198887	Croatian Folk Literature	4	30/15/0
225501	Croatian language in the digital age	4	30/15/0
215539	Croatian Standard Prosody	4	0/45/0
118105	Dramatic Opus of Miroslav Krleža	4	30/15/0
125463	Dubrovnik - Open and Closed City	4	30/15/0
225499	Feminist literary theory	4	30/15/0
131731	Introduction to Graphostylistics	4	30/15/0
80632	Popular Culture and Croatian Novel from Socialism to Transition	4	30/15/0
170292	Spoken Language and Jargon	4	30/15/0
118125	Translation Variants of the Bible	4	30/15/0

# **University graduate double major study**

## **Croatian Language and Literature with Emphasis on Literary Studies**

### **1. semester**

#### **Elective courses - Croatian literature - Choose 8 ECTS credits (10684)**

118116	Croatian Modernist and Postmodernist Poetry	4	30/15/0
79615	Figures and Discourses	4	30/15/0
118134	Introduction into the Thematic Analysis of Early Modern Texts	4	30/15/0
118124	Oral Narratives and Genres	4	30/15/0
170270	Rhetorical Genres of Croatian Oral Literature	4	30/15/0
225498	The Economic Imaginary of the United States of America in 20th Century Croatian Literature	4	30/15/0
170857	The figure of women and female authors in Older Croatian Literature	4	30/15/0

#### **Elective courses - Croatian linguistics - Choose 4 ECTS credits (10685)**

118110	Croatian Lexicology	4	30/15/0
118106	Philological Analyses of the Croatian Old Church Slavonic Texts	4	30/15/0
118129	Text linguistics	4	30/15/0

#### **Elective courses - Choose at least 4 ECTS credits (12437)**

225504	Novel: theory and history of the genre	5	30/15/0
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## 2. semester

### Elective courses - Croatian literature - Choose 4 ECTS credits (11899)

225497	Axiological analysis of early modern texts	4	30/15/0
198887	Croatian Folk Literature	4	30/15/0
118105	Dramatic Opus of Miroslav Krleža	4	30/15/0
125463	Dubrovnik - Open and Closed City	4	30/15/0
80632	Popular Culture and Croatian Novel from Socialism to Transition	4	30/15/0

### Elective courses - Literary/Cultural theory - Choose 4 ECTS credits (11900)

225499	Feminist literary theory	4	30/15/0
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### Elective courses - Croatian linguistics - Choose 4 ECTS credits (11901)

161122	Croatian Dialect Lexicography	4	30/15/0
225501	Croatian language in the digital age	4	30/15/0
215539	Croatian Standard Prosody	4	0/45/0
131731	Introduction to Graphostylistics	4	30/15/0
170292	Spoken Language and Jargon	4	30/15/0
118125	Translation Variants of the Bible	4	30/15/0

### Elective courses - choose at least 4 ECTS credits (12439)

225496	Adolescent literature and youth culture in the Croatian and world context	5	15/30/0
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### 3. semester

#### Croatian literature/culture - choose 8 ECTS credits (10784)

118116	Croatian Modernist and Postmodernist Poetry	4	30/15/0
79615	Figures and Discourses	4	30/15/0
118134	Introduction into the Thematic Analysis of Early Modern Texts	4	30/15/0
118124	Oral Narratives and Genres	4	30/15/0
170270	Rhetorical Genres of Croatian Oral Literature	4	30/15/0
225498	The Economic Imaginary of the United States of America in 20th Century Croatian Literature	4	30/15/0
170857	The figure of women and female authors in Older Croatian Literature	4	30/15/0

#### Croatian linguistics - choose 4 ECTS credits (10785)

118110	Croatian Lexicology	4	30/15/0
79615	Figures and Discourses	4	30/15/0
118106	Philological Analyses of the Croatian Old Church Slavonic Texts	4	30/15/0
118129	Text linguistics	4	30/15/0

#### Elective courses - choose at least 4 ECTS credits (10786)

225504	Novel: theory and history of the genre	5	30/15/0
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## 4. semester

### Mandatory courses

124623	The Final Thesis at the Study of Croatian Language and Literature	12	0/0/0
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### Elective courses - Croatian literature/culture - choose 4 ECTS credits (11904)

225497	Axiological analysis of early modern texts	4	30/15/0
161122	Croatian Dialect Lexicography	4	30/15/0
198887	Croatian Folk Literature	4	30/15/0
225501	Croatian language in the digital age	4	30/15/0
215539	Croatian Standard Prosody	4	0/45/0
118105	Dramatic Opus of Miroslav Krleža	4	30/15/0
125463	Dubrovnik - Open and Closed City	4	30/15/0
225499	Feminist literary theory	4	30/15/0
131731	Introduction to Graphostylistics	4	30/15/0
80632	Popular Culture and Croatian Novel from Socialism to Transition	4	30/15/0
170292	Spoken Language and Jargon	4	30/15/0
118125	Translation Variants of the Bible	4	30/15/0

# University graduate single major study

## Croatian Language and Literature with Emphasis on Teaching

### 1. semester

#### Mandatory courses

117633	Literature in Teaching 1	3	15/15/0
225502	Teaching Methods of Croatian Language 1	3	15/15/0

#### Teacher education module - Core courses - during course of study choose 18 ECTS credits - choose 18 ECTS credits during course of study (11052)

120083	Didactics	6	30/30/0
120082	Educational psychology	6	30/30/0
120085	Systematic pedagogy	6	30/30/0

#### Elective courses - Standard Croatian language - choose 4 ECTS credits (11779)

118110	Croatian Lexicology	4	30/15/0
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#### Elective courses - Modern Croatian literature - Choose 4 ECTS credits (10681)

118116	Croatian Modernist and Postmodernist Poetry	4	30/15/0
225498	The Economic Imaginary of the United States of America in 20th Century Croatian Literature	4	30/15/0

#### Elective courses - Old Croatian literature - choose 4 ECTS credits (11070)

118134	Introduction into the Thematic Analysis of Early Modern Texts	4	30/15/0
170857	The figure of women and female authors in Older Croatian Literature	4	30/15/0

#### Elective courses - Oral literature - choose 4 ECTS credits (11071)

118124	Oral Narratives and Genres	4	30/15/0
170270	Rhetorical Genres of Croatian Oral Literature	4	30/15/0

#### Teacher education module - Elective courses - elective choice of a course (12698)

225408	Croatian Language for the Teacher	4	15/15/0
120099	Information Technology in Education	4	15/0/15
198896	Philosophy of Education - Studium Generale	4	30/0/0
120101	Public speaking for teachers	4	0/15/15
216731	Stylistic reading of a poem	4	30/15/0
125461	The Bible as Literature in Teaching	4	30/15/0

## 2. semester

### Mandatory courses

124360	Literature in Teaching 2	3	15/15/0
124359	Teaching Methods of Croatian Language 2	3	15/15/0

### Teacher education module - Core courses - during course of study choose 18 ECTS credits - choose 18 ECTS credits during course of study (11052)

120083	Didactics	6	30/30/0
120082	Educational psychology	6	30/30/0
120085	Systematic pedagogy	6	30/30/0

### Elective courses - Standard Croatian language - choose 4 ECTS credits (11932)

225501	Croatian language in the digital age	4	30/15/0
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### Elective courses - Modern Croatian literature - choose 4 ECTS credits (11933)

118105	Dramatic Opus of Miroslav Krleža	4	30/15/0
80632	Popular Culture and Croatian Novel from Socialism to Transition	4	30/15/0

### Elective courses - Old Croatian literature - choose 4 ECTS credits (11934)

225497	Axiological analysis of early modern texts	4	30/15/0
125463	Dubrovnik - Open and Closed City	4	30/15/0

### Elective courses - Literary/Cultural theory - choose 4 ECTS credits (11935)

225499	Feminist literary theory	4	30/15/0
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### Teacher education module - Elective courses - elective choice of a course (12698)

120105	Evaluation of educational interventions	4	30/0/0
118132	Introduction to the Biblical Intertext in Teaching	4	30/15/0
225503	Normative grammar in teaching	4	15/15/0
225407	Phonetic correction	4	15/15/0
225409	Sociology of education	4	30/30/0
120104	Speech production	4	0/15/15
120103	Teaching gifted students	4	30/0/0

### 3. semester

#### Mandatory courses

117634 World Literature in Teaching 4 15/15/0

#### Teacher education module - Core courses - during course of study choose 18 ECTS credits - choose 18 ECTS credits during course of study (11052)

120083 Didactics 6 30/30/0

120082 Educational psychology 6 30/30/0

120085 Systematic pedagogy 6 30/30/0

#### Croatian linguistics - choose 4 ECTS credits (11717)

79615 Figures and Discourses 4 30/15/0

118106 Philological Analyses of the Croatian Old Church Slavonic Texts 4 30/15/0

118129 Text linguistics 4 30/15/0

#### Croatian literature - choose 4 ECTS credits (10777)

118116 Croatian Modernist and Postmodernist Poetry 4 30/15/0

79615 Figures and Discourses 4 30/15/0

118134 Introduction into the Thematic Analysis of Early Modern Texts 4 30/15/0

118124 Oral Narratives and Genres 4 30/15/0

170270 Rhetorical Genres of Croatian Oral Literature 4 30/15/0

225498 The Economic Imaginary of the United States of America in 20th Century 4 30/15/0

Croatian Literature

170857 The figure of women and female authors in Older Croatian Literature 4 30/15/0

#### Teacher education elective courses - choose 3 ECTS credits (11718)

225500 Croatian language - history of school subject 4 15/30/0

118123 Orthoepy in Teaching 4 15/15/0

#### Teacher education module - Elective courses - elective choice of a course (12698)

225408 Croatian Language for the Teacher 4 15/15/0

120099 Information Technology in Education 4 15/0/15

198896 Philosophy of Education - Studium Generale 4 30/0/0

120101 Public speaking for teachers 4 0/15/15

216731 Stylistic reading of a poem 4 30/15/0

125461 The Bible as Literature in Teaching 4 30/15/0

#### Elective courses - Choose at least 4 ECTS credits (12441)

225504 Novel: theory and history of the genre 5 30/15/0

## 4. semester

### Mandatory courses

124361	Teacher Training Theory and Practice	15	0/0/150
124362	The Final Thesis at the Study of Croatian Language and Literature	8	0/0/0

### Teacher education module - Core courses - during course of study choose 18 ECTS credits - choose 18 ECTS credits during course of study (11052)

120083	Didactics	6	30/30/0
120082	Educational psychology	6	30/30/0
120085	Systematic pedagogy	6	30/30/0

### Elective courses - Choose at least 4 ECTS credits (12442)

225496	Adolescent literature and youth culture in the Croatian and world context	5	15/30/0
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### Teacher education module - Elective courses - elective choice of a course (12698)

120105	Evaluation of educational interventions	4	30/0/0
118132	Introduction to the Biblical Intertext in Teaching	4	30/15/0
225503	Normative grammar in teaching	4	15/15/0
225407	Phonetic correction	4	15/15/0
225409	Sociology of education	4	30/30/0
120104	Speech production	4	0/15/15
120103	Teaching gifted students	4	30/0/0

# University graduate double major study

## Croatian Language and Literature with Emphasis on Teaching

### 1. semester

#### Mandatory courses

117633	Literature in Teaching 1	3	15/15/0
117632	Teaching Methods of Croatian Language 1	3	15/15/0

#### Teacher education module - Core courses - during course of study choose 18 ECTS credits - choose 18 ECTS credits during course of study (11012)

120083	Didactics	6	30/30/0
120082	Educational psychology	6	30/30/0
120085	Systematic pedagogy	6	30/30/0

#### Elective courses - Croatian literature - Choose 4 ECTS credits (10686)

118116	Croatian Modernist and Postmodernist Poetry	4	30/15/0
79615	Figures and Discourses	4	30/15/0
118134	Introduction into the Thematic Analysis of Early Modern Texts	4	30/15/0
118124	Oral Narratives and Genres	4	30/15/0
170270	Rhetorical Genres of Croatian Oral Literature	4	30/15/0
125461	The Bible as Literature in Teaching	4	30/15/0
225498	The Economic Imaginary of the United States of America in 20th Century Croatian Literature	4	30/15/0
170857	The figure of women and female authors in Older Croatian Literature	4	30/15/0

#### Elective courses - Croatian linguistics - Choose 4 ECTS credits (10787)

118110	Croatian Lexicology	4	30/15/0
118106	Philological Analyses of the Croatian Old Church Slavonic Texts	4	30/15/0
118129	Text linguistics	4	30/15/0

#### Teacher education module - Elective courses - elective choice of a course (12632)

225500	Croatian language - history of school subject	4	15/30/0
225408	Croatian Language for the Teacher	4	15/15/0
120099	Information Technology in Education	4	15/0/15
118123	Orthoepy in Teaching	4	15/15/0
198896	Philosophy of Education - Studium Generale	4	30/0/0
120101	Public speaking for teachers	4	0/15/15
216731	Stylistic reading of a poem	4	30/15/0
125461	The Bible as Literature in Teaching	4	30/15/0

## 2. semester

### Mandatory courses

129154 Teaching Methods of Croatian Language and Literature 2 3 15/15/0

### Teacher education module - Core courses - during course of study choose 18 ECTS credits - choose 18 ECTS credits during course of study (11012)

120083 Didactics 6 30/30/0  
120082 Educational psychology 6 30/30/0  
120085 Systematic pedagogy 6 30/30/0

### Elective courses - Croatian literature - choose 4 ECTS credits (11936)

225497 Axiological analysis of early modern texts 4 30/15/0  
198887 Croatian Folk Literature 4 30/15/0  
118105 Dramatic Opus of Miroslav Krleža 4 30/15/0  
125463 Dubrovnik - Open and Closed City 4 30/15/0  
225499 Feminist literary theory 4 30/15/0  
80632 Popular Culture and Croatian Novel from Socialism to Transition 4 30/15/0

### Elective courses - Croatian linguistics - choose 4 ECTS credits (11937)

161122 Croatian Dialect Lexicography 4 30/15/0  
225501 Croatian language in the digital age 4 30/15/0  
215539 Croatian Standard Prosody 4 0/45/0  
131731 Introduction to Graphostylistics 4 30/15/0  
170292 Spoken Language and Jargon 4 30/15/0  
118125 Translation Variants of the Bible 4 30/15/0

### Teacher education module - Elective courses - elective choice of a course (12632)

120105 Evaluation of educational interventions 4 30/0/0  
118132 Introduction to the Biblical Intertext in Teaching 4 30/15/0  
225503 Normative grammar in teaching 4 15/15/0  
225407 Phonetic correction 4 15/15/0  
225409 Sociology of education 4 30/30/0  
120104 Speech production 4 0/15/15  
120103 Teaching gifted students 4 30/0/0

### 3. semester

#### Teacher education module - Core courses - during course of study choose 18 ECTS credits - choose 18 ECTS credits during course of study (11012)

120083	Didactics	6	30/30/0
120082	Educational psychology	6	30/30/0
120085	Systematic pedagogy	6	30/30/0

#### Teacher education module - Elective courses - elective choice of a course (12632)

225500	Croatian language - history of school subject	4	15/30/0
225408	Croatian Language for the Teacher	4	15/15/0
120099	Information Technology in Education	4	15/0/15
118123	Orthoepy in Teaching	4	15/15/0
198896	Philosophy of Education - Studium Generale	4	30/0/0
120101	Public speaking for teachers	4	0/15/15
216731	Stylitic reading of a poem	4	30/15/0
125461	The Bible as Literature in Teaching	4	30/15/0

#### Elective courses - Choose at least 4 ECTS credits (12440)

118110	Croatian Lexicology	4	30/15/0
118116	Croatian Modernist and Postmodernist Poetry	4	30/15/0
79615	Figures and Discourses	4	30/15/0
118134	Introduction into the Thematic Analysis of Early Modern Texts	4	30/15/0
118124	Oral Narratives and Genres	4	30/15/0
118106	Philological Analyses of the Croatian Old Church Slavonic Texts	4	30/15/0
170270	Rhetorical Genres of Croatian Oral Literature	4	30/15/0
118129	Text linguistics	4	30/15/0
225498	The Economic Imaginary of the United States of America in 20th Century Croatian Literature	4	30/15/0
170857	The figure of women and female authors in Older Croatian Literature	4	30/15/0

#### Elective courses - media - Choose at least 4 ECTS credits (12452)

225504	Novel: theory and history of the genre	5	30/15/0
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#### 4. semester

##### Mandatory courses

124362	The Final Thesis at the Study of Croatian Language and Literature	8	0/0/0
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##### Teacher education module - Core courses - during course of study choose 18 ECTS credits - choose 18 ECTS credits during course of study (11012)

120083	Didactics	6	30/30/0
120082	Educational psychology	6	30/30/0
120085	Systematic pedagogy	6	30/30/0

##### Teacher education bloc and practice - choose one course (12875)

129246	Teacher Training Theory and Practice	6	0/0/120
124361	Teacher Training Theory and Practice	15	0/0/150

##### Teacher education module - Elective courses - elective choice of a course (12632)

120105	Evaluation of educational interventions	4	30/0/0
118132	Introduction to the Biblical Intertext in Teaching	4	30/15/0
225503	Normative grammar in teaching	4	15/15/0
225407	Phonetic correction	4	15/15/0
225409	Sociology of education	4	30/30/0
120104	Speech production	4	0/15/15
120103	Teaching gifted students	4	30/0/0



## **Courses**

# Adolescent literature and youth culture in the Croatian and world context

<b>Name</b>	Adolescent literature and youth culture in the Croatian and world context
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	5
<b>ID</b>	225496
<b>Semesters</b>	Summer
<b>Teachers</b>	Lana Molvarec, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 15 Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	<ul style="list-style-type: none"><li>- To introduce students to the study of adolescent literature: to explain key concepts, to set the necessary theoretical and methodological framework, to present historical development and to present poetic and genre changes.</li><li>- To acquaint students with the historical and cultural conditioning of the concept of adolescent literature and youth culture and to emphasize the historical formation and development of adolescent literature through the 20th and 21st century in the context of (post) industrial capitalist society, the rise of leisure, popular culture, counterculture and youth subcultures.</li><li>- the specific literary and cultural conditions of the emergence of Croatian adolescent literature and youth culture in the same period will be given</li><li>- Students will be introduced to the genre and thematic diversification of adolescent literature. Also, youth culture will be studied in relation to other media: magazines, comics, film, video games, internet, social networks</li><li>- To develop students' basic theoretical and methodological tools for the analysis of texts not only in literature, but also in other media and living culture.</li></ul>
<b>Teaching methods</b>	lectures, seminars, discussion
<b>Assessment methods</b>	written and oral exam, seminar speech
<b>Learning outcomes</b>	<ol style="list-style-type: none"><li>1. to understand and convey to students the complexity of the connections between a literary text and the context (social, historical and others)</li><li>2. to use different sources of knowledge, from electronic and network tools and different media to the statements of live speakers</li><li>3. to interdisciplinary connect acquired knowledge and competencies with related academic areas</li><li>4. to analyze the phenomena of popular culture and connect them with specific literary texts</li><li>5. to critically re-examine the influence of the media on literature</li></ol>
<b>Content</b>	<ol style="list-style-type: none"><li>1. Introductory lecture</li><li>2. Adolescent literature and youth culture: key concepts, problems and challenges, theoretical approaches</li><li>3. Literature for young people and youth culture in pre-modern and pre-industrial times</li><li>4. Historical conditions of the development of adolescent literature and culture in the 20th century</li><li>5. Specifics of the historical development of Croatian adolescent literature: a look at the 1930s. 20th century</li><li>6. The importance of popular culture in the development of adolescent literature and youth culture</li><li>7. Jeans prose: genre, poetics, representatives</li><li>8. The counterculture of the 1960s: political and cultural consequences</li><li>9. Contemporary adolescent literature: taboo topics</li><li>10. Crossover (cross literature): literature for all ages? Development of literature for young adults.</li></ol>

11. The role of teen magazines in the development of youth culture: Modra lasta, Tina, Teen, OK
12. Teenage film and series
13. Comic book/graphic novel: poetic and market aspects
14. Cultures of Internet
15. Synthesis

# Anthroponymy in Registers

<b>Name</b>	Anthroponymy in Registers
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	102106
<b>Semesters</b>	Summer
<b>Teachers</b>	Anđela Frančić, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	The aim of this course is to provide students with basic knowledge of Croatian onomastics with special regard to anthroponomastic. The students will learn about the history of registry books. During seminars the students will study from records of anthroponymic and other data from registry books. Finally, students will do the independent research of anthroponymy from the registers.
<b>Teaching methods</b>	Lecture method, inductive and deductive method, method of analysis and synthesis, statistical method, comparative method; use of computers, LCD projectors, etc.
<b>Assessment methods</b>	Regular class attendance, successfully completed archival research, active participation in classes, seminar paper, written exam.

## Learning outcomes

1. Define, describe and explain basic (anthropic) onomastic terms.
2. Master the methodology of archival research.
3. Interpret the material collected by individual archival research.
4. Assess own interests and competencies.
5. Select appropriate areas for further education.
6. Critically analyze language in use and the prescribed norm on the phonological, morphological, and syntactic level of the Croatian language.

## Content

1. Onomastics - history, division, basic onomastic terminology.
2. History of anthroponomastic research in Croatia, division, anthroponomastic terminology, basic features of certain anthroponomastic categories.
3. Registry books - history of keeping registry books, division, structure of records in registry books.
4. Example of analysis and interpretation of anthroponymic and other data in registry books.
5. Elaboration and way of filling in the table for entering anthroponymic and other data collected by archival research.
6. Preparation for archival research of anthroponymy in the registers of baptisms / births.
7. Archival work: individual archival research of anthroponymy in registry books.
8. Archival work: individual archival research of anthroponymy in registry books.
9. Archival work: individual archival research of anthroponymy in registry books.
10. Archival work: individual archival research of anthroponymy in registry books.
11. Analysis and interpretation of anthroponymic data collected by individual archival research (part 1).
12. Analysis and interpretation of anthroponymic data collected by individual archival research (part 2).
13. Analysis and interpretation of anthroponymic data collected by individual archival research (part 3).
14. Instructions for writing a seminar paper based on the collected anthroponymic material.
15. Written knowledge exam.

## Axiological analysis of early modern texts

<b>Name</b>	Axiological analysis of early modern texts	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	4	
<b>ID</b>	225497	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Davor Dukić, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	

### Goal

### Teaching methods

### Assessment methods

### Learning outcomes

- 1.
- 2.
- 3.
- 4.
- 5.

### Content

- 1.
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# Croatian Children's Literature

<b>Name</b>	Croatian Children's Literature
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	5
<b>ID</b>	160762
<b>Semesters</b>	Winter
<b>Teachers</b>	Lana Molvarec, PhD, Assistant Professor (primary) Marina Protrka Štimec, PhD, Associate Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	Introduce students to the historical, stylistic and ideological features of Croatian children's literature and to different research approaches to children's literature. Encourage students to critically examine key concepts and problems of researching children's literature through independent work and joint discussion.
<b>Teaching methods</b>	Lecture, discussion, analysis and multimedia presentation.
<b>Assessment methods</b>	Written and oral exam, seminar paper.

## Learning outcomes

1. analyze, differentiate, dissect, and critically evaluate forms of written and oral literary texts serving different purposes
2. critically evaluate the relation between literary texts and socio-historical context
3. connect literary content with other related artistic, scientific, and general cultural content on a synchronic and diachronic level
4. recognize, explain, and use basic concepts and theories in literary scholarship necessary for the analysis of a literary work

## Content

1. Introduction to the course: introduction to the structure of the course, the way of working and the literature.
2. Definitions of children's literature: basic concepts, historical dynamics, controversies and tendencies. As part of the seminar, the novel by Ivan Kušan Koko and the Ghosts and the film by Daniel Kušan Koko and the Ghosts will be analyzed.
3. History of childhood and children's literature: determinants of children's literature and specific aspects of the history of children's literature. How children's literature products and is produced. As part of the seminar, the novel Sunčana Škrinjarić Ulica predaka will be analyzed.
4. Field of children's literature: Publishers, prize books, reading material. Literary awards. Canon of children's literature. (Auto) censorship. Processes of specialization and professionalization in the field of children's literature and research of children's literature. As part of the seminar, the novel Pippi Longstocking by Astrid Lindgren will be analyzed.
5. Author and reader. Authorship, anonymity, collective authorship (author and illustrator, author and translator), variance. Historiography and ethnography of reading, reading and literary theory (reader response theory, implicit reader, interpretive communities). Transmediality and transtextuality of children's literature: illustration, picture book, etc. As part of the seminar, Mate Lovrak's novel Train in the Snow will be analyzed.
6. Genre: children's literature as genre literature, genres of children's literature. Short story, play and comic. Children's literature and popular culture. As part of the seminar, Neil Gaiman's novel Coraline will be analyzed.
7. Picture book: historical, poetic and ideological determinants of the genre. The relationship between the picture book and the illustrated book, narratological and semiotic approaches. As part of the seminar, the picture books by Svjetlan Junaković The Big Book of Portraits and Maurice Sendak's Where the

- Wild Things Are will be analyzed.
8. Children's novel: historical, poetic and ideological determinants of the genre. An adventure novel, a novel about an orphan, a novel about children's company, etc. As part of the seminar classes, the novel *The Strange Adventures of the Apprentice Hlapić* by Ivana Brlić-Mažuranić will be analyzed.
  9. Fairy tale: historical, poetic and ideological determinants of the genre. Fairy tales and stories, fairy tales and oral literature, fairy tales and institutions of children's literature, etc. The seminar will analyze the fairy tales of Ivana Brlić-Mažuranić *Šuma Striborova* and *How Potjeh sought the truth*.
  10. Children's poetry: historical and poetic determinants of children's poetry. As part of the seminar, the following works will be analyzed: *The Terrible Children* of Goran Babić, *How Antuntun Lives* by Grigor Vitez and Tomislav Torjanac.
  11. Animalistic children's literature: Historical, poetic and ideological determinants of fables, stories about animals, animalistic novels, animalistic poetry, etc. As part of the seminar classes, Božidar Prosenjak's novel *The Wild Horse* will be analyzed.
  12. Adolescent literature: historical, poetic and ideological determinants, genres, media. As part of the seminar, the novel by Jože Horvat *Sedmi* will be analyzed.
  13. Synthesis and evaluation: children's literature as a complex, dynamic and analytically demanding research area and cultural practice.
  14. Colloquium
  15. Discussion on seminar papers

# Croatian Dialect Lexicography

<b>Name</b>	Croatian Dialect Lexicography
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	161122
<b>Semesters</b>	Summer
<b>Teachers</b>	Mira Menac-Mihalić, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	To acquaint students with the modern methodology of synchronic description of dialects, as well as with modern means and methods of research in order to be able to write dialect dictionaries. To enable students to independently research and engage them in lexicographic and scientific work.
<b>Teaching methods</b>	- lecture, method of analysis, interpretation; use of computers, LCD projectors, PP presentations, sound recordings, etc. - animating students to research, study, and reason - from the known to the less known
<b>Assessment methods</b>	orally during classes, writing and presenting a seminar paper

## Learning outcomes

1. understand the interconnection of linguistic changes with regard to the period in which they appear, observe grammatical phenomena from a diachronic perspective, interpret the history of Croatian, and recognize and apply differential criteria in dialectology
2. identify and locate the area of field research in dialectology and oral literature and evaluate and archive researched material
3. acquire basic rules of standardology, including the understanding of the relations between linguistic norm and codification, language policy and language planning, purism and language culture, language, nation and identity, standard and dialects
4. interpret and analyze historical and contemporary Croatian texts on a phonological, morphonological, morphological, and syntactic levels, interpret the history of Croatian language, recognize and apply differential criteria in dialectology
- 5.

## Content

1. Dialect lexicography. Introduction to basic concepts and curriculum
2. Types of vocabulary.
3. Lexicographic procedures.
4. Croatian dialect lexicographic tradition.
5. Čakavian phonology - special characters.
6. Kajkavian phonology - special characters.
7. Štokavian phonology - special characters.
8. Morphological determinants in dialect dictionary.
9. Meaning.
10. Borrowed words , adaptation of borrowed and translated words
11. Temporal, regional and functional stratification.
12. Active and passive vocabulary. Archaisms. Neologisms.
13. Familiarisms, localisms, professionalisms.
14. Terms.
15. Dialect phraseology.



# Croatian Dialectology 1

<b>Name</b>	Croatian Dialectology 1
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	86435
<b>Semesters</b>	Winter
<b>Teachers</b>	Mira Menac-Mihalić, PhD, Full Professor (primary) Marija Malnar Jurišić, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 30
<b>Prerequisites</b>	To enrol course it is necessary to attend course History of the Croatian Language
<b>Goal</b>	To offer students basic knowledge of dialectology in general, and of the three Croatian dialects in particular. To enable students to notice basic similarities and differences between Croatian dialects, dialects and speeches. To enable understanding of literary texts in dialect.
<b>Teaching methods</b>	Lecture, method of analysis, interpretation; use of computers, LCD projectors, PP presentations, sound recordings, etc. animating students to research, study and reason from the known to the less known
<b>Assessment methods</b>	The exam is conducted in writing, and the final grade assesses the activity and success that students have achieved in written tests during classes and in the optional preparation of a seminar paper. Written knowledge tests and surveys are conducted, and a seminar paper is optional, which shows the degree of mastery of the material and motivation for independent research work that includes field research.

## Learning outcomes

1. identify and locate the area of field research in dialectology and oral literature and evaluate and archive researched material
2. interpret and analyze historical and contemporary Croatian texts on a phonological, morphological, morphological, and syntactic levels, interpret the history of Croatian language, recognize and apply differential criteria in dialectology
3. understand the interconnection of linguistic changes with regard to the period in which they appear, observe grammatical phenomena from a diachronic perspective, interpret the history of Croatian, and recognize and apply differential criteria in dialectology
4. acquire basic rules of standardology, including the understanding of the relations between linguistic norm and codification, language policy and language planning, purism and language culture, language, nation and identity, standard and dialects
- 5.
- 6.
- 7.
- 8.

## Content

1. Lecture: Introductory lecture. Introduction to the basic concepts and the curriculum. Seminar: Recordings of speeches from the field will be listened to, one each in Čakavian, Kajkavian and Štokavian, and similarities and differences will be discussed.
2. About Croatian dialectology in general. Seminar: The recorded example from the Čakavian field will be analyzed primarily from the phonological aspect, what was discussed at the lecture will be followed.

3. Lecture: QUESTION-RELATIVE PRONOUN and dialect names. Seminar: The recorded example from the Kajkavian field will be analyzed primarily from the phonological aspect, what was discussed at the lecture will be followed.
4. Lecture: Vowels in Croatian dialects. Seminar: The recorded example from the Štokavian field will be analyzed primarily from the phonological aspect, what was discussed at the lecture will be followed.
5. Lecture: Vowels in Croatian dialects. Seminar: The recorded example from the Čakavian field will be analyzed primarily from the phonological aspect, what was discussed at the lecture will be followed.
6. Lecture: Vowels in Croatian dialects. Seminar: The recorded example from the Kajkavian field will be analyzed primarily from the phonological aspect, what was discussed at the lecture will be followed.
7. Lecture: Consonants in Croatian dialects. Seminar: The recorded example from the Štokavian field will be analyzed primarily from the phonological aspect, what was discussed at the lecture will be followed.
8. Lecture: Consonants in Croatian dialects. Seminar: The recorded example from the Čakavian field will be analyzed primarily from the phonological aspect, what was discussed at the lecture will be followed.
9. Lecture: Consonants in Croatian dialects. Seminar: The recorded example from the Kajkavian field will be analyzed primarily from the phonological aspect, what was discussed at the lecture will be followed.
10. Lecture: Consonants in Croatian dialects. Seminar: The recorded example from the Štokavian field will be analyzed primarily from the phonological aspect, what was discussed at the lecture will be followed.
11. Lecture: Accentuation of Croatian speeches. Seminar: The recorded example from the Čakavian field will be analyzed primarily from the phonological aspect, what was discussed at the lecture will be followed.
12. Lecture: Accentuation of Croatian speeches. Seminar: The recorded example from the Kajkavian field will be analyzed primarily from the phonological aspect, what was discussed at the lecture will be followed.
13. Lecture: Accentuation of Croatian speeches. Seminar: The recorded example from the Kajkavian field will be analyzed primarily from the phonological aspect, what was discussed at the lecture will be followed.
14. Lecture: Accentuation of Croatian speeches. Seminar: Analyze the similarities and differences of Croatian dialects.
15. Lecture: Final test. Seminar: Final test.

## Croatian Dialectology 2

<b>Name</b>	Croatian Dialectology 2
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	86436
<b>Semesters</b>	Summer
<b>Teachers</b>	Mira Menac-Mihalić, PhD, Full Professor (primary) Marija Malnar Jurišić, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 30
<b>Prerequisites</b>	To enrol course it is necessary to attend course Croatian Dialectology 1
<b>Goal</b>	To offer students basic knowledge of morphology, syntax and lexicology of the three Croatian dialects. To enable students to notice basic similarities and differences between Croatian dialects, dialects and speeches. To enable understanding of literary texts in dialect.
<b>Teaching methods</b>	Lecture, method of analysis, interpretation; use of computers, PP presentations, sound recordings, etc. animating students to research, study and reason from the known to the less known
<b>Assessment methods</b>	The exam is conducted in writing, and the final grade assesses the activity and success that students have achieved in written tests during classes and in the optional preparation of a seminar paper. Written knowledge tests and surveys are conducted, and a seminar paper is optional, which shows the degree of mastery of the material and motivation for independent research work that includes field research.

### Learning outcomes

1. understand the interconnection of linguistic changes with regard to the period in which they appear, observe grammatical phenomena from a diachronic perspective, interpret the history of Croatian, and recognize and apply differential criteria in dialectology
2. interpret, elaborate, and analyze historical and contemporary texts on a phonological, morphonological, morphological, and syntactic levels of the Croatian language
3. identify and locate the area of field research in dialectology and oral literature and evaluate and archive researched material
4. interpret and analyze historical and contemporary Croatian texts on a phonological, morphonological, morphological, and syntactic levels, interpret the history of Croatian language, recognize and apply differential criteria in dialectology
5. critically analyze language in use and the prescribed norm on the phonological, morphonological, morphological, and syntactic level of the Croatian language
6. define, describe, and explain basic concepts in the linguistic study of Croatian
7. evaluate one's interests and competences and select appropriate fields for the continuation of education
8. apply knowledge of linguistics in written and verbal communication

### Content

1. Introduction to the basic concepts and the curriculum. Recordings of speeches from the field will be listened to, one each in Čakavian, Kajkavian and Štokavian, and similarities and differences will be discussed.
2. Dialectal morphology - in general. Two recorded examples from the field will be analyzed primarily from the morphological aspect, what was discussed at the lecture will be followed.
3. Dialectal morphology - nouns. Two recorded examples from the field will be analyzed primarily from

- the morphological aspect, what was discussed at the lecture will be followed.
4. Dialectal morphology - nouns. Two recorded examples from the field will be analyzed primarily from the morphological aspect, what was discussed at the lecture will be followed.
  5. Dialectal morphology - nouns. Two recorded examples from the field will be analyzed primarily from the morphological aspect, what was discussed at the lecture will be followed.
  6. Dialectal morphology - pronouns. Two recorded examples from the field will be analyzed primarily from the morphological aspect, what was discussed at the lecture will be followed.
  7. Dialectal morphology - pronouns. Two recorded examples from the field will be analyzed primarily from the morphological aspect, what was discussed at the lecture will be followed.
  8. Dialectal morphology - adjectives. Two recorded examples from the field will be analyzed primarily from the morphological aspect, what was discussed at the lecture will be followed.
  9. Dialectal morphology - verbs. Two recorded examples from the field will be analyzed primarily from the morphological aspect, what was discussed at the lecture will be followed.
  10. Dialectal morphology - verbs. Two recorded examples from the field will be analyzed primarily from the morphological aspect, what was discussed at the lecture will be followed.
  11. Dialectal syntax. Three recorded examples from the field, one from the Čakavian, one from the Kajkavian and one from the Štokavian, will be analyzed primarily from the syntactical aspect.
  12. Dialectal lexicology. Three recorded examples from the field, one from the Čakavian, one from the Kajkavian and one from the Štokavian, will be analyzed primarily from the lexical aspect.
  13. Dialectal lexicology. Three recorded examples from the field, one from the Čakavian, one from the Kajkavian and one from the Štokavian, will be analyzed primarily from the lexical aspect.
  14. Dialectal phraseology. Students will talk about their researches.
  15. Dialectal phraseology. Students will talk about their researches.

# Croatian Folk Literature

<b>Name</b>	Croatian Folk Literature
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	198887
<b>Semesters</b>	Summer
<b>Teachers</b>	Josipa Tomašić Jurić, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 15
<b>Prerequisites</b>	None

**Goal** Introduce students to the folk and popular literary phenomenon and folk poetics, to genre diversity of folk literature, the development and the status of folk literature in the Croatian science and national literature, the relation of oral and folk literature, and the relation of the folk and popular literature. To enable students to work independently, to continue their studies and scientific research, which will be confirmed by the preparation of a seminar paper.

**Teaching methods** Interactive lecture, discussion, seminar exercises.

**Assessment methods** Seminar paper. Oral exam.

## Learning outcomes

1. define, describe, and explain the key concepts in Croatian folk literature and analyze key texts of folk literature
2. analyze, interpret, and critically evaluate folk Croatian literary texts and form an appropriate attitude towards literary criticism
3. analyze and evaluate the phenomena and processes of Croatian literature in their historical context with special reference to the folk and popular literary sphere
4. analyze folk and popular culture phenomena and relate them to specific literary texts
5. compare and evaluate different theoretical approaches to folk literary phenomena
6. use appropriate literary-historical and literary-theoretical criteria in evaluating historical, modern, and contemporary literary texts
7. write a seminar paper in which the results of the research of specific folk phenomena will be presented (theoretical starting points, choice of methods, text analysis, and comparison with previous research)

## Content

1. Introductory meeting. Getting acquainted with the obligations of the course, instructions for writing a seminar paper, and using academic and professional literature.
2. Defining folk literature and its positioning in relation to oral and written literary texts. Approach to folk literature in Croatian scientific thought: Divna Zečević, Pavao Pavličić, Maja Bošković-Stulli, Milovan Tatarin.
3. The socio-cultural context of Croatian folk literature. Croatian 18th century and the problem of the Enlightenment: F. Grabovac, A. Kačić Miošić, M. A. Relković, V. Došen.
4. Folk poetics. Preface as a poetic text. Folk recipients, folk community. Author and text status.
5. Folk recipients, folk community. Author and text status.
6. Folk literature in the context of cultural memory: Jan Assmann, Aleida Assmann, Pierre Nora, Steven Knapp, Paul Connerton, Renate Lachmann. The category of truth as a poetic determinant (the example of A. Kačić Miošić).
7. Genre diversity of Croatian folk literature: from folk calendars, folk songs/songbooks, prose folk reading to practical instructions on the economy and household, health advice, recipes, inscriptions on kitchen towels/masonry. The problem of access to marginal literary forms.
8. Folk calendars: structure, literature, function. The role of folk calendars in shaping the Croatian readership. Categories of instruction and entertainment.

9. Importance and status of folk literature in the 19th century.
10. Luka Ilić Oriovčanin as a paradigmatic example of a folk writer of the 19th century: Lovorike (Laurels) – imitation of Kačić's folk poetics; Slavonske varoške pjesme (Slavonian town songs) – an example of a folk songbook of the 19th century; Narodni slavonski običaji (Folk Slavonian customs) – an example of collecting work.
11. Folk as popular, popular as folk: the relationship between folk and popular. The problem of terminology (oral, folk, trivial, popular, mass).
12. Interferences of folk and popular literature. Examples of scrapbooks, contemporary "women's" magazines, and social networks. What is folk in popular culture?
13. Basic features of folk prose. Narrative strategies. Folk novels by Janko Matko.
14. Marija Jurić Zagorka between the folk and the popular.
15. Synthesis of course work. Comments and discussions. Exam instructions.

## Croatian language - history of school subject

<b>Name</b>	Croatian language - history of school subject
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	225500
<b>Semesters</b>	Winter
<b>Teachers</b>	Ana Ćavar, PhD, Assistant Professor (primary) Lahorka Plejić Poje, PhD, Associate Professor (primary)
<b>Hours</b>	Lectures 15 Seminar 30

**Prerequisites** None

**Goal** The aim of the course is to describe the Croatian language as a subject from its introduction in the middle of the 19th century until today. Topics in the course will include the development of the subject and its complexity, which follows the development of the educational system, teaching goals and the way in which the educational goals were achieved. The focus is on shaping and changing teaching models (literary-grammatical, developmental, communicative and utilitarian) and on the role of the Croatian language in shaping personal and national identity.

**Teaching methods** lectures, seminars, individual assignments and presentations

**Assessment methods** continuous monitoring, individual assignments

### Learning outcomes

1. state and explain theories of learning, basic school documentation, principles, sources, and forms of teaching Croatian language
2. explain the systems, models, and methods of teaching methodology and apply them in the teaching of Croatian
3. acquire basic rules of standardology, including the understanding of the relations between linguistic norm and codification, language policy and language planning, purism and language culture, language, nation and identity, standard and dialects
4. use different tools and sources, from electronic and network tools and different media to utterances of living speakers
5. entice a respectful attitude towards difference, other idioms, their speakers, and linguistic realizations

### Content

1. Introduction to the course program and student obligations
2. Croatian before Croatian as a school subject
3. Croatian as a language of instruction and a school subject in the political, social and cultural context of the 19th century; changes in the 20th century; understandings of literacy from the 19th century to the present day
4. Legislative frameworks of Croatian language teaching; The beginnings of teaching literature and the establishment of the school literary canon
5. Language contents in teaching Croatian as a school subject (diachronic review)
6. Literary contents in teaching Croatian as a school subject (diachronic review)
7. Language teaching models
8. Models of teaching literature
9. Field work
10. Field work
11. Field work
12. Required reading
13. Concepts of graduation exam
14. Synthesis

## 15. Evaluation

## Croatian language in the digital age

<b>Name</b>	Croatian language in the digital age
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	225501
<b>Semesters</b>	Summer
<b>Teachers</b>	Bernardina Petrović, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	
<b>Teaching methods</b>	
<b>Assessment methods</b>	
<b>Learning outcomes</b>	
<b>Content</b>	

# Croatian Lexicology

<b>Name</b>	Croatian Lexicology
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	118110
<b>Semesters</b>	Winter
<b>Teachers</b>	Tatjana Pišković, PhD, Associate Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	Acquiring basic knowledge about structure of the Croatian lexicon, basic lexical-semantic relations within it, lexical stratification and lexical borrowing.
<b>Teaching methods</b>	Lectures, exercises, seminar tasks, seminar presentations.
<b>Assessment methods</b>	Test paper.

## Learning outcomes

1. use different tools and sources, from electronic and network tools and different media to utterances of living speakers
2. study, analyze, and explain the structure of the Croatian lexicon, basic lexical-semantic relations within it, lexical stratification and lexical borrowing
3. entice a respectful attitude towards difference, other idioms, their speakers, and linguistic realizations
4. address linguistic problems from different academic and professional perspectives autonomously, in a self-motivated manner and using new approaches
5. interrogate newer linguistic theories and models in an appropriate manner
6. advise native and non-native speakers of Croatian on general linguistic, normative, and terminological questions
7. autonomously research and describe linguistic phenomena in their systematic, social, cognitive, and historical connections
8. clearly and unambiguously present linguistics insights to expert and wider audiences
9. select and connect different theoretical concepts and approaches when encountering unknown and new problems
10. entice a respectful attitude towards differences between cultures and people and apply ethical principles in one's work

## Content

1. Beginning and development of thinking about the meaning of words. Semiotics: pragmatics, semantics and syntax. Linguistic, philosophical and psychological semantics. Linguistic semantics: pragmatic, sentence and lexical semantics. A brief history of lexical semantics: prestructuralist diachronic semantics, structuralist semantics, neostructuralist (generative) semantics, cognitive semantics.
2. Lexicology as a linguistic discipline. Its relation to other lexical disciplines (onomastics, stylistics, phraseology, etymology, contactology). Lexicology and lexical semantics. Lexicology in relation to linguistic disciplines (phonology, morphology, syntax, word formation, etymology).
3. Word and lexeme. Orthographic, grammatical and phonological word. Limitation of every definition of the word. Lexeme as the totality of word forms and word meanings. Structure of lexeme. Vocabulary. Lexicon. Lexical unit (listeme). Mental lexicon.
4. Types of meaning. Lexical and grammatical meaning. Triangle of meaning by Ch. K. Ogden and I. A. Richards. Denotative and connotative meaning. Socialized and occasional meaning. Basic and derived meaning. Social meaning. Open and closed word classes. Autosemantic and synsemantic words.
5. Theories of lexical meaning. Lexical field theory (J. Trier). Componential approaches to meaning: early theories (J. Katz), Natural Semantic Metalanguage (A. Wierzbicka), Conceptual Semantics (R. Jackendoff), Generative Lexicon (J. Pustejovsky). Prototype theory (E. Rosch). Conceptual Metaphor

- Theory (G. Lakoff, M. Johnson). Associative method.
6. Lexical unambiguity and lexical ambiguity. Monosemy and polysemy. Mechanisms of realization of polysemy: lexical metaphor, lexical metonymy and lexical synecdoche.
  7. Antonymy and antonyms. The notion of opposites. Types of opposites. Classifications of antonyms. Single-rooted and different-rooted antonyms. Converse, qualitative (contrary), coordinating, vector and complementary antonyms. Common and contextual antonyms. Enantiosemy. Enantiodromia.
  8. Synonymy and synonyms. Words with same meanings and words with close meanings. Cruse's scale of synonymity: absolute synonyms, cognitive synonyms and plesionyms. Lyons: absolute, descriptive, partial and near synonyms. Sequence of synonyms. Synonymy and synonymity. Reference, coreference, endophora (anaphora and cataphora) and exophora (deixis and homophora).
  9. Homonymy and homonyms. Lexical and morphological homonymy. Homonyms, homographs and homophones. Definition of homonyms. Proper and improper homonyms. Complete proper and incomplete (partial) proper homonyms.
  10. Origin of homonyms. Primary homonyms. Derivational homonyms. Homonyms formed by lexical borrowing and adapting of loanwords. Disintegration of polysemy. Homonymous conflict. Criteria for distinguishing homonymy from polysemy.
  11. Hyperonymy and hyponymy. Co-hyponymy. Taxonomy. Quasi-hyponymy. Meronymy. Holonymy. Paronymy.
  12. Lexical stratification. Temporal lexical stratification. Active and passive vocabulary. Historisms. Archaisms. Lexemes at the transition. Lexical obsolesces. Neologisms. Regional lexicon stratification. Localisms. Regionalisms. Dialectisms.
  13. Languages in contact. Lexical borrowing. Model and replica. Adaptation of model: zero adaptation, partial or compromise adaptation, free adaptation. Transphonemization, transmorphemization, transderivation, transsyntactization, transsemantization.
  14. Linguistic purism. Xenophobic, archaic, elitist, reformist, ethnographic purism. External and internal targets of linguistic purism. Rational and irrational motivation of linguistic purism.
  15. Phraseme. Conditions that a word combination must fulfill in order to be a phraseme. Classification of phrasemes. Phraseological antonymy. Phraseological synonymy. Phraseological variations. Phrase schemes. Phraseological dictionaries. Semantic motivation of phraseological combinations.

## Croatian Literature of the 15th and 16th Century

<b>Name</b>	Croatian Literature of the 15th and 16th Century
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	5
<b>ID</b>	160831
<b>Semesters</b>	Winter
<b>Teachers</b>	Ivana Brković, PhD, Assistant Professor (primary) Davor Dukić, PhD, Full Professor (primary) Goranka Šutalo, PhD, Postdoctoral Researcher Lahorka Plejić Poje, PhD, Associate Professor
<b>Hours</b>	Lectures 15 Seminar 45
<b>Prerequisites</b>	To enrol course it is necessary to pass course Medieval Croatian Language and Literature
<b>Goal</b>	The aims of the course are to provide deeper knowledge of the 15th and 16th century Croatian literature and to enable the adoption of the key concepts, ideas and approaches in the study of the literature of this time (textological and philological approach; poetics; stylistic/literary periodization; genre and form; literary and historical contexts; Humanism and Renaissance). The course also aims to develop critical reading and writing skills necessary for analyzing literary texts of that period.
<b>Teaching methods</b>	lectures and seminars; discussion of texts set and prepared in advance; (multimedia) presentation
<b>Assessment methods</b>	regular class attendance; written assignment; seminar paper; written exam; oral exam

### Learning outcomes

1. critically evaluate the relation between literary texts and socio-historical context
2. explain and differentiate the characteristics of literary-historical periods and stylistic formations in Croatian literature from the Middle Ages to postmodernism
3. apply acquired knowledge about literary scholarship and literary-historical periods in the analysis and interpretation of literary texts, as well as analyze Croatian literary texts with regard to their belonging to a specific literary period, genre, and form
4. recognize, explain, and use basic concepts and theories in literary scholarship necessary for the analysis of a literary work
5. competently read texts of Croatian literature of the early modern period
6. analyze and interpret texts of Croatian literature of the 15th and 16th centuries
7. recognize and explain distinctive poetic and stylistic features of Croatian humanism and renaissance literature
8. apply the genre terms of Croatian literature of Humanism and Renaissance

### Content

1. Introduction
2. Basic concepts and approaches in the study of Croatian early modern literature I: the notion of older Croatian literature; the notion of early modern Croatian literature; regionalism and multilingualism of older Croatian literature; textological/philological approach to Croatian literature of the early modern period – textology and philology; critical edition; editions of Croatian early modern literature.
3. Basic concepts and approaches in the study of Croatian early modern literature II: poetological and comparative approach – normative and descriptive poetics; the notions of poetic and poetological; literary classification and periodization.
4. Basic concepts and approaches in the study of Croatian early modern literature III: cultural-historical

- approaches to Croatian literature of the early modern period – thematic literary criticism and literary imagology; the notions of identity and alterity; literature as social practice.
5. Introduction to Croatian literature of the 15th and 16th centuries I: historical and political context (Dalmatia, Dubrovnik, Venice, Kingdom of Hungary and Croatia, Ottoman Empire); the Reformation; dominant ideologies.
  6. Introduction to Croatian literature of the 15th and 16th centuries II: the notions of humanism and renaissance; most common themes and literary genres; the social status of literature; versification – Croatian and Latin prosody and meters (origins, features, metrical aspects).
  7. The literature of Croatian humanism: historical, geopolitical and international literary context; the centers and representative authors and works; poetic features and genres (epic, elegy, lyrics, epigram).
  8. Croatian poetry of the 15th and 16th centuries I: Croatian love poetry and its European context; Croatian renaissance poetry vs. older lyrical traditions and literary folklore.
  9. Croatian poetry of the 15th and 16th centuries II: religious, didactic, political and satirical lyrics; poetic epistles; masquerades/carnival poems.
  10. Croatian narrative literature of the 15th and 16th centuries I: biblical and historical epics; epics in Dalmatia and Dubrovnik.
  11. Croatian narrative literature of the 15th and 16th centuries II: allegorical and travel epics; short narrative poems.
  12. Croatian drama and theater in the 15th and 16th century I: the origin of Renaissance theater; authorial religious drama; mythological drama; slave girl motif in Croatian renaissance drama.
  13. Croatian drama and theater in the 16th century II: pastoral drama; tragedy.
  14. Croatian drama and theater in the 16th century II: comic genres – farce, erudite comedy.
  15. Evaluation

# Croatian Literature of the 17th and 18th Century

<b>Name</b>	Croatian Literature of the 17th and 18th Century
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	5
<b>ID</b>	160832
<b>Semesters</b>	Summer
<b>Teachers</b>	Ivana Brković, PhD, Assistant Professor (primary) Davor Dukić, PhD, Full Professor (primary) Goranka Šutalo, PhD, Postdoctoral Researcher Lahorka Plejić Poje, PhD, Associate Professor
<b>Hours</b>	Lectures 15 Seminar 45
<b>Prerequisites</b>	To enrol course it is necessary to attend course Croatian Literature of the 15th and 16th Century
<b>Goal</b>	The aims of the course are to provide deeper knowledge of the Croatian literature of the 17th and 18th centuries and to enable the adoption of the terminology, key concepts and approaches in the study of the literature of this time (textological and philological approach; poetics; stylistic/literary periodization; genre and form; literary and historical contexts; Baroque, Classicism, Enlightenment). The course also aims to develop critical reading and writing skills necessary for analyzing literary texts of that period.
<b>Teaching methods</b>	Lectures and seminars; discussion of texts set and prepared in advance; (multimedia) presentation
<b>Assessment methods</b>	Written assignments, oral presentation, seminar paper, written exam, final oral exam.

## Learning outcomes

1. analyze Croatian literary texts with regard to literary periodization and generic characteristics
2. critically evaluate the relation between literary texts and socio-historical context
3. explain and differentiate the characteristics of literary-historical periods and stylistic formations in Croatian literature from the Middle Ages to postmodernism
4. apply acquired knowledge about literary scholarship and literary-historical periods in the analysis and interpretation of literary texts
5. apply the genre terms of Baroque, Classicist and Enlightenment literature
6. recognize and explain distinctive poetic and stylistic features of Croatian literature of the 17th and 18th centuries
7. analyse and interpret Croatian literary texts of the 17th and 18th century
8. analyse the language and formal features of Croatian literary texts of the 17th and 18th centuries

## Content

1. Introduction to Croatian literature of the 17th and 18th centuries I: different concepts of baroque and mannerism
2. Introduction to Croatian literature of the 17th and 18th centuries I: historical, political and social context (Catholic Renewal and Counter-Reformation; ideologemes in Croatian literary culture of the 17th century); versification in Croatian literature of the 17th century
3. Lyric poetry: love poetry; baroque style in love poetry; concetto; pre-Baroque poetic traditions; spiritual poetry; baroque style in spiritual poetry
4. Baroque religious poems (tear poems) and comic parody poems
5. Narrative poetry in the 17th century: Tasso's theory of epic poetry and Croatian epic poetry of the 17th century; historical romantic epic poem
6. Narrative poetry in the 17th century II: historical epics, religious epic poems, occasional poetry

7. Dramatic genres and theater in the 17th century I: melodrama/tragicomedy/libretistic drama; foreign role models and new theatrical forms
8. Dramatic genres and theater in the 17th century II: religious drama, pastoral drama, "smješnice"
9. An introduction to 18th century literature: poetic pluralism (baroque, rococo, enlightenment, classicism); literary academies; versification in the Croatian literature of the 18th century
10. Lyric poetry in the 18th century: belated baroque; occasional poetry, humorous and satirical poetry; classicism; interest in folk literature
11. Croatian Latinism in the 18th century: poetic features; the most important centers, genres and representatives; the beginnings of literary historiography
12. Narrative poetry in the 18th century: ten-syllable epic poetry; popular enlightenment and epic poetry; historical and occasional poetry
13. Dramatic genres and theatre in the 18th century I: "frančezarije" and comedy in Dubrovnik
14. Dramatic genres and theatre in the 18th century II: religious drama in Slavonia; kajkavian drama
15. Synthesis

# Croatian Modernist and Postmodernist Poetry

<b>Name</b>	Croatian Modernist and Postmodernist Poetry	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	4	
<b>ID</b>	118116	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Tvrko Vuković, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15

**Prerequisites** None

**Goal** Describe the peculiarities of modernism and postmodernism in the culture and arts of the 20th century, and then the peculiarities of their literary poetics. The representative corpus of Croatian poetry from Matoš and Vidrić to Maleš and Anka Žagar will be analysed as well as the development of concepts and ideas such as: author, representation, reader, identity, fiction, reality, beauty, meaning, originality, lyrics, canon, genre, artistic value, imagination, literary politics, etc. By comparative reading of literary theoretical and lyrical texts, an understanding of the institution of literature and its role in individual development and the development of society will be approached.

**Teaching methods** Discussion, work on the text, independent problem analysis, knowledge testing

**Assessment methods** Oral exam, written exam, seminar presentation

## Learning outcomes

1. analyze Croatian literary texts with regard to literary periodization and generic characteristics
2. critically evaluate the relation between literary texts and socio-historical context
3. apply acquired knowledge about literary scholarship and literary-historical periods in the analysis and interpretation of literary texts
4. connect literary content with other related artistic, scientific, and general cultural content on a synchronic and diachronic level

## Content

1. Introduction (I): modernity and modernism Description of concepts, presentation of the development of the epoch and basic paradigmatic features in culture, economics, philosophy, science and politics.
2. Introduction (II): postmodern epoch and postmodernism Description of terms, presentation of the development of the epoch and basic paradigmatic features in culture, economics, philosophy, science and politics.
3. Introduction (III): what is lyrics and how to read it? Defining the gender of the lyric and possible ways of reading it. Description of different historical and analytical approaches. Changes in the study of lyric.
4. Introduction (IV): exemplary analysis Access to poetic text and possibilities of analytical reading. Pedagogical, poetic and theoretical approach.
5. The concept and problem of representation (I) Representation is a central problem of postmodernist theories, but also of Croatian postmodern lyric. The aim is a theoretical analysis of the problem and the distinguish of the peculiarities of the modernist and postmodernist representation on the example of exemplary texts of Croatian poetry.
6. The concept and problem of representation (I) Representation is a central problem of postmodernist theories, but also of Croatian postmodern lyric. The aim is a theoretical analysis of the problem and the distinguish of the peculiarities of the modernist and postmodernist representation on the example of exemplary texts of Croatian lyric.
7. Midterm exam Written questioning of processed material. Test and comparative analysis of two poetic texts, modernist and postmodernist, from the aspect of the problem of representation.
8. The idea and problem of the author Ways of stylizing the role of the author in modernist and

- postmodernist lyric texts are observed: from the romantic poet-genius to the Barthes's scriptor.
9. The concept and problem of identity Different views on the concept and problem of identity in modernist and postmodernist lyric are analyzed, including gender, national or "queer" views on the problem.
  10. The concept and problem of the apostrophe The figure of the apostrophe is related to the previously problems of representation, author and identity. Its analysis will further make these problems more complex and will try to answer the question about the nature of lyric.
  11. Modernist negation of past and history vs postmodernist analysis of history as narration A special relationship to tradition established by modernist and postmodernist lyric texts is observed. The negation of the past vs its deconstruction.
  12. Ujević's Kolajna or Šimić's poems about the body as a paradigmatic modernist lyric text Analysis of texts with special emphasis on typically modernist aspects of lyric. The problem of authors, readers, the relationship between trauma and aesthetic value, trauma and the body, and trauma and literary politics.
  13. Dragojević's Poems in Prose or Micro-Essays: A Paradigmatic Postmodernist Trans-genre Text An analysis of poems in prose or micro-essays with special emphasis on the typically postmodernist aspects of "lyric". The relationship between aesthetics and epistemology, language and identity, values and institutions.
  14. Conclusion, repetition and preparation for the Midterm exam Summarizing the material, repetition, analysis of texts.
  15. Midterm exam Written questioning of the total material. Test and comparative analysis of two poetic texts, modernist and postmodernist, from the aspect of the author's problem and identity.

## Croatian speaks through phraseology

<b>Name</b>	Croatian speaks through phraseology
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	5
<b>ID</b>	216729
<b>Semesters</b>	Winter
<b>Teachers</b>	Marija Malnar Jurišić, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	To instruct students, so that they will be able to understand the relationship between a standard language and a local idiom, and between a dialect group and a dialect on phraseological material. To acquaint students with dialectology and phraseology as language disciplines, and with the Croatian language varieties. To enable students to collect / process phraseological dialect material.
<b>Teaching methods</b>	Lecture, method of analysis, interpretation; use of computers, PP presentations, etc. animating students to research, study and reason from the known to the less known
<b>Assessment methods</b>	The course grade is based on a written and presented seminar paper addressing a certain phraseological issue (the material is collected through field research or excerpted from published phraseological material).

### Learning outcomes

1. define, describe, and explain basic concepts in the linguistic study of Croatian
2. apply knowledge of linguistics in written and verbal communication
3. identify and locate the area of field research in dialectology and oral literature and evaluate and archive researched material
4. evaluate one's interests and competences and select appropriate fields for the continuation of education

### Content

1. Introductory lecture: introduction to the curriculum and student duties
2. The relationship between the following: standard language - dialect group - dialect - local idiom
3. Dialectology and phraseology (defining disciplines and concepts; answering the question "what is the place of phraseology in dialectology")
4. Idiom/ comparison
5. About previous research in phraseology
6. The methodology of collecting phraseological dialect material
7. On the transcription of dialect phraseological material
8. Idioms according to distribution
9. Variations of idioms
10. Structural analysis of dialectal idioms
11. Semantic analysis of dialectal idioms
12. Conceptual analysis of dialectal idioms
13. Lexicographical analysis of phraseological dialect material
14. Mapping of dialect idioms
15. Idioms in culture and Media

# Croatian Standard Prosody

<b>Name</b>	Croatian Standard Prosody
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	215539
<b>Semesters</b>	Summer
<b>Teachers</b>	Helena Delaš, PhD, Senior Lector (primary)
<b>Hours</b>	Seminar 45
<b>Prerequisites</b>	None
<b>Goal</b>	The fundamental aim is to get acquainted with the standard Croatian accent system – its origins and current state.
<b>Teaching methods</b>	Direct teaching, multimedia presentation, discussion, analysis, synthesis, research, text analysis, student oral presentations, listening to model standard Croatian speakers.
<b>Assessment methods</b>	Through class attendance and participation, seminar paper, continuous assessment tests and homework assignments.

## Learning outcomes

1. Define crucial concepts in the study of accents.
2. Interpret the basic principles of standard Croatian accent system.
3. Describe and interpret the history of the Croatian accent system.
4. Differentiate between the standard Croatian accent system and non-standard accentual varieties.
5. Record and differentiate between the accents in standard Croatian; read the texts and produce speech that abides by the normative rules of standard Croatian.
6. Critically analyse and compare accent rules in Croatian language normative reference books.
7. Analyse standard Croatian accent usage and how it relates to the model of the standard accent system.

## Content

1. 1. Accent, tonemic and chronemic features of standard New Shtokavian accent system, rules of accent and post-accentual length distribution, tonic and atonic words.
  - Students listen to and distinguish standard New Shtokavian accents, mark post-accentual length and practice the correct pronunciation of words in standard Croatian.
2. 2. History of Croatian accentology.
  - Students will be able to describe and interpret the history of the Croatian accent normative processes on the basis of the New Shtokavian accentual model.
3. 3. Croatian standard accentuation in relation to the accent systems of Croatian dialects.
  - Students will be able to describe and interpret the features that distinguish between the organic and standard varieties of the western New Shtokavian dialect as well as the relations between the Chakavian, Kajkavian and Shtokavian dialects.
4. 4. Model of standard language accentuation – principles of standard accentuation.
  - Students will be able to correctly interpret the proposals and results of contemporary Croatian normative accentology as well as critically analyse various contemporary approaches to prosodic norms.
5. 5. Accent typology – general, paradigmatic, typological, lexical accentual norms.
  - Students will be able to correctly interpret the fundamental concepts of accentual typology, use the contemporary typological accent classifications of the Croatian standard language and actively use them on the example of word classes as well as other morphological and word formation categories.
6. 6. Accent in nouns.
  - Students will analyse the prescriptive accent in nouns and accent inconsistencies in standard pronunciation in actual oral production; they will use the acquired knowledge in their own correct speech production.

7. 7. Accent in adjectives.
8. 8. Accent in verbs.
  - 1st CONTINUOUS ASSESSMENT TEST
9. 9. Accent in other word classes – pronouns, numerals, adverbs, prepositions, particles, conjunctions, interjections.
10. 10. Accent movement to unstressed word preceding the stressed word; accent movement exercises.
  - Students will analyse the problem of the type of accent on the unstressed word preceding the stressed word; they will use the acquired knowledge in practicing their own correct speech production as well as for poetic, theatrical, translation rhythmic and stylistic purposes.
11. 11. Accent in names – Croatian names, foreign names; anthroponyms, toponyms, ethnics, ktetics.
  - Students will analyse how names fit into the accent system of standard Croatian; they will carry out and interpret research tasks in the field of names accentuation.
12. 12. Accent and multi-functional nature of the standard language.
  - Students will analyse and classify accents in stylistically varied texts (general language accents, regional, colloquial, "learned", classical, dated, etc.); they will use the acquired knowledge in their own reading and speaking.
13. 13. The linguistic influence of Croatian urban centres.
  - Students will analyse the influence of regional centres on the prescribed pronunciation norm in Croatian to understand the specific nature of the actual prosodic production in Croatian, to relate the varied systems and subsystems that co-occur in Croatian, to carry out and interpret the results of simple research tasks involving the accent systems of Croatian urban centres.
14. 14. Exercises in reading, narrating, reciting.
  - Students write and orally present various texts using the acquired knowledge and skills.
15. 15. Conclusion remarks. Current trends in Croatian prosodic norm. Accent inconsistencies in contemporary dictionaries. Course evaluation.
  - 2nd CONTINUOUS ASSESSMENT TEST.

## Discourse of Journalism and Mass Media

<b>Name</b>	Discourse of Journalism and Mass Media		
<b>Organizational unit</b>	Department of Croatian language and literature		
<b>ECTS credits</b>	5		
<b>ID</b>	198892		
<b>Semesters</b>	Winter		
<b>Teachers</b>	Krešimir Bagić, PhD, Full Professor (primary) Gabrijela Bionda, M.Sc., Assistant		
<b>Hours</b>	Seminar	45	
<b>Prerequisites</b>	None		
<b>Goal</b>	Introducing students to the concept of discourse and its most important theorists of the 20th and 21st centuries (Teun van Dijk, Ruth Wodak, Norman Fairclough). Reconstruction of discourse analysis and critical discourse analysis methodology and their tools. Using stylistic analysis as one of the disciplines which help discourse theory. Analysis of journalistic and media texts. Noticing characteristics of the journalistic style on examples from Croatian television shows, printed newspapers, new media. Inclusion of rhetorical analysis in the study of political speeches and advertisements. Introduction to argumentation structure and fallacies.		
<b>Teaching methods</b>	-	lectures,	seminars,
	-		workshops
	-	independent	tasks
	-	multimedia	and
	-		network
	-	mentoring work	
<b>Assessment methods</b>	-	regular	class
	-		attendance
	-	written	homework
	-		paper
	-	formative	seminar
	-		assessments
	-	oral presentations	

### Learning outcomes

1. Interpret, elaborate, and analyze historical and contemporary texts on a phonological, morphological, and syntactic levels of the Croatian language.
2. Apply knowledge of linguistics in written and verbal communication.
3. Identify divergences from the norms of standard Croatian in written texts while taking into consideration the stratification of Croatian into functional styles.
4. Analyze, differentiate, dissect, and critically evaluate forms of written and oral literary texts serving different purposes.

### Content

1. Discourse - explanation of the term, different theorists' approaches, difference between the terms media and journalism.
2. Methodological approach to discourse analysis and critical discourse analysis. Analyzing media and journalistic texts on examples of Croatian daily, weekly newspaper editions and monthly magazines.
3. Journalism as a functional style of the Croatian language. Observations of stylistic and linguistic determinants of journalistic style.
4. Rhetorical approach to media and journalistic discourse. Persuasion procedures and argumentation used by the media. The notion of power and why we associate it with the media.
5. The language of newspapers. How an article is created, how headlines are created. What is ethical reporting in the media. Newspaper news. What does a comparison of different approaches to the same event look like?
6. Politics of the covers. Image-title relationship. Visual rhetoric and semiotics. How and why text and

images are placed in certain places in the newspaper.

7. Web portals. Structure and features of web portals. Multimedia discourse: video and photo material in relation to the written word, Internet forum as a space of democracy/ intolerance.
8. Spectacle, yellow journalism, gossip. Production of spectacle, what can become news, linguistic analysis of gossip, celebrity culture.
9. Advertising discourse. Figurativeness, fictionalization, rhetoric of persuasion and seduction.
10. Political discourse. Campaigns, elections, slogans, press releases, posters.
11. The language of sports journalists. Phrases, emotionally colored speech, hyperbolization, figurativeness.
12. Rhetoric in electronic media and on social networks. New communication rules, impoverishment or economization of language, new forms of literacy.
13. Cosmopolitics. Construction of gender identities in women's magazines and other media.
14. Visiting the editorial staff of the web portal dealing with sports reporting, daily news and the so-called feelgood news.
15. /

# Dramatic Opus of Miroslav Krleža

<b>Name</b>	Dramatic Opus of Miroslav Krleža	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	4	
<b>ID</b>	118105	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Lana Molvarec, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	The aim of the course is to get acquainted with the dramatic work of Miroslav Krleža through the analysis of representative works of the author's opus. It will be analyzed complete Krleža's dramatic production: dramatic cycle <i>Legende</i> , so-called transitional dramas, <i>Glembaj</i> cycle. The analytical focus of the course will be on the stylistic, theatrical, cultural and political aspects of Krleža's texts, their reception in literary historiography and teatrology, and on contemporary theoretical readings.	
<b>Teaching methods</b>	Lecture, discussion, various forms of multimedia presentation, work on the text.	
<b>Assessment methods</b>	Oral exam, seminar paper, participation in discussions.	

## Learning outcomes

1. analyze, interpret, and critically evaluate old, modern, and oral Croatian literary texts and form an appropriate attitude towards literary criticism
2. analyze and evaluate the phenomena and processes of Croatian literature in their historical context
3. integrate analysis of literary texts with acquired knowledge from other humanities and some social science disciplines
4. apply acquired knowledge about literary scholarship and literary-historical periods in the analysis and interpretation of literary texts

## Content

1. Introductory lesson: introduction to the dramatic opus of Miroslav Krleža
2. Krleža's first drama: "Legend". Stylistic characteristics, biblical intertext, antithetical parallelism.
3. "Kraljevo" and expressionist theater. *Theatrum mundi*. Mass as a character.
4. "Michelangelo Buonarroti": tragedy of genius, antinomy, art
5. "Christopher Columbus": an utopian project; genius and mass. Old and new world.
6. "Adam and Eve": archetypal structure, resemanticization of the biblical template.
7. Quantitative and qualitative dramaturgy. Krleža's "Osijek Lecture" and Reflexion in Dramatic Creativity.
8. "Golgota": a drama of the collective. Political theater: theory and practice. Inversion of the biblical template.
9. "Vučjak": a new dramatic model. The gap between ideals and reality.
10. "U logoru": Krleža's adaptations of his own plays, World War I.
11. *Glembaj* cycle. Genesis. "Gospoda Glembajevi" as a psychological drama.
12. "U agoniji": the crisis of civil marriage. Male and female principles.
13. "Leda": decadence. A triangular model of dramaturgy.
14. "Aretej": return to the origins. The circular flow of history.
15. Conclusion and synthesis

## Dubrovnik - Open and Closed City

<b>Name</b>	Dubrovnik - Open and Closed City
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	125463
<b>Semesters</b>	Summer
<b>Teachers</b>	Ivana Brković, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	The course is aimed at deepening knowledge about Croatian early modern literature. The focus is on Dubrovnik literature, which is considered from two perspectives: on the one hand from the aspect of its "openness" to current topics, ideas and trends in European literature (especially Italian); on the other from the aspect of its "closedness", given the pragmatic role it played in Dubrovnik society. Accordingly, the objectives of the course are to encourage students to read and interpret representative works of Dubrovnik early modern authors and to think about texts in their literary and historical / cultural / social context, paying attention to questions of method and approach. The course also aims to develop the critical reading and writing skills necessary for the analysis of literary texts of that period.
<b>Teaching methods</b>	Lectures and seminars; discussion of texts set and prepared in advance; (multimedia) presentation, student presentation.
<b>Assessment methods</b>	Regular class attendance; written assignments; seminar paper; student presentation; oral exam.
<b>Learning outcomes</b>	<ol style="list-style-type: none"><li>1. analyze and evaluate the phenomena and processes of Croatian literature in their historical context</li><li>2. analyze, interpret, and critically evaluate old, modern, and oral Croatian literary texts and form an appropriate attitude towards literary criticism</li><li>3. integrate analysis of literary texts with acquired knowledge from other humanities and some social science disciplines</li><li>4. use appropriate literary-historical and literary-theoretical criteria in evaluating historical, modern, and contemporary literary texts</li><li>5. interpret individual texts of Croatian literature of the early modern age with regard to literary trends in leading European literatures</li><li>6. interpret Dubrovnik early modern literature with regard to its social, historical, religious and cultural context</li><li>7. autonomously write academic and professional papers</li></ol>
<b>Content</b>	<ol style="list-style-type: none"><li>1. Introduction: literary text as an aesthetic object and cultural document.</li><li>2. Early modern literature in Dubrovnik and its historical, social and cultural context.</li><li>3. Representation of Dubrovnik as an ideal space in literature. Social and political structure of the Republic of Dubrovnik.</li><li>4. Fathers and sons in Marin Držić's comedy: renaissance comedy and its character types. Social context and Dubrovnik everyday life in the 16th century.</li><li>5. Women in Dubrovnik literature (I). Discourse on women in the early modern age: misogyny and divinization of women. Dubrovnik female authors.</li><li>6. Women in Dubrovnik literature (II). Female characters in literary texts (noblewomen, nuns, servants, courtesans).</li></ol>

7. Satire and social (self)criticism.
8. Representation of the "internal" and "external" Other in Dubrovnik early modern literature.
9. The "best" enemies: the representation of the Venetians in Dubrovnik literature.
10. Representation of the Ottoman/Muslim Other (I). Comedy, poetic epistle, comic poem.
11. Representation of the Ottoman/Muslim Other (II). "Turks in the Kingdom of the Slavs" (I. Gundulić, "Osman").
12. Dubrovnik as the center of "slovinstvo". Tragicomedies by Junije Palmotić.
13. Representation of the Great Earthquake of 1667 in Dubrovnik literature.
14. Synthesis.
15. Evaluation.

## Exercises in the Analysis and Interpretation of Literary Texts

<b>Name</b>	Exercises in the Analysis and Interpretation of Literary Texts
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	3
<b>ID</b>	170297
<b>Semesters</b>	Summer
<b>Teachers</b>	Davor Nikolić, PhD, Assistant Professor (primary) Josipa Tomašić Jurić, PhD, Assistant Professor
<b>Hours</b>	Lectures 15 Seminar 30
<b>Prerequisites</b>	To enrol course it is necessary to attend course Practice of Reading
<b>Goal</b>	Prepare students for analysis and interpretation of different types of poetry and literary works in verse. Train students for individual reading of Croatian literary works. Development of competence to write in scholarly discourse.
<b>Teaching methods</b>	Oral lectures and seminars; e-learning
<b>Assessment methods</b>	Written exams, seminary papers, written and oral exam.

### Learning outcomes

1. recognize, explain and use basic literary terms and concepts required for the literary analysis
2. apply acquired literary knowledge in analysis and interpretation of literary works, as well as being able to analyze Croatian literary texts in relation to certain literary period and genre
3. recognize and describe style as a characteristic of creatively produced literary texts
4. connect literary contents with other affiliated artistic, scientific and cultural contents both in synchrony and diachrony

### Content

1. Introduction to the course requirements. Instructions for writing seminary paper.
2. Verse. Systems of versification. Syllabic and quantitative verse. Work on literary materials.
3. Accentual syllabic verse. Free verse. Poetic rhythm. Work on literary materials.
4. Rhyme. Stanza. Standard types of verse. Work on literary materials.
5. Synthesis on versification. Work on literary materials.
6. First mid-exam.
7. Classification of figures of speech and tropes. Figures of construction. Lyrical parallelisms. Etymological figures.
8. Sound figures in poetry. Phonostylistic approach to poem. Phonetic (sound) symbolism.
9. Tropes.
10. Figures of thought.
11. Synthesis on figures of speech in poetry.
12. Second mid-exam. Submission of seminary paper.
13. Contemporary approaches to problem of analysis and interpretation of poetic texts.
14. Synthesis on analysis and interpretation of poetic texts. Semantics of the poem.
15. Final exam. Individual analysis and interpretation of selected poem.

# Feminist literary theory

<b>Name</b>	Feminist literary theory
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	225499
<b>Semesters</b>	Summer
<b>Teachers</b>	Zrinka Božić, PhD, Assistant Professor (primary) Mirela Dakić

<b>Hours</b>	Lectures	30
	Seminar	15

**Prerequisites** None

**Goal** The course is an overview of the feminist tradition of literary theory and criticism. Through discussions and practical assignments, the students will examine the founding feminist texts and the classics of feminist literary theory and criticism. It will also include taking into account the meeting points with other critical positions based on emancipatory demands (Marxism, deconstruction, postcolonial theory, cultural studies etc.). In addition to discussing the basic concepts and starting points, the students will be required to examine how feminism changes attitudes to the literary canon, to the ways of reading and writing literature, to the study of literature as well as to rethink the position of feminism within the tradition of literary theory and criticism in general.

**Teaching methods** direct teaching, teaching based on guided discovery and discussion, independent learning

**Assessment methods** oral checks of seminar assignments, essay or oral exam

## Learning outcomes

1. to name the basic concepts and determinants of feminist literary theory
2. to explain the similarities and differences among the approaches of the most prominent feminist authors
3. departing from the basic feminist concepts, to analyse various literary and cultural phenomena
4. to critically evaluate and re-examine different theoretical points of departure and examples of their application to literary texts

## Content

1. The basic information on the course. The concept of feminism: theory and practice.
2. The beginning of feminism: early programmatic texts.
3. The first wave of feminism: anarchism and "suffrage".
4. The second wave of feminism: the becoming of a woman and sexual politics of the text (Simone de Beauvoir and Kate Millet)
5. The second wave of feminism and the critique of phallogocentrism (Luce Irigaray)
6. The second wave of feminism and the revolutionary writing practices: Revolution in Poetic Language (Julia Kristeva).
7. The second wave of feminism and the revolutionary writing practices: écriture féminine (Hélène Cixous).
8. Feminism and the critique of Marxism.
9. The third wave or post-feminism.
10. Feminism and gender studies.
- 11.
12. Feminism and literary studies.
13. Feminism and narrative.
14. On feminism in literary theory: positions and strategies.

15. Student's presentations.

## Figures and Discourses

<b>Name</b>	Figures and Discourses	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	4	
<b>ID</b>	79615	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Krešimir Bagić, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	Student will be acquainted with the system of rhetorical and stylistic figures, which will enable him to recognize them in an utterance and to appropriately interpret the figurativeness of literary and non-literary texts.	
<b>Teaching methods</b>	* * * seminar discussion	lecture seminar
<b>Assessment methods</b>	The overall assessment consists of the following elements: * written exam * oral presentation *homeworks (4) and * continuous monitoring of student activities	

### Learning outcomes

1. recognize and describe style as a characteristic of literary texts produced by creative language use
2. connect literary content with other related artistic, scientific, and general cultural content on a synchronic and diachronic level
3. apply knowledge of linguistics in written and verbal communication
4. analyze and evaluate texts written in different functional styles
5. connect acquired knowledge and competences with related academic fields in an interdisciplinary manner

### Content

1. The utopia of perfect language and the figurative perfection of the imperfect
2. Figures of speech: definitions, divisions and lists
3. How is it possible to say impossible? (Exaggeration as a common figure of speech)
4. Anagram from ancient rhetoric through Kabbalah to De Saussure.
5. Creative potential of coercion: lipogram, tautogram, palindrome
6. Figures of opposites: oxymoron, paradox, antithesis and antimetabole
7. Metaphor - the figure and foundation of language and thought
8. Irony: a polyphonic figure of discourse
9. Reanimate the inanimate (personification, prosopopeia, apostrophe)
10. Allegory: from figure of speech to strategy of interpretation
11. Symbol (determination): conventionalized and literary symbols
12. Figures of description
13. Figurativeness of advertising discourse
14. Paraphrase: linguistic, literary, commentary and ludic
15. Word play: types, examples, effects

# Historical Grammar of the Croatian Language

<b>Name</b>	Historical Grammar of the Croatian Language
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	66335
<b>Semesters</b>	Winter
<b>Teachers</b>	Anđela Frančić, PhD, Full Professor (primary) Boris Kuzmić, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 30
<b>Prerequisites</b>	To enrol course it is necessary to pass course Old Church Slavonic
<b>Goal</b>	The aim of this course is to provide students with basic knowledge of the historical grammar of the Croatian language in lectures, and at seminars to teach them to recognize and explain and independently analyze historical linguistic phenomena in selected texts written in Kajkavian, Chakavian, Stokavian and Hybrid Croatian language in different periods of language history and enable them to continue their studies of the Croatian language.
<b>Teaching methods</b>	Lecture, method of analysis, interpretation; use of computers, LCD projectors, etc.
<b>Assessment methods</b>	Regular class attendance, active participation in classes, written exam.

## Learning outcomes

1. Explain the relation of Old Church Slavonic language to other Slavic and Indo-European languages, especially Croatian.
2. Interpret and analyze historical Croatian texts on a phonological, morphonological, morphological, and syntactic levels.
3. Evaluate one's interests and competences and select appropriate fields for the continuation of education.
4. Identify divergences from the norms of standard Croatian in Stokavian written texts.
5. Identify divergences from the norms of standard Croatian in Stokavian written texts.
6. Understand the interconnection of linguistic changes with regard to the period in which they appear, observe grammatical phenomena from a diachronic perspective.

## Content

1. L: Introduction to the historical phonology of the Croatian language S: Linguistic analysis of the old Chakavian text
2. L: Vowel system S: Linguistic analysis of the old Kajkavian text
3. L: Vowel system S: Linguistic analysis of the old Stokavian text
4. L: Vowel system S: Linguistic analysis of the old Hybrid text
5. L: Consonant system S: Linguistic analysis of the old Chakavian text
6. L: Consonant system S: Linguistic analysis of the old Kajkavian text
7. L: Introduction to the historical morphology of the Croatian language S: Linguistic analysis of the old Stokavian text
8. L: Nouns S: Linguistic analysis of the old Hybrid text
9. L: Nouns S: Linguistic analysis of the old Chakavian text
10. L: Pronouns S: Linguistic analysis of the old Kajkavian text
11. L: Adjectives S: Linguistic analysis of the old Stokavian text
12. L: Numbers S: Linguistic analysis of the old Hybrid text
13. L: Verbs S: Linguistic analysis of the old Chakavian text
14. L: Verbs S: Linguistic analysis of the old Kajkavian text
15. Written knowledge test



# History of the Croatian Language

<b>Name</b>	History of the Croatian Language
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	69564
<b>Semesters</b>	Summer
<b>Teachers</b>	Anđela Frančić, PhD, Full Professor (primary) Boris Kuzmić, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 30
<b>Prerequisites</b>	To enrol course it is necessary to attend course Historical Grammar of the Croatian Language
<b>Goal</b>	The aim of this course is to provide students with basic knowledge of the "external" history of the Croatian language through lectures, and through seminars to teach them to recognize and explain important historical and linguistic phenomena and thus enable them to continue their studies of the Croatian language.
<b>Teaching methods</b>	Lecture, method of analysis, interpretation; use of computers, LCD projectors, etc.
<b>Assessment methods</b>	Regular class attendance, active participation in classes, homework, written exam.

## Learning outcomes

1. Define, describe and explain the basic concepts of linguistic Croatian studies.
2. Explain the relationship of the Old Church Slavonic language to the Croatian language.
3. Interpret the history of the Croatian language.
4. Recognize and apply distinctive criteria in historical dialectology.
5. Interpret, interpret and analyze texts at all grammatical levels of the Croatian language.
6. Establish deviations from the Croatian standard language norm in Stokavian texts.
7. Assess your own interests and competencies.
8. Select appropriate areas for further education.

## Content

1. Introductory lecture.
2. Periodizations of the history of the Croatian literary language, names of the Croatian language through history
3. Middle Ages: 1. pre-standard period  
- literary languages, letters, the most important monuments, the beginnings of printing.
4. Sixteenth century: 2nd pre-standard period.
5. Migrations, the creation of the northwestern and southeastern complex, the development of provincial literatures, provincial literary languages, scripts, the most important works.
6. The seventeenth and first half of the eighteenth century: the 3rd pre-standard period  
- northwestern and southeastern complex
7. Provincial literatures, provincial literary languages (the beginning of the standardization of the Kajkavian literary language), letters, the most important works.
8. The second half of the eighteenth century - the thirties of the nineteenth century: 1. period of development of the language standard.
9. Northwestern and Southeastern complex (Kajkavian literary language in the process of standardization, the beginning of standardization of the New Stokavian literary language), the most important works.
10. The thirties of the nineteenth century - the end of the nineteenth century: the 2nd period of development of the language standard.

11. Croatian national revival (extension of the Newstokavian standard to the Kajkavian area, Gaj's graphic reform), philological schools, the most important works.
12. Twentieth century: 3rd period of development of the language standard.
13. Croatian language from 1945 to 2000 (the most important events and linguistic works).
14. Croatian language from the beginning of the 20th century to 1945 (the most important events and linguistic works)
15. Twenty-first century: continuation of the centuries-old continuity of the Croatian language, challenges globalization.

# Institutions of Early Modern Croatian Literature

<b>Name</b>	Institutions of Early Modern Croatian Literature	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	4	
<b>ID</b>	170280	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Lahorka Plejić Poje, PhD, Associate Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15

**Prerequisites** None

**Goal** Students will get acquainted with some of the processes of creating the canon of older Croatian literature, as well as shaping the profession, from the perspective of the institutions in the 19th century. The aim is to encourage students to use independent work, joint discussion and fieldwork to develop the ability to connect facts from literary, political, social and linguistic history and to critically judge the processes of canon formation.

**Teaching methods** Lecture, independent research, field work

**Assessment methods** Written work, oral exam

## Learning outcomes

1. Understand and explain the processes of shaping the corpus of older Croatian literature in the 19th century
2. Understand and explain the emergence of institutions important for defining the corpus of older Croatian literature in the 19th century
3. Recognize and explain the connection between the socio-historical context and the formation of the literary canon, ie the part that consists of works from older Croatian literature

## Content

1. introduction to literature and course work
2. internal and external institutions
3. The cultural-historical context of institution building in the 19th century
4. Shaping Zagreb as a center of Croatian culture and science
5. Creation of the Matica hrvatska and its work
6. A visit to the MH
7. The first book of Matica ilirska: Ivan Gundulić's Osman
8. The creation of JAZU/HAZU
9. A visit to the HAZU
10. Croatian bibliography, Ivan Kukuljević Sakcinski
11. Ljudevit Gaj and his collection of old books and manuscripts
12. A visit to the NSK
13. The creation of University of Zagreb; the beginnings of Slavic studies
14. Synthesis
15. Evaluation

# Introduction into the Thematic Analysis of Early Modern Texts

<b>Name</b>	Introduction into the Thematic Analysis of Early Modern Texts	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	4	
<b>ID</b>	118134	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Davor Dukić, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	Encouraging conceptual thinking about literature. Application of thematological concepts in the analysis of selected early modern literary texts and in the synthesis of literary material. Improving the literary historiographical writing skill.	
<b>Teaching methods</b>	Lectures; seminar analysis of theoretical and literary historical literature, as well as of early modern literary texts; critical analysis of seminar papers.	
<b>Assessment methods</b>	Assessment of written papers: two research assignments and a final essay; activity in seminar discussions.	

## Learning outcomes

1. Adoption and application of thematic concepts (motif/theme, individual and cultural imagery, thematic literary history, etc.).
2. Critical analysis of literary historical texts.
3. Teamwork: thematological research of more complex early modern literary texts.
4. Literary historical treatment of themes/motifs of early modern literature.

## Content

1. Introduction to the course (content, literature, student obligations)
2. Concepts of motif and theme (Tomaševski, Wolpers); thematological analysis of an individual text: division of motifs (Tomaševski)
3. Concepts of the thematic world (Kravar) and the possible world in the analysis of early modern texts
4. Thematic composition of literary text (Peleš) and early modern literature
5. Individual and cultural imagery
6. History of the thematological approach: from Stoffgeschichte to poststructuralism; concept of thematic literary history (D. Perkins)
7. Croatian early modern literature and thematic criticism (selected example 1)
8. Croatian early modern literature and thematic criticism (selected example 2)
9. Croatian early modern literature and thematic criticism (selected example 3)
10. Critical analysis of seminar papers 1
11. Critical analysis of seminar papers 2
12. Critical analysis of seminar papers 3
13. Analysis of the essays
14. Closing discussion
15. Evaluation

# Introduction to an Old Kajkavian Literature

<b>Name</b>	Introduction to an Old Kajkavian Literature	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	4	
<b>ID</b>	225495	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Lahorka Plejić Poje, PhD, Associate Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	To refer to the status of old Kajkavian literature in the context of older Croatian literature; to acquaint students with old Kajkavian literature from the first preserved records to the middle of the 19th century.	
<b>Teaching methods</b>	lecture, seminar, field work	
<b>Assessment methods</b>	oral exam	

## Learning outcomes

1. describe the genres of old Kajkavian literature
2. analyze the poetic and stylistic features of old Kajkavian texts
3. explain the status of old Kajkavian literature in the context of national literary culture
4. critically assess the connection between thematic, genre and ideological features of old Kajkavian texts and the socio-historical context

## Content

1. Introduction to Old Kajkavian Literature: Historical Context; cultural circumstances and the status of literature in the early modern age in NW Croatia
2. Genres of old Kajkavian literature
3. Kajkavian prose (Antun Vramec)
4. Kajkavian prose (Juraj Habdelić)
5. Kajkavian prose (Mulih, Gašparoti)
6. Verse epics in Croatian literature (Grgur Malevac)
7. Church collections and songbooks: Pavlinski zbornik i Citara octochorda
8. Secular poetry: Pesme horvatske, Katarina Patačić
9. Secular poetry in secular manuscript songbooks: genres, thematic circles
10. Kajkavian drama (Lizimakuš, Papiga)
11. Kajkavian drama (T. Brezovački)
12. the last representatives of old Kajkavian literature (T. Mikloušić, I. Kristijanović)
13. Poetics and aesthetics of old kajkavian literature, synthesis
14. Book and literary culture of NW Croatia, synthesis
15. Evaluation

# Introduction to Croatian as a Mother Tongue and Foreign Language

<b>Name</b>	Introduction to Croatian as a Mother Tongue and Foreign Language	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	5	
<b>ID</b>	36469	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Zrinka Jelaska, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Students will acquire knowledge about the course of mastering Croatian as L2 and L2, they will be able to access the material and understand the basic differences in teaching Croatian as L1 and L2. They will gain experience in teaching foreign speakers and insight into the various linguistic influences on language acquisition, and will become aware of their mastery of different languages and idioms and everything that has influenced them during development.	
<b>Teaching methods</b>	Direct teaching, discussion in pairs and groups, solving and analyzing production, individual and group work on assignments, analysis of seminar papers and students oral presentations.	
<b>Assessment methods</b>	Oral presentations, participation in discussions, weekly language biography, work with a foreign language speaker, written report, written exam. Student activity is monitored and assessed during the teaching process. Each of the tasks provided by the program participates in the formation of the final grade, including the final exam.	

## Learning outcomes

1. Define, describe, and explain basic concepts in the linguistic study of Croatian.
2. Critically analyze language in use and the prescribed norm on the phonological, morphological, morphological, and syntactic level of the Croatian language.
3. Question and evaluate one's own expression in writing and speech in the Croatian language.
4. Identify divergences from the norms of standard Croatian in written texts while taking into consideration the stratification of Croatian into functional styles.
- 5.
- 6.
- 7.
- 8.

## Content

1. Basic terms: first language, second, foreign, heritage...
2. Monolingualism, bilingualism and multilingualism.
3. Acquisition of Croatian as a L1.
4. Croatian as a L1.
5. Learning of Croatian as a L2.
6. Learning of Croatian standard language.
7. Heritage speakers: indigenous heritage languages, historical minority languages, immigrant languages.
8. Official, state, standard language.
9. Learning and teaching L1.
10. Learning and teaching L2.
11. Theories of language acquisition.
12. Types of students and language teachers.

13. Styles and strategies of language learning.
14. Assessment of language skills.
15. Exam.

# Introduction to Graphostylistics

<b>Name</b>	Introduction to Graphostylistics
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	131731
<b>Semesters</b>	Summer
<b>Teachers</b>	Nikola Koščak, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	Introducing students to the basics of graphostylistics as a stylistic discipline. Enabling students for independent critical analysis of the written aspect of literary and other texts in their historical context.
<b>Teaching methods</b>	- interactive analysis, commenting and explanation of theoretical texts - group discussion - stylistic exercises - presentation of independent analysis of graphostylistic themes - giving comprehensive feedback on student assignments and seminar papers
<b>Assessment methods</b>	The overall grade consists of the following elements: - regularity in attending classes - participation in classes (preparation for the lesson, asking questions, commenting) - homework - oral presentation and/or written seminar paper - written exam

## Learning outcomes

1. analyze and evaluate texts written in different functional styles
2. analyze popular culture phenomena and relate them to specific literary texts
3. autonomously research and describe linguistic phenomena in their systematic, social, cognitive, and historical connections
4. entice a respectful attitude towards difference, other idioms, their speakers, and linguistic realizations
5. use different tools and sources, from electronic and network tools and different media to utterances of living speakers

## Content

1. Introduction: From writing to figures of writing
2. Ortography and graphostylistics
3. Rhetorical figures and graphostylistics
4. Figures of writing (Graphostylemes)
5. Figures of letters - Addition, subtraction and permutation
6. Figures of letters - Substitution
7. Punctuation figures
8. Figures of interpunctuation and spacing
9. Graphic blends and graphic blending
10. Graphostylematics of advertising discourse
11. Graphostylistics and poetry
12. Literary graphostylizations of colloquial language
13. Graphostylematics of digital discourse

14. Graphostylistics and politics
15. Synthesis

# Introduction to Literary Theory

<b>Name</b>	Introduction to Literary Theory
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	5
<b>ID</b>	35957
<b>Semesters</b>	Summer
<b>Teachers</b>	Zrinka Božić, PhD, Assistant Professor (primary) Andrea Milanko, PhD, Assistant Professor (primary) Zvonimir Glavaš, PhD, Postdoctoral Researcher
<b>Hours</b>	Lectures 30 Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	Students will learn to recognize and explain the basic concepts of literary theory and apply them in text analysis. They will be able: to recognize theoretical traditions behind certain concepts, to name distinguished representatives of various schools, to establish relations between different approaches, and recognize differences between them.
<b>Teaching methods</b>	direct teaching, teaching based on guided discovery and discussion, independent learning
<b>Assessment methods</b>	oral checks of seminar assignments, written exam

## Learning outcomes

1. To recognize, explain and use the basic concepts of literary theory.
2. To recognize, explain and compare different theoretical approaches.
3. To relate the concepts of literary theory to literary theoretical methodologies and traditions

## Content

1. What is literary theory? Basic concepts and schools of criticism.
2. New Criticism and Russian Formalism
3. Phenomenology, Hermeneutics, Theory of Reception
4. Structuralism
5. Structuralism
6. Deconstruction
7. Poststructuralism
8. Poststructuralism
9. Psychoanalysis
10. Psychoanalysis
11. Marxist Criticism
12. Cultural studies
13. Feminist Theory
14. Feminist Theory
15. New Historicism, Postcolonial Theory

# Introduction to Old Church Slavonic

<b>Name</b>	Introduction to Old Church Slavonic		
<b>Organizational unit</b>	Department of Croatian language and literature		
<b>ECTS credits</b>	5		
<b>ID</b>	184249		
<b>Semesters</b>	Winter		
<b>Teachers</b>	Mateo Žagar, PhD, Full Professor (primary) Tanja Kuštović, PhD, Associate Professor (primary) Ivana Eterović, PhD, Assistant Professor (primary)		
<b>Hours</b>	Lectures	30	
	Seminar	30	
<b>Prerequisites</b>	None		
<b>Goal</b>	The aim of this course is to acquaint students of Croatian language and literature with the foundations of general Slavic language, writing and literary culture, with the first translations into Slavic, in order to understand the beginnings of national heritage. Based on this knowledge (according to which the Proto-Slavic language is reconstructed) in further study it will be possible to upgrade knowledge from the history of the Croatian language, Croatian medieval literature, the development of Croatian scripts (Glagolitic, Cyrillic, Latin).		
<b>Teaching methods</b>	Lectures Independent analyzes of Glagolitic and Cyrillic texts. Independent linguistic analyzes, at all linguistic levels, of Old Slavonic texts.		
<b>Assessment methods</b>	frequent taking final written exam	a	homework colloquium

## Learning outcomes

1. critically evaluate individual Czech literary phenomena in relation to their historical context
2. connect knowledge from different disciplines in linguistics and compare similarities and differences between Czech and Croatian
3. autonomously research, categorize, and comment on different periods and elements of Czech culture
4. describe and explain phonetic, phonological, morphological, and syntactic categories in the Czech language and compare and connect them with the Croatian linguistic system
5. explain and use the key concepts and isolate phenomena from Slovak phonetics and phonology, with a special emphasis on differences in the Croatian language
6. recognize and categorize basic phenomena in the history of the Slovak language in the context of Slavic studies, with an emphasis on Slovak dialects
7. recognize and describe basic Slovak socio-cultural and historical facts important for determining Slovak linguistic and literary specificities in the wider European context
8. state and explain the specificities of selected literary-historical periods and literary-stylistic formations of Slovak literature

## Content

1. the grapheme and letter system of the Cyrillic alphabet (based on the Treatise of Crnorizac the Brave); number system, transliteration principles
2. Old Slavic declensions, division (noun, pronoun, adjective); the main change of masculine and neuter nouns; i-change, u-change
3. main change, i-change, v-change of feminine nouns
4. consonant noun changes; principles of graphetic arrangement of Cyrillic texts (line structure, abbreviations, ligatures, punctuation, writing numbers ...)
5. pronouns, types of declensions, suppletive bases, declension of personal pronouns

6. adjectives: division by meaning, formation of adjectives (by origin), declensions, gradation; declension of numbers
7. Verbs - categories, bases, verb classes
8. present, imperative, supine
9. basics of Old Slavic codicology (writing materials, writing materials, code structure, organization of text on the page, etc.)
10. imperfect, aorist
11. complex verb forms
12. participles
13. complex verb forms; immutable words
14. history
15. knowledge test



6. 6. 5. T.S. Eliot: Four Quartets
7. Nikola Šop: Where Would I Lead Jesus and other early poems
8. Tin Ujević: Accordion
9. Darko Deković: The Valley of the Night Apparitions
10. 1. A.B. Šimić: Mother Mary  
2. Students lectures
11. 1. Marian Poetry (Dante, Goethe, Eliot, Šop)  
2. Students' lectures
12. 1. Apage Satana: Infernal element through centuries of literature (The Bible, Dante, Goethe, Dostoyevsky, Bulgakov, The Rolling Stones)  
2. Students' lectures
13. 1. Harry Potter, mode of romance and the church  
2. Students' lectures
14. 1. Praver's placing, Freye's modes and motifs of death in literary works from the curriculum  
2. Students' lectures
15. Students' lectures

# Introduction to the Modern Croatian Literature I - 19th Century

<b>Name</b>	Introduction to the Modern Croatian Literature I - 19th Century	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	5	
<b>ID</b>	52521	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Lana Molvarec, PhD, Assistant Professor (primary) Marina Protrka Štimec, PhD, Associate Professor (primary) Suzana Coha, PhD, Associate Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	30

**Prerequisites** None

**Goal** The course provides an overview of 19th century Croatian literature in which Croats became a European literary nation. It is a process that lasted from the end of the 18th to the beginning of the 20th century. Crucial for its understanding is an idea of a nation and an idea of literature as a structured institution, in other words, an idea of Croatian literature as a relatively solid structure. The course is focused on genres of Croatian literature as forms representing different areas of human experience and literary practice. Furthermore, the aim of the course is to provide basic knowledge not only of genres, styles, poetics, authors and major works, but also of the media, institutions, the European context, translators, publishers, booksellers and readers.

**Teaching methods** Lecture, discussion, analysis and multimedia presentation

**Assessment methods** Written exam, seminar paper, participation in discussions

## Learning outcomes

1. explain and differentiate the characteristics of literary-historical periods and stylistic formations in Croatian literature from the Middle Ages to postmodernism
2. connect literary content with other related artistic, scientific, and general cultural content on a synchronic and diachronic level
3. critically evaluate the relation between literary texts and socio-historical context
4. recognize, explain, and use basic concepts and theories in literary scholarship necessary for the analysis of a literary work
5. apply acquired knowledge about literary scholarship and literary-historical periods in the analysis and interpretation of literary texts, as well as analyze Croatian literary texts with regard to their belonging to a specific literary period, genre, and form

## Content

1. Introduction to the course, its goal, methods and content. The concept and structure of Croatian literature from the Tablet from Baška to the present day
2. The concept and the structure of recent Croatian literature: Croatian National Revival - Illyrian Movement - Romanticism - Fin de siècle / Modernism / Avant-garde
3. Relationship between "older" and modern Croatian literature, periodization schemes, criteria and genre system
4. Lyric poetry: the concept and status of lyric poetry in literary systems from Illyrianism to the avant-garde, types and poetics
5. Lyrics: main authors, works and features
6. Prose fiction: history, concept and status of prose in literary systems up to the avant-garde
7. Prose fiction: types and poetics

8. Prose fiction: main authors, works and features
9. Drama: history, concept and status of drama in literary systems up to the avant-garde, types and poetics
10. Drama: main authors, works and features
11. Criticism, polemics and historiography: history, concept and status of critique and polemics in literary systems up to the avant-garde, types and conceptions, main authors, works and characteristics - Beginnings of literary science, main literary historians, their conceptions and characteristics
12. Media and institutions: concept, history, types and role of media: print media (books, calendars, almanacs, magazines and newspapers) - History and role of institutions (MH, JAZU / HAZU, DHK) in creating, shaping and canonization of national culture
13. European writers and translators: the European context of Croatian literature to the avant-garde, the most popular European writers and works and the most important Croatian translations and translators
14. Publishing, book publishing and readers: printing houses, bookbinders, bookstores and reading rooms, prices and distribution, most read works and authors, structure, cultural habits, influence and power of readers
15. Conclusion, review and analysis of the main subject literature

# Introduction to the Modern Croatian Literature II - 20th Century

<b>Name</b>	Introduction to the Modern Croatian Literature II - 20th Century	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	5	
<b>ID</b>	52524	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Lana Molvarec, PhD, Assistant Professor (primary) Maša Kolanović, PhD, Assistant Professor (primary) Marina Protrka Štimec, PhD, Associate Professor (primary) Tvrtko Vuković, PhD, Full Professor	
<b>Hours</b>	Lectures	30
	Seminar	30
<b>Prerequisites</b>	To enrol course it is necessary to attend course Introduction to the Modern Croatian Literature I - 19th Century	
<b>Goal</b>	Within the social, cultural and literary life of the 20th and 21st centuries, the course provides an overview of national literature from modern to contemporary, and its goal is for students to gain basic knowledge about its styles, genres and poetics and the most important authors, works and problems.	
<b>Teaching methods</b>	Oral presentation, text work, discussion, independent problem analysis, multimedia presentations.	
<b>Assessment methods</b>	Written examination of the adoption of facts, written examination of the ability of analysis and synthesis through essay questions	

## Learning outcomes

1. Analyze Croatian literary texts with regard to literary periodization and generic characteristics
2. Critically evaluate the relation between literary texts and socio-historical context
3. Connect literary content with other related artistic, scientific, and general cultural content on a synchronic and diachronic level
4. Analyze and evaluate the phenomena and processes of Croatian literature in their historical context

## Content

1. The World and Croatia in the 20th Century Avant-Garde, World War I, Social Realism, World War II, "Hard Times", Croatian Spring, Fall of Communism, Homeland War and the Age of Transition
2. Poetry: history, concept and status of poetry in literary systems from modern to contemporary
3. Poetry: types and poetics; main authors, works and features
4. Prose: history, concept and status of prose in literary systems from modern to contemporary
- 5.
6. Prose: types and poetics; main authors, works and features
7. Drama: types and poetics; main authors, works and features
8. Criticism and polemics: history, concept and status of criticism and polemics in literary systems from modern to the present, types and concepts, main authors, works and characteristics
9. Essay and historiography: modern essay and the science of literature, major essayists and historians, their conceptions and characteristics
10. Media and institutions: concept, history, types and role of modern media: the relationship between print and electronic media - Modern institutions (MH, JAZU / HAZU, DHK / HDP, HFD, DDU, DHP, etc.) and their role in literary life
11. European writers and translators: European context of Croatian literature from modern to the present: "Turn to Europe", avant-garde, expressionism, Nordic drama, Neue Sachlichkeit, social realism, New Criticism, Croatian crime, jeans-prose, beat movement, Croatian Borgesians, women's letter, aesthetics of camp and trash, Croatian Carver-like prose, Monty Python and flash mob, chicklit; EU and Croatian literature, the role of transition and globalization, main translations and translators, foreign reception of

Croatian literature

12. Publishing, book publishing and readers: Printing houses, bookstores and reading rooms, editions, prices and distribution, the most read works and authors, structure and cultural habits of readers from modern to the present
13. Croatian literature at the turn of the 21st century: practices and tendencies
14. Conclusion, critical review of the literature and preparation for the exam
15. Pre-exam

# Introduction to Theories of Culture

<b>Name</b>	Introduction to Theories of Culture	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	4	
<b>ID</b>	186252	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Andrea Milanko, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	

**Goal** Students will be able to define, recognize, analyze, compare and critically address different theories of culture, as well as apply their basic notions in analyses of cultural phenomena, along with participating in an informed discussion on relation between literature and art that various approaches to culture have elaborated. This course deals with transformations art and culture have undergone so far with respect to their initial differentiation from religion, moral, politics, etc. We will be investigating the modernist transformation of culture into a privileged source of humanistic values. This elitist concept will then be challenged from different perspectives, bringing into the discussion the excluded notions such as mass and folk culture, everyday consumerist habits and non-European practices. Some of the authors we are going to read closely are Freud, de Certeau, Bakhtin, Benjamin, Adorno, Agamben, Barthes, and Geertz.

**Teaching methods** lectures, discussions, text analysis, two examinations of knowledge

**Assessment methods** colloquiums or written exam

## Learning outcomes

1. Students will be able to define, compare and estimate different theoretical approaches to culture.
2. Students will be able to distinguish and discern among theoretical conceptions and consequently form their own attitude.
3. Faced with a new or unknown problem, students will be able to choose and connect various theoretical approaches and concepts.
4. Students will be able to develop their own argument.
5. Students will be able to illustrate and apply their knowledge of cultural theory approaches in analysis of literature.

## Content

1. Lecture: Introduction to the course. Seminar: Seminar tasks discussion.
2. Lecture: Differentiation between the terms of culture and civilization. Literature as a supporter of the idea of humanity. Schiller, Arnold and other critics of mass culture at the beginning of the 20th century. Seminar: Analysis of a chapter Culture and Nature from The Idea of Culture by Terry Eagleton.
3. Lecture: Freud as a cultural critic. Freud's metapsychological papers. Seminar: Analysis of Culture and its Discontents by Sigmund Freud.
4. Lecture: Bakhtin's idea of culture. The carnival in language, culture and literature. Seminar: Analysis of a chapter Grotesque image of the body and its sources from Rablais and His World.
5. Lecture: Benjamin's idea of mass culture. Specific position of Benjamin's in the context of the Frankfurt School; aura and its dissolution. Seminar: Analysis of Benjamin's text The Work of Art in the Age of Mechanical Reproduction.
6. Lecture: Adorno's and Horkheimer's interpretation of culture. The idea of cultural industry. The elite and mass culture. Seminar: Analysis of Cultural Industry, a chapter from the Dialectics of Enlightenment.
7. Lecture: Barthes' analysis of everyday mythology. Semiotic idea of the myth, mythology as ideology.

- Seminar: Analysis of chapter Myth Today from the Mythologies by Barthes (first part)
8. Lecture: Barthes' analysis of everyday mythology. Semiotic idea of the myth, mythology as ideology. Seminar: Analysis of chapter Myth Today from the Mythologies by Barthes (second part)
  9. Lecture: Bourdieu's sociology of culture. Relation between economic and cultural values, the notion of cultural field. Seminar: Colloquium.
  10. Lecture: Geertz's hermeneutics of culture. The notion of thick description, the relation between domestic and foreign culture. Seminar: Analysis of This Description chapter from the Interpretation of Culture by Clifford Geertz.
  11. Lecture: Relation between popular and elite culture. Cultural studies. Seminar: Analysis of excerpts from the Practice of Everyday Life by Michel de Certeau.
  12. Lecture: Cultural studies. Seminar: Analysis of the Pedagogies of the feminine: feminist teaching and women's genres by Charlotte Brundson.
  13. Lecture: Cultural hybridity, mimicry and liminality. Seminar: Analysis of the Introduction to the Location of Culture by Homi Bhabha. Colloquium 2.
  14. Lecture: Culture as a State of Exception. Inclusion by Exclusion. (Im)possibility of profanation. Incoming community. Seminar: Analysis of excerpts from the Homo sacer by Giorgio Agamben.
  15. Pre-examination.

# Language Exercises I

<b>Name</b>	Language Exercises I
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	46824
<b>Semesters</b>	Winter
<b>Teachers</b>	Helena Delaš, PhD, Senior Lector (primary) Igor Marko Gligorić, PhD, Postdoctoral Researcher
<b>Hours</b>	Practical language 60
<b>Prerequisites</b>	None
<b>Goal</b>	The fundamental aim of the course is to prepare students for correct use of the standard Croatian language in writing and speaking.
<b>Teaching methods</b>	Direct teaching, multimedia presentation, discussion, analysis, synthesis, research, text analysis, student oral presentations, listening to model standard Croatian speakers.
<b>Assessment methods</b>	Through class attendance and participation, seminar paper, continuous assessment tests and homework assignments, final exam.

## Learning outcomes

1. Define, describe, and explain basic concepts in the linguistic study of Croatian.
2. Critically analyze language in use and the prescribed norm on the phonological, morphological, and syntactic level of the Croatian language.
3. Question and evaluate one's own expression in writing and speech in the Croatian language.
4. Apply knowledge of linguistics in written and verbal communication.

## Content

1. Introduction into the course and detailed layout of the syllabus. Normative reference books and their use. Orthographic and pronunciation norm, the relation of orthography and other levels of language. Orthographic principles. Accent, tonemic and chronemic features of standard New Shtokavian accent system.
2. Orthographic symbols. Students listen to and distinguish standard New Shtokavian accents and practice the correct pronunciation of words in standard Croatian.
3. Orthographic symbols. Punctuation symbols. (Students will define the basic rules of spelling related to punctuation; analyse, compare, distinguish and use various principles of punctuation in actual texts to achieve cohesion on the level of sentence and text.) Distribution rules for prosodic features in standard Croatian.
4. Orthographic symbols. (Students will analyse and use written symbols for marking orthographic relations in a text, symbols that guide us in reading and understanding information.) Distribution rules for prosodic features in standard Croatian.
5. Capital letters (students will analyse common mistakes in language use, define and describe the basic rules, which will enable them to achieve the expected mastery of orthographic correctness). Tonic and atonic words.
6. Capital letters. Students practice the correct pronunciation of words in standard Croatian.
7. Writing words together or separately. Accent movement to unstressed word preceding the stressed word; accent movement exercises.
8. The phonemes č, dž, ć, đ. Students will analyse mistake-ridden texts to describe the basic usage rules for these phonemes and be able to use them in their own speaking and writing.
9. The phonemes č, dž, ć, đ. Students practice the correct pronunciation of words in standard Croatian.
10. Alternations of ije/je/e/i/0 (students will define the rules of using the contracted or full form of the historical jat vowel and use them in their own writing). Morphological system and accent (accent in word classes).

11. Alternations of ije/je/e/i/0. Lexical system and accent.
12. Sound assimilation (combinations of phonemes; students will define sound assimilations in contemporary standard Croatian language, distinguish between two basic levels – writing and speaking; use this knowledge in their own speaking and writing, being aware that orthographic rules stipulate which of the assimilations that occur in speech are reflected in writing and which are not). Accent and multi-functional nature of the standard language.
13. Combinations of phonemes. Accent and multi-functional nature of the standard language (students will analyse and classify accents in stylistically varied texts - general language accents, regional, colloquial, "learned", classical, dated, etc.; they will use the acquired knowledge in their own reading and speaking).
14. Combinations of phonemes. Exercises in reading, narrating, reciting (students orally present various texts using the acquired knowledge and skills).
15. Final lesson. Mock test. Course evaluation. Overview of orthographic rules, using the acquired knowledge and skills in mistake-ridden texts. Exercises in reading, narrating, reciting.

## Language Exercises II

<b>Name</b>	Language Exercises II
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	5
<b>ID</b>	35959
<b>Semesters</b>	Summer
<b>Teachers</b>	Helena Delaš, PhD, Senior Lector (primary) Igor Marko Gligorić, PhD, Postdoctoral Researcher Iva Nazalević Čučević, PhD, Assistant Professor
<b>Hours</b>	Practical language 60
<b>Prerequisites</b>	None
<b>Goal</b>	The fundamental aim is for students to master the essentials of revising and proofreading of texts.
<b>Teaching methods</b>	Direct teaching, multimedia presentation, discussion, analysis, synthesis, research, text analysis, student oral presentations.
<b>Assessment methods</b>	Through class attendance and participation, seminar paper, continuous assessment tests and homework assignments, final exam.

### Learning outcomes

1. Analyse the criteria and methods of text revision and proofreading.
2. Distinguish standard from non-standard language production.
3. Distinguish between various types of deviations from the norms of Croatian standard language in its varied functional styles.
4. Make appropriate interventions in an authorial text.
5. Gather information from various sources, use this information in a systematic and consistent way in text interventions; critically analyse and evaluate interventions in the text.

### Content

1. Introductory remarks. Revising the language and style of the text; aligning all the segments of the manuscript; editing, correcting and preparing the text for publishing. (Students will be able to appropriately describe, interpret and analyse all the stages of text preparation, including the division of tasks between the proofreader, reviser and editor; describe and explain the purpose and scope of proofreading.)
2. Standard Croatian language, its norms, typology of functional styles, variety in the Croatian language. (Students will be able to distinguish between standard and non-standard varieties, between stylistic varieties of the standard language and other styles; they will be able to correctly describe and interpret the basic concepts used in the study of standard Croatian language and its functional styles.)
3. Correct usage of language units in the standard language. (Students will work on texts to analyse and describe the incorrect usage, mistakes and usage limitations of words, forms and constructions in relation to general, neutral, context unbounded standard language.) Normative issues related to nouns and verbs. Practical work on texts, analysing and explaining the proofreading interventions.
4. Normative issues related to adjectives and pronouns.
5. Normative issues related to numerals and adverbs.
6. Normative issues related to prepositions and conjunctions.
7. Normative issues related to syntax. (Students will work on texts and analyse mistakes in the distribution of unstressed words, congruence, agreement, use of passive, use of comma, complex sentences...)
8. Lexical norm. (Students will work on texts to analyse the main characteristics of the lexical norm: lexical borrowing, adaptations of borrowings, normatively more acceptable forms of words, language purism...)

1st CONTINUOUS ASSESSMENT TEST.

9. Correct usage of language units in functional styles. (Students will work on texts to analyse and describe mistakes in the usage of standard functional styles, with regard to the rules of particular style and its sociolinguistic conventions.)  
Literary (fiction) style in standard Croatian language.
10. Colloquial style in standard Croatian language.
11. Administrative style in standard Croatian language.
12. Scientific style in standard Croatian language.
13. Journalistic style in standard Croatian language.
14. Digital proofreading. Digital sources of reference. Students will acquire the skills of digital proofreading of Croatian texts (including the use of tools such as spellcheckers).
15. Final lesson sat. Evaluation. Course summary, revision of acquired knowledge and skills, analysis of common mistakes, use of the standard language norms.

2nd CONTINUOUS ASSESSMENT TEST.

## Language of Dramatic Texts

<b>Name</b>	Language of Dramatic Texts		
<b>Organizational unit</b>	Department of Croatian language and literature		
<b>ECTS credits</b>	5		
<b>ID</b>	225491		
<b>Semesters</b>	Summer		
<b>Teachers</b>	Krešimir Bagić, PhD, Full Professor (primary) Gabrijela Bionda, M.Sc., Assistant		
<b>Hours</b>	Seminar	45	
<b>Prerequisites</b>	None		
<b>Goal</b>	Introducing students to the concept of drama and dramatic text through their historical development. Reconstruction of the methodology of pragmalinguistics, semiotics, multimodal stylistics and their tools. Working on contemporary Croatian dramatic texts. Observing the examples of communicative and linguistic features of a dramatic text. Introduction to the dialectical relationship between a dramatic text and a play.		
<b>Teaching methods</b>	-	lectures,	seminars,
	-		workshops
	-	independent	tasks
	-	multimedia	and
	-	mentoring work	network
<b>Assessment methods</b>	-	regular	class
	-		attendance
	-	written	homework
	-	formative	paper
	-	oral presentations	assessments

### Learning outcomes

1. introduction to the concept of drama and dramatic text
2. understanding different methodological approaches and their tools to dramatic text
3. enabling critical and analytical approach to dramatic texts

### Content

1. Drama, text and context. Explanation of the concepts of drama and dramatic text. The development of the dramatic text from Aristotle's Poetics to the present day.
2. Methodological approach to the analysis of a dramatic text. Communication theories, semiotics, multimodal stylistics and pragmalinguistics.
3. Dialogue and monologue in a dramatic text. The relationship of dialogue and monologue through the historical development of a dramatic text.
4. Two-level communication and dramatic text. Internal, external communication and mediating communication system.
5. Main and auxiliary text. Didascalia, stage instructions, verbal scenery.
6. Multimodality of a dramatic text. How the multimodal aspect is realized at the linguistic level (interaction in all communication systems) and at the temporal-spatial level (interruption of temporal continuity, montage, simultaneity instead of succession).
7. Deixis of a dramatic text. Personal, temporal and spatial deixis. How deicticity presupposes the dialogical character of a dramatic text.
8. Dramatic space as a creating the space of dramatic structure - projection of the actant scheme of the dramatic universe. How analysis of actant structure helps in the visualization of dramatic space.
9. Analyzing characters through a conversational approach. Conversational behavior of characters - cooperative principle - Grice's maxims. When's someone turn to speak.
10. The relationship between text and performance. The historical evolution of relations and the dialectic of

text and performance. Observing relationships through the presence / absence dichotomy.

11. Analysis of a dramatic text - G. Ferčec, "Radnice u gladovanju" - intertextuality of a dramatic text with other dramatic forms.
12. Analysis of the dramatic text - G. Ferčec, "Pismo Heineru Mülleru" and M. Matišić "Ljudi od voska" - theater in theater, re-theatricalization and self-referentiality of the dramatic text.
13. Analysis of the dramatic text - T. Zajec, "Ono što nedostaje" - Grice's maxims, communication situation and positions of power
14. Analysis of the dramatic text - L. Kaštelan, "Adagio" - spacing the relationship between the characters and projections of the actant scheme

# Literary System

<b>Name</b>	Literary System
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	160757
<b>Semesters</b>	Summer
<b>Teachers</b>	Andrea Milanko, PhD, Assistant Professor (primary) Zvonimir Glavaš, PhD, Postdoctoral Researcher
<b>Hours</b>	Lectures 15 Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	Students will acquire fundamentals of structural terminology and gain basic knowledge of structuralism in theory and in practice, as well as gain insight into further critical development by post-structuralism.
<b>Teaching methods</b>	Lectures, discussions, text analysis, examination
<b>Assessment methods</b>	Written exam

## Learning outcomes

1. define fundamental structural terminology
2. apply fundamental notions of Russian formalism and structuralism
3. compare different approaches to literary text by different theoretical schools
4. analyze literary text according to structuralist presuppositions

## Content

1. Introduction: the course by the weeks.
2. What is Russian formalism? Fundamental concepts and proponents.
3. Literary devices: lyric poetry, drama, prose and film. Poetry and prose.
4. Literature as a system. Genres and literary periods.
5. Dynamics of literary evolution. Tynjanov and Vodička.
6. Archetypal Criticism.
7. De Saussure and structuralism I. Fundamental concepts.
8. Structure of a narrative I: Barthes
9. Structure of a narrative II: Greimas and Todorov.
10. Rhetoric.
11. Structure of a lyric poem I: Riffaterre, Jakobson and Mukarovsky.
12. Structure of a lyric poem II: verse.
13. The Prague School and its proponents.
14. The Prague School II.
15. Exam.

# Literary Text and Contemporary Literary Theory

<b>Name</b>	Literary Text and Contemporary Literary Theory	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	4	
<b>ID</b>	66334	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Andrea Milanko, PhD, Assistant Professor (primary) Zvonimir Glavaš, PhD, Postdoctoral Researcher	
<b>Hours</b>	Lectures	15
	Seminar	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Students will acquire fundamental notions and approached in literary theory with respect to literary text analysis. They will be able to apply the theoretical notions and discuss their advantages and disadvantages.	

## Teaching methods

## Assessment methods

## Learning outcomes

1. Recognize, explain and use fundamental notions in literary theory necessary for literary texts analysis.
2. Distinguish, compare and consider different approaches to reading of literary texts.
3. Discuss literary texts and different approaches in literary theory.

## Content

1. Lecture: Text and Work. Seminar: Analysis of Wolfgang Iser's Process of Reading.
2. Lecture: The reader. Seminar: Analysis of Rita Felski's Recognition from the Uses of Literature.
3. Lecture: Mimesis and diegesis, showing/telling. Seminar: Analysis of Jonathan Culler's Story and Discourse in Narrative Text Analysis.
4. Lecture: Story, narration and narrator. Diegetic universe and its levels. Seminar: Analysis of Genette's chapter Types of Focalization,
5. Lecture: Narrative communication and genre. Seminar: Analysis of a literary text.
6. Lecture: Genre. Seminar: Analysis of a literary text.
7. Lecture: Literature and reality (textuality and intertextuality). Seminar: Analysis of Schwanitz's Autoreferentiality of Narration from the Systems Theory and Literature.
8. Lecture. Performative turn of narrative theory. Seminar: Analysis of Felman's The Scandal of the Speaking Body.
9. Lecture: Polyphonic theory of enunciation. Seminar: Analysis of Bakhtin's Polyphonic novel of Dostoyevsky's.
10. Lecture: Post-structuralist critique of narratology I. Seminar: Analysis of Currie's text Truthful Lies.
11. Lecture: Post-structuralist critique of narratology II. Seminar: Literary text analysis.
12. Lecture: Reading lyric poetry I: lyric subject, verse and rhythm. Seminar: Literary text analysis.
13. Lecture: Reading lyric poetry II: composition, semantics and the metametric. Seminar: Literary text analysis.
14. Lecture: Lyric poetry: history of the genre and overview of approaches to lyric poetry. Seminar: literary text analysis.
15. Seminar: pre-examination.

# Literature in Teaching 1

<b>Name</b>	Literature in Teaching 1
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	3
<b>ID</b>	117633
<b>Semesters</b>	Winter
<b>Teachers</b>	Dean Slavić, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 15 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	Introduce students to the theory and practical aspects of the classroom teaching and the school reception of Croatian and the world literature; enable students to perform the teaching of Croatian and the world literature in the primary and the secondary schools.
<b>Teaching methods</b>	Teacher's lectures; reading tasks and reading assignments. Student's lectures and interpretative discourses; simulation of the classroom situation in reading, motivation, and interpreting literary works of art.
<b>Assessment methods</b>	Students are applying the knowledge acquired from the lectures and literature during their own performances of classroom situations. Students will sit a test consisting of 15 tasks; the answers should be short and the testing time is 45 minutes. Students are submitted to an oral test with questions and answers, proofing they have mastered the curriculum.

## Learning outcomes

1. Students are enabled to choose and apply strategies, systems, and methods of teaching according to the structure of literary works and their own students' capabilities in primary and secondary schools.
2. Students are enabled to perform an interpretive reading of literary works of art.
3. Students are enabled to apply theory and history of literature in the classroom interpretation
4. Students are enabled to interpret the classics of the world and Croatian literature.
5. Students are enabled to apply rhetorical devices in teaching.

## Content

1. Interpretive reading
2. Methodological systems in teaching literature
3. Curricula, teaching lessons, localizations
4. Student's motivations in teaching literature
5. Interpretation in teaching literature (part one)
6. Interpretation in teaching literature (part two)
7. Theory of literature in teaching literature: Emil Staiger on lyrical style
8. Theory of literature in teaching literature: Emil Staiger on epic and drama style
9. A Methodological Approach to T.S. Eliot's *The Waste Land* (part one)
10. A Methodological Approach to T.S. Eliot's *The Waste Land* (part two: an interpretation and synthesis)
11. Landscape Poetry in Teaching Literature
12. Patriotic Poetry in Teaching literature
13. A methodological approach to the literary character
14. A methodological approach to ballads: *Hasanaginica*
15. Quintilian and the teaching of Croatian language and literature



## Literature in Teaching 2

<b>Name</b>	Literature in Teaching 2
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	3
<b>ID</b>	124360
<b>Semesters</b>	Summer
<b>Teachers</b>	Dean Slavić, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 15 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	Introduce students to the classroom interpretation of poetic opuses, narrative, and dramatic literature. The aim of the program is to enable students to interpret independently literary works of art in the primary and secondary schools teaching.
<b>Teaching methods</b>	Teacher's and students' lectures. Reading tasks and reading assignments. Students' exercises in schoolroom situations of interpretive reading, and interpretation. Debates.
<b>Assessment methods</b>	Students prove they have acquired theoretical and practical instructions by the way of their own teaching in front of other students. Students will sit for a test encompassing 15 tasks, answering in short written sentences. Students are proving they have acquired curriculum through an oral exam,

### Learning outcomes

1. Students are enabled to interpret the poetic opus in primary and secondary schools
2. Students are enabled to interpret the fantasy genre in primary and secondary schools
3. Students are enabled to interpret short stories and novels in primary and secondary schools
4. Students are enabled to interpret comedies and tragedies in primary and secondary schools
5. Students are enabled to use debate as a means of teaching in secondary schools
6. Students are enabled to use project teaching in secondary and primary schools

### Content

1. An approach to the poetic opus through the project method of teaching: Dubravko Horvatić
2. An Approach to the poetic opus in the secondary schools: T.P. Marović
3. Short story in teaching: A.G. Matoš: Kip domovina leta 188\* (The Statue of Homeland in the Year of 188\*)
4. Short story in teaching: Dubravko Horvatić: Vruća listopadska noć (The Hot October Night)
5. Short story in the classroom: F. Kafka: The Hunger Artist
6. Phantasy in teaching: N. Fabrio: Sedamdeset druga (In the Year of '72)
7. Novel in primary schools: Božidar Prosenjak: Divlji konj (The Wilde Horse)
8. Novel in secondary school: S. Novak: Mirisi, zlato i tamjan (Myrrh, Gold and Frankincense)
9. Novel in teaching: N. Fabrio: Vježbanje života (part one) (Exercise in Living)
10. Novel in secondary school: N. Fabrio: Vježbanje života (par two)
11. Novel in secondary school: Mile Budak: Ognjište (The Hearth)
12. An approach to the classic: W. Shakespeare: Hamlet
13. An approach to the classic: W. Shakespeare: Hamlet (part two)
14. Comedy in teaching: Molière: The Miser
15. Tragedy in teaching: I. Brešan: The Exhibition of Hamlet in the Village of Mrduša Donja.



# Medieval Croatian Language and Literature

<b>Name</b>	Medieval Croatian Language and Literature
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	5
<b>ID</b>	35960
<b>Semesters</b>	Summer
<b>Teachers</b>	Mateo Žagar, PhD, Full Professor (primary) Dolores Grmača, PhD, Associate Professor (primary) Tanja Kuštović, PhD, Associate Professor (primary) Ivana Eterović, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 30
<b>Prerequisites</b>	To enrol course it is necessary to pass course Old Church Slavonic
<b>Goal</b>	<p>The purpose of this course, within the language module, is to acquaint students with the complexity of the beginning of the development of national literacy realized by Latin and Croatian idioms in three scripts, in the range of multiple (cultural, literary...) influences from East and West. geographically, ecclesiastically and politically extremely divided. Students are expected to master the reading of the constitutional Glagolitic alphabet, and to be able, based on knowledge of the Old Slavonic language, for appropriate philological analysis of the proposed text, so that, among other things, the acquired knowledge can be applied to texts of younger periods. The course would instruct students in an in-depth reading of Croatian medieval texts, enable them to understand the specifics of the literary Middle Ages and reveal to them the worldview and mental characteristics of medieval works. The aim of the literary part of the course is to acquaint students with the literature of the Croatian Middle Ages created in the vernacular, to determine its place and meaning in the history of Croatian literature; training students for the basics of theoretical analysis, interpretation and literary-historiographical contextualization of processed texts.</p>
<b>Teaching methods</b>	Lectures on relevant problems and contents from syllables, joint work on texts. It insists on independent student text analysis (from writing, language to literary analysis) on the basis of mediated literature and on the basis of acquired knowledge in the course Old Church Slavonic Language.
<b>Assessment methods</b>	Evaluations of written homework, colloquium in transliteration of Glagolitic texts and the final written exam.
<b>Learning outcomes</b>	<ol style="list-style-type: none"><li>1. define, describe, and explain basic concepts in the linguistic study of Croatian</li><li>2. interpret and analyze historical and contemporary Croatian texts on a phonological, morphonological, morphological, and syntactic levels, interpret the history of Croatian language, recognize and apply differential criteria in dialectology</li><li>3. apply acquired knowledge about literary scholarship and literary-historical periods in the analysis and interpretation of literary texts, as well as analyze Croatian literary texts with regard to their belonging to a specific literary period, genre, and form</li><li>4. explain the relation of Old Church Slavonic language to other Slavic and Indo-European languages, especially Croatian</li><li>5. analyze Croatian literary texts with regard to literary periodization and generic characteristics</li><li>6. identify divergences from the norms of standard Croatian in written texts while taking into consideration the stratification of Croatian into functional styles</li><li>7. recognize, explain, and use basic concepts and theories in literary scholarship necessary for the analysis</li></ol>

of a literary work

### **Content**

1. Three languages and three alphabets of Croatian medieval culture. Literary-historical features of Croatian medieval literature, its genre composition.
2. Latin in the Croatian Middle Ages (Latin language tradition). Authors and audiences in the Middle Ages; anonymity and orality of Croatian medieval literature.
3. Latin in the Croatian Middle Ages (Croatian language tradition). Croatian medieval literature in the context of European and Slavic medieval literature; spheres of influence: east and west.
4. Croatian Glagolitic Script (characteristics of the alphabet). Medieval verses I
5. Glagolitic component of Croatian medieval literacy. Medieval verses II.
6. Croatian Cyrillic script (characteristics of the alphabet, most important texts). Genre composition of Croatian medieval literature; novels.
7. Linguistic norm in Croatian medieval texts. Outside the biblical canon; apocrypha.
8. Linguistic and stylistic stratification of Croatian medieval texts. Understanding the beyond; visions.
9. Croatian Church Slavonic (Croatian version of the Old Slavonic language). Miracle and miraculous in the Middle Ages; miracles.
10. Croatian - Church Slavonic as hybrid language (interference of Old Slavonic and Old Croatian language elements). Examples of exemplary life; saint legends.
11. The language of fictional Glagolitic texts. Knowledge and instruction; instructive prose.
12. The language of legal texts. Medieval drama and theater; church apparitions.
13. Čakavian in medieval Croatian literacy. The Middle Ages after the Middle Ages: Medieval Literary Poetics in the Early Modern Age I.
14. Kajkavian in medieval Croatian literacy. The Middle Ages after the Middle Ages: Medieval Literary Poetics in the Early Modern II.
15. Talk about the exam.

## Modern Croatian Literature - Text Analysis

<b>Name</b>	Modern Croatian Literature - Text Analysis
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	133509
<b>Semesters</b>	Summer
<b>Teachers</b>	Marina Protrka Štimec, PhD, Associate Professor (primary) Maša Kolanović, PhD, Assistant Professor (primary) Lana Molvarec, PhD, Assistant Professor (primary) Tvrtko Vuković, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	<p>The course aims to get acquainted with key tendencies, models, genre achievements, thematic preoccupations, socio-political context, individual authorial and poetic practices of Croatian literature from the late 70s of the 20th century until recent times.</p> <p>The role of the course in the overall curriculum: the course is propaedeutic and provides basic knowledge of the history of recent Croatian literature, necessary for understanding its dynamics and social context as well as the process of creating a literary canon and redefining it in the observed period.</p>
<b>Teaching methods</b>	Teaching, discussion, various forms of multimedia presentation, dialogue teaching, work on text, independent problem analysis.
<b>Assessment methods</b>	Evaluation of work in seminars, reading tests throughout the semester, written exam at the end of the course.
<b>Learning outcomes</b>	<ol style="list-style-type: none"><li>1. Determine postmodernism as a stylistic, cultural and artistic paradigm.</li><li>2. Particularize, distinguish and describe periods, authors, stylistic and poetic tendencies in the latest literature.</li><li>3. Recognize, explain and autonomously evaluate the genre and authorial features of Croatian postmodern literature.</li><li>4. Explain the correlation of artistic practices and political changes in a given period.</li><li>5. Explain the main tendencies of contemporary film and theater and their connection to contemporary Croatian literature.</li></ol>
<b>Content</b>	<ol style="list-style-type: none"><li>1. Introduction to the content of the course and with the assignments and working methods.</li><li>2. Characteristics of postmodernist literature. An overview of the basic genre tendencies (fantastic prose, new historical novel, jeans prose, etc.), basic literary procedures and key authors of Croatian postmodernist literature (Pavao Pavličić, Goran Tribuson, Nedjeljko Fabrio, Ranko Marinković, Ivan Slamnig, Dubravka Ugrešić, Irena Vrkljan, etc.). Seminar analysis will include "Acting Hamlet in the Village of Mrduša Donja" by Ivo Brešan.</li><li>3. Poetry of the seventies. Croatian poetry in the seventies of the 20th century fundamentally changed the field of contemporary Croatian poetry. The hitherto unquestionable institutions of lyric poetry, such as the Author-Genius, poetic language as a stable medium and the idea of a clear and attainable meaning of a literary text, came under question. During the lecture, students will be introduced to these radical changes in the field of Croatian poetry in the context of social, political, cultural and theoretical movements of that period. Seminar analysis will include selected poems from the collection of Branko Maleš's book of poetry "Text".</li></ol>

4. Historiographical (meta) fiction: originators, representatives, successors. The lecture will provide an overview of the basic features of the new historical novel, its founders (Aralica), prominent representatives (Fabrio) and successors (Jergović). Seminar analysis will include the novel "Trieste" by Daša Drndić.
5. Poetry of the eighties. Despite the radical and key changes in the field of contemporary Croatian lyric poetry, the poetry of the 1970s still retained the modernist and avant-garde idea of literature. For the first time, the poetry of the 1980s, in a typically postmodernist way, questions traditional relations within the institution of literature. Therefore, the lecture will draw attention to some typical postmodernist tactics of the poets of the eighties and will point out the difference according to related, but basically significantly different actions and understandings of the lyrics from the poets of the seventies. The seminar paper will analyze selected poems from the collections of B. Čegec: "Screens of Emptiness", K. Bagić: "Language for Every Distance" and A. Žagar: "Guar, a Dewy Animal".
6. A model of "jeans prose" and its legacy in the 80s. The lecture will provide an overview of the structural and semantic features of the model of "jeans prose" (Flaker), which introduced a new set of thematic and linguistic tendencies into contemporary Croatian literature (Western popular culture, slang stylization, a specific mode of challenging dominant and traditional social structures, etc.). The seminar will analyze the novel "The Shine of the Epoch" by Borivoj Radaković, which summarizes the above literary tendencies of the 70s and 80s, at the same time hinting at the dominant procedures and thematic issues of prose from the late 90s and early 2000s (Perišić, Popović, Bović/Balenović and Bulić).
7. "Women's Writing": Gender Perspectives of the 80s prose. The lecture will provide an overview of prose tendencies that problematize the specific gender perspectives of a literary text with a critical review of literary theoretical and critical concepts such as "women's writing" and "women's prose" that were relevant in domestic literary critical discourse in the 80's. Special focus will be put on the resemantization of the female subjectivity in contemporary literature. Seminar analysis will include selected essays by Slavenka Drakulić ("Deadly Sins of Feminism"; "How We Survived Communism and Even Laughed", "Balkan Express", "Café Europa").
8. Trouble with identity in transition. Continuing the previous lecture with the topic of gender perspective in the prose of the 80's, we follow the course of these tendencies in the period after the collapse of socialism when feminist-conscious literary texts by Dubravka Ugrešić, Slavenka Drakulić, Jelena Lovrić and others represented a subversive element within homogeneous national discourse. The lecture will give a critical overview of the essays of these authors in the context of contemporary poststructuralist theories of identity.
9. Literature and war trauma. At the lecture, we will give an overview of prominent texts that relate to the Homeland War in different ways. Special attention will be paid to the transformation of the war from different ideological and generational perspectives (Mirković, Fabrio, Cvetnić, Drakulić, Kolanović, Simić-Bodrožić) and the literary creation of heterogeneous policies of remembering this traumatic place in recent Croatian history. The seminar will cover Ratko Cvetnić's Short Outing: Writings from the Homeland War.
10. The emergence of the model of "real" poetry in the 1990s could be understood in the context of the problematization of social and aesthetic codes that this type of modernist poetic practices opens up in different periods of recent lyric history. The poetry of the zeros points to the continuity of individual poetic practices and the post-avant-garde legacy of previous poetic generations (Krugovi, Razlog).
11. Transitional text and context of contemporary Croatian prose. The lecture will give an overview of the transformation of the literary field (Bourdieu) in transition and the main thematic tendencies in problematizing the transitional social context. The seminar will include texts by Robert Perišić: Shopping and the Party Was in the Ascending Phase (from the Horror and Big Expenses collection) and Vlado Bulić's novel Journey into the Heart of the Croatian Dream.
12. Postmodern and postdramatic theater. The lecture will provide an overview of post-war dramatic literature from poetic drama and situation drama to political theater with a focus on the engagement, norm, and aesthetics of contemporary dramatic expression. We will list prominent authorial poetics, the phenomenon of post-dramatic theater, performance and alternative performing arts.
13. Exile as a theme in contemporary literature: Miljenko Jergović's Buick Riviera.
14. Contemporary Croatian novel as a film template. Comparison of the film Buick Riviera directed by Goran Rušinović based on the template of the novel Buick River by Miljenko Jergović. Discussion on the topic of the relationship between film and literary template.
15. Final remarks: synthesis and summary of the main topics of the course.

# Myth, Literature and Cultural Memory

<b>Name</b>	Myth, Literature and Cultural Memory
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	225493
<b>Semesters</b>	Summer
<b>Teachers</b>	Davor Nikolić, PhD, Assistant Professor (primary) Evelina Rudan Kapec, PhD, Associate Professor (primary) Josipa Tomašić Jurić, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	Basic knowledge about most influential (anthropological, functionalist, structuralist, psychoanalytical) theories and approaches to myth. Introduction to the problems of myth, "mythical thinking", mythological systems and the relationship between verbal folklore forms (fairy tales, legends, verbal charms, mythological epic poems) and myth; as well as the selected works of the authorial literature based on the myths. Gaining basic knowledge about the concept of cultural memory, with the special emphasis on the role of oral and written literature and microlinguistic structures in the context of mytheme transmission.
<b>Teaching methods</b>	Interactive lecture. Collaborative work in a group (5-6 group members). Collaborative work in pairs (research of smaller tasks and their presentation). Problem-based teaching.
<b>Assessment methods</b>	Evaluation of the research plan; grading individually written seminary paper.
<b>Learning outcomes</b>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li><li>6.</li><li>7.</li></ol>
<b>Content</b>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li><li>6.</li><li>7.</li><li>8.</li><li>9.</li><li>10.</li><li>11.</li><li>12.</li><li>13.</li><li>14.</li><li>15.</li></ol>



## Normative grammar in teaching

<b>Name</b>	Normative grammar in teaching
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	225503
<b>Semesters</b>	Summer
<b>Teachers</b>	Marko Alerić, PhD, Associate Professor (primary)
<b>Hours</b>	Seminar 15 Lectures 15
<b>Prerequisites</b>	None
<b>Goal</b>	
<b>Teaching methods</b>	
<b>Assessment methods</b>	
<b>Learning outcomes</b>	
<b>Content</b>	

## Normative Levels of Standard Croatian Language

<b>Name</b>	Normative Levels of Standard Croatian Language	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	5	
<b>ID</b>	225494	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Bernardina Petrović, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>		
<b>Teaching methods</b>		
<b>Assessment methods</b>		
<b>Learning outcomes</b>		
<b>Content</b>		

## Novel: theory and history of the genre

<b>Name</b>	Novel: theory and history of the genre	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	5	
<b>ID</b>	225504	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Andrea Milanko, PhD, Assistant Professor (primary)	
<b>Hours</b>	Seminar	15
	Lectures	30

**Prerequisites** None

**Goal** The goal of the course is to give an overview of the novel as a genre in its historical and theoretical transformations. Following Lukacs and Bakhtin, we will consider how the novel replaced the epic poem in its aim at depicting totality of the world, but with a huge difference, namely with an ambition to change the current state of affairs. Students will have an obligatory reading consisting of four novels so that they can demonstrate two parallel lines of novel development, i.e. its romance background and its 18th-century call for authenticity. We will be considering novel's relation to reality, history, other similar genres, theories of novel emergence and different interpretations of its significant changes.

**Teaching methods** discussion, lecture

**Assessment methods** written exam

### Learning outcomes

1. To illustrate on a selected number of novels main changes in the genre poetics.
2. To write an essay in which the student will contextualize the given novel in the novel tradition.
3. To select and rethink a methodological framework suitable for the analysis of the literary text.
4. To explain the relation between the literary text and its historical and literary context.

### Content

1. Theories of novel emergence: epic poem and novella. Beginnings of the novel.
2. The Greek love novel and the Roman adventure novel
3. The chivalric romance and the picaresque novel
4. Beginnings of psychological and analytical novel in England and France in the 17th century
5. The age of Sentimentalism
6. The rise of the modern novel and dissociation of taste: Bildungsroman
7. Historical novel and the realist novel.
8. Beginnings of the modernist novel
9. The modernist novel I
10. The modernist novel II
11. Postmodernism and historiographic metafiction
12. Magic realism
13. Contemporary novel and the limits of genre
14. Final discussion
15. Exam

# Old Church Slavonic

<b>Name</b>	Old Church Slavonic
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	6
<b>ID</b>	35955
<b>Semesters</b>	Winter
<b>Teachers</b>	Mateo Žagar, PhD, Full Professor (primary) Tanja Kuštović, PhD, Associate Professor (primary) Ivana Eterović, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	The aim of this course is to acquaint students of Croatian language and literature with the basics of general Slavic language, writing and literary culture, with the first translations into Slavic, in order to understand the beginnings of national heritage based on this knowledge. Based on this knowledge (according to which the Proto-Slavic language is also reconstructed), further study will be able to upgrade knowledge from the history of the Croatian language, Croatian medieval literature, the development of Croatian scripts (Glagolitic, Cyrillic, Latin).
<b>Teaching methods</b>	Lectures Independent analyzes of Glagolitic and Cyrillic texts. Independent linguistic analyzes, at all linguistic levels, of Old Slavonic texts.
<b>Assessment methods</b>	frequent homework taking a colloquium final written exam

## Learning outcomes

1. explain the relation of Old Church Slavonic language to other Slavic and Indo-European languages, especially Croatian
2. interpret, elaborate, and analyze historical and contemporary texts on a phonological, morphonological, morphological, and syntactic levels of the Croatian language
3. critically evaluate the relation between literary texts and socio-historical context
4. master writing and speech in one Slavic language at a beginner's level, define and explain differences between that language and Croatian, understand the specificity of Croatian in relation to other Slavic languages, especially South Slavic ones
5. understand the interconnection of linguistic changes with regard to the period in which they appear, observe grammatical phenomena from a diachronic perspective, interpret the history of Croatian, and recognize and apply differential criteria in dialectology

## Content

1. introductory lecture: defining the Old Slavonic language, attitude towards Proto-Slavic, speech base, attitude towards Greek; different names for the oldest Slavic literary language
2. beginnings and development of Paleoslavism through the XIX. and 20th century (review), with special regard to the Croatian share (researchers, corpus)
3. canon of Old Slavonic texts (overview by content, time and place of origin, script, content)
4. sources for studying the life and work of Constantine and Methodius (Slavic, Latin and Greek)
5. review of the biography of Constantine and Methodius (chronology);
6. cultural context as a precondition for the emergence of the first Slavic literary language and script (Byzantium in the 9th century, economics, Constantine's polemics before leaving for Great Moravia)
7. historical and cultural circumstances of the Great Moravian Mission, the first translations into the Old Slavonic language

8. stay of the Holy Brothers in Pannonia, controversy in Venice, consecration of the Old Slavonic language in Rome, Constantine's death
9. the fate of the Slavic mission after Constantine's death; the founding of the Pannonian Archdiocese, the relationship between Rome and the Frankish ecclesiastical hierarchy
10. Methodical action, between Frankish attacks and papal support; Method's translation activity
11. the fate of students after Method's death (Czech Republic, Bulgaria, Croatia); spreading the Cyril and Methodius heritage among other Slavic peoples (review; and about Croatian heritage only basically, because a lot of attention is paid to this topic in the next semester, within the course "Croatian language and literature in the Middle Ages"). the first Latin Slavic literacy: the Brežice monuments (Frisian monuments) - the question of the attitude towards the Cyril and Methodius heritage
12. Treatise of Crnorizac the Brave, the first Slavic letters (the question of origin and primacy)
13. example of an intensive philological approach: Kiev leaflets (peculiarity in the Canon, at the textological level, linguistic and graphic; reconstruction of the place of origin; characteristics of scribe schools, the question of forgery, etc.); each ak. the example of the canonical text may differ (eg Assemani's Evangelist, Suprasaljski zbornik, etc.)
14. editions of the Old Slavic language (importance in certain Slavic cultures, role in the development of certain standard Slavic languages; basic distinctive linguistic features, the most important monuments, time span of use)
15. concluding lecture: contemporary position of Old Slavic studies in Slavic studies (newer Old Slavic dictionaries, grammars, newer editions of Old Slavic texts, textbooks), open questions, research perspectives; an introduction to the importance of the Old Slavonic component in the history of Old Slavonic literacy

# Oral Narratives and Genres

<b>Name</b>	Oral Narratives and Genres
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	118124
<b>Semesters</b>	Winter
<b>Teachers</b>	Evelina Rudan Kapec, PhD, Associate Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	To acquaint students with the genre characteristics of teaching, by constituting that genre in science, and methodologically train them for independent field research, as well as for independent research of intertextual and intermedial connections of oral and written literature and film (on examples of Croatian and world literature and filmography).
<b>Teaching methods</b>	interactive lecture, inductive and deductive method, collaborative group work, method of analysis and synthesis, discussion, extracurricular teaching (field teaching), independent research, project teaching
<b>Assessment methods</b>	The assessment includes regular class attendance and class activity, presentation within seminar groups, seminar paper (research and written performance), and oral exam.

## Learning outcomes

1. interpret and re-examine the theoretical starting points of the genres of oral prose and the place of legend within them
2. synthesize and critically argue different research aspects (philological, folkloristic, anthropological)
3. identify and locate areas of research, organize and conduct research in the field of dialectology or oral literature, and make the results available to the local or wider community by evaluating and archiving them
4. critically argue the theoretical starting points of one's own research and the choice of research methods
5. conduct research (find and select narrators, record and, according to the rules of the profession, transcribe the material)
6. interpret recorded and transcribed material interdisciplinary (folkloristic, philological, and cultural anthropological aspects)
7. write a seminar paper in which the results of the research will be described and shown (theoretical starting points, choice of methods, recorded and transcribed material, analysis of that material, and comparison with previous research)
8. orally present the results of project tasks on the connections between oral and written literature on the examples of Croatian and world literature and film
9. integrate analysis of literary texts with acquired knowledge from other humanities and some social science disciplines
10. analyze, interpret, and critically evaluate old, modern, and oral Croatian literary texts and form an appropriate attitude towards literary criticism

## Content

1. The genre system of oral literature with special reference to the belief legend. Instructions and tips for independent research work that will result in seminar work. Instructions for project tasks.
2. Constituting the genre of belief legend in domestic and foreign scientific thought. Belief legend compared to a fairy tale, belief, legend, the so-called urban legends, everyday stories (life stories).

Contemporary traditions.

3. Three forms of belief legend: memorate, fabulate, chronicate. Status of individual forms. The composition of belief legend and the stylistic complex. Thematic division: historical, demonological/mythical, etiological belief legends. Terminological problems and overlaps.
4. Historical legends. Themes and motives ('clan' legends, the character of the mythical ruler, legends about collective murder, etc.).
5. Demonological/mythical legends. The phenomenon of the supernatural/otherworldliness in the genre of legend. Supernatural beings, beings with supernatural abilities and supernatural phenomena. Mythical elements. Apotropaic system and forms in which it occurs.
6. Fairies. Appearance, action, and identity of the fairies. Vilenica. Suđenica. (Moir)
7. Orko (loroko, mrak), mračnjaki, macić (malik, macmolić), nevidinčići, mora, mogu. Appearance, action, narrative fertility. Returning the dead (from werewolves to dead hitchhikers), candlesticks, devils, quatrains, cholera, plague, etc. Buried treasure and snake motif.
8. Krsnik (kršnjak, grišnjak). Protector and healer. Fights with štrigun. Mythological traces, modern transformations.
9. Legends in ethnographic monographs (manner of presentation, writing, terminological determinants) (J. Lovretić / B. Jurić, F. Ivanišević, M. Lang).
10. Motives of belief legends in written literature on selected examples (eg Lope de Vega, W. Shakespeare, P. Zoranić, M. Držić, B. A Krčelić, D. Jarnević, A. Šenoa, Đ. Sudeta, D. Šimunović, J. Kaštelan).
11. Legendary elements in contemporary literature (eg P. Gudelj, D. Načinović, M. Jergović, J. Mlakić, K. Novak, Ž. Periš).
12. Legendary elements in contemporary literature and film (project assignments).
13. Legends, memory, and the city I. (Zagreb in belief legends, extracurricular classes).
14. Presentations of student research, seminar papers and project assignments, comments, and discussions. I.
15. Presentations of student research, seminar papers and project assignments, comments, and discussions. II.

## Orthoepy in Teaching

<b>Name</b>	Orthoepy in Teaching
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	118123
<b>Semesters</b>	Winter
<b>Teachers</b>	Marko Alerić, PhD, Associate Professor (primary)
<b>Hours</b>	Lectures 15 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	
<b>Teaching methods</b>	
<b>Assessment methods</b>	
<b>Learning outcomes</b>	
<b>Content</b>	

# Overview of the History of Croatian Oral Literature

<b>Name</b>	Overview of the History of Croatian Oral Literature
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	69868
<b>Semesters</b>	Summer
<b>Teachers</b>	Davor Nikolić, PhD, Assistant Professor (primary) Evelina Rudan Kapec, PhD, Associate Professor (primary) Josipa Tomašić Jurić, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 30
<b>Prerequisites</b>	To enrol course it is necessary to attend course Theory and Poetics of Croatian Oral Literature
<b>Goal</b>	Ensure professional and scientific competence of students in historical and literary research within the historical course of Croatian literature and especially oral literature. To enable them to work independently, to continue their studies and scientific research. This will be confirmed by the design and implementation of field research work.
<b>Teaching methods</b>	Interactive lecture, collaborative group work, case study, project teaching, preparations for independent field research
<b>Assessment methods</b>	Written exam, oral exam, research seminar paper (evaluation of research implementation, research results, and design of written paper on research and its results)

## Learning outcomes

1. analyze, interpret, critically evaluate the texts of Croatian oral literature in their historical duration
2. analyze, interpret and evaluate the interferences of oral literary texts with the texts of Croatian written literature
3. develop one's own theoretical interpretations of oral literary texts and the phenomenon of interference with written literature
4. introduce historical texts and records from the perspective of contemporary paradigms of literary and folkloristic scholarship
5. develop skills in designing, conducting, and presenting independent field research
6. establish the relationship of one's own recording contribution with the continuous recording of Croatian oral literature
7. identify and locate the area of field research in dialectology and oral literature and evaluate and archive researched material
8. explain and differentiate the characteristics of literary-historical periods and stylistic formations in Croatian literature from the Middle Ages to postmodernism and connection between literature and oral tradition
9. connect literary content with other related artistic, scientific, and general cultural content on a synchronic and diachronic level

## Content

1. Introductory notes on the course and obligations. Rhetorical forms (description, genres, history of study).
2. Proverbial (paremiological) forms (description, genres, history of study).
3. The illiterate phase of culture. Principles of continuity. History of Oral Literature Records. Oral literature in the histories of literature. Concepts of the history of oral literature.
4. The beginnings of Croatian folkloristic: from Vrhovčeva Okružnica to Radić's Osnova. European context of folklore research. Contributions by Lj. Gaj, S. Vraz, L. Ilić Orovcin, I. Kukuljević

- Sakcinski. The role of literary periodicals and folk calendars. Questionnaires. Institutional calls for collecting oral literature (Matica hrvatska, JAZU). Scientific reflection on folklore and orality: I. Kukuljević Sakcinski, V. Jagić, T. Maretić, N. Nodilo, A. Radić, L. Zima.
5. Institutionalization of folklore research: from great ethnographies to the Institute of Ethnology and Folklore and the Department of Croatian Oral Literature. Collection of folklife and customs of the South Slavs. Croatian folk song edition: N. Andrić, V. Žganec. Institutional field research, scientific study of folklore and literary-historical synthesis: O. Delorko, M. Bošković-Stulli, N. Bonifačić Rožin, D. Zečević, T. Čubelić, J. Kekez, S. Botica.
  6. Croatian oral literature in the Middle Ages: interferences, correlations, intertextuality, intermediality. Traces of orality in medieval epigraphy. Medieval legendary prose and its echo in oral literature. Moral-didactic prose, prenja, and eschatological visions, mythical and etiological traditions. Amulets, charms, oaths. Paremiological genres, religious poetry, calendar processions, church performances.
  7. Croatian oral literature in the Middle Ages: interferences, correlations, intertextuality, intermediality. Traces of orality in medieval epigraphy. Medieval legendary prose and its echo in oral literature. Moral-didactic prose, prenja, and eschatological visions, mythical and etiological traditions. Amulets, charms, oaths. Paremiological genres, religious poetry, calendar processions, church performances.
  8. Croatian Oral Literature in the 15th and 16th Centuries: Records and Mentions. Early fragments of lyrical songs and bugarščica. Juraj Šižgorić on oral tradition. Orally in writing: Ranjina's collection, P. Hektorović, P. Zoranić, M. Držić, H. Lucić.
  9. Croatian Oral Literature in the 15th and 16th Centuries: Records and Mentions. Early fragments of lyrical songs and bugarščica. Juraj Šižgorić on oral tradition. Orally in writing: Ranjina's collection, P. Hektorović, P. Zoranić, M. Držić, H. Lucić.
  10. Croatian oral literature in the 17th century. Attitude towards orality: J. Baraković, F. K. Frankopan, P. R. Vitezović. Kajkavian songbooks.
  11. Croatian oral literature in the 18th century. Collections of oral poems (Erlangenski zbornik, Popjevke slovinske). Franciscans and the attitude towards orality: T. Babić, L. Šitović, F. Grabovac. Andrija Kačić Miošić and Pleasant Conversation of the Slovenian People. Records of A. B. Krčelić, M. P. Katančić, M. A. Relković. Reception of Asanaginica, polemic Lovrić – Fortis.
  12. Croatian oral literature in the 18th century. Collections of oral poems (Erlangenski zbornik, Popjevke slovinske). Franciscans and the attitude towards orality: T. Babić, L. Šitović, F. Grabovac. Andrija Kačić Miošić and Pleasant Conversation of the Slovenian People. Records of A. B. Krčelić, M. P. Katančić, M. A. Relković. Reception of Asanaginica, polemic Lovrić – Fortis.
  13. Croatian oral literature in the 19th and 20th centuries. Collections of oral records: S. Vraz, M. K. Valjavec, F. Kurelac, J. Volčić, M. Pavlinović, B. Bogišić, A. Murat. Interference with written literature.
  14. Croatian oral literature in the 19th and 20th centuries. Collections of oral records: S. Vraz, M. K. Valjavec, F. Kurelac, J. Volčić, M. Pavlinović, B. Bogišić, A. Murat. Interference with written literature.
  15. Contemporary Croatian folklore research: between philology and cultural anthropology. Synthesis of student field research.

# Philological Analyses of the Croatian Old Church Slavonic Texts

<b>Name</b>	Philological Analyses of the Croatian Old Church Slavonic Texts	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	4	
<b>ID</b>	118106	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Tanja Kuštović, PhD, Associate Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	The aim is to enable students to easily analyze, linguistically and culturally, the most important Croatian Old Slavonic texts, especially those that are part of the curriculum in high school. Developing awareness of the unity of three-letter Croatian culture.	
<b>Teaching methods</b>	Lecture. Analysis and synthesis. Independent and joint comparison of the language of texts and letters.	
<b>Assessment methods</b>	Homework. Written knowledge test in which students independently write an essay on offered and previously processed topics; linguistically analyze the text and answer questions related to historical facts.	

## Learning outcomes

1. autonomously teach mandatory and additional units within the framework of the Croatian language curriculum: language and linguistic expression, Croatian and world literature, and media culture on all levels of education
2. understand and explain to students the complexity of relations between a literary text and its context (social, historical, and others)
3. study, analyze, and explain the structure of the Croatian lexicon, basic lexical-semantic relations within it, lexical stratification and lexical borrowing
4. autonomously write academic and professional papers
5. autonomously research and critically evaluate linguistic phenomena in the past and present
6. analyze and evaluate texts written in different functional styles
7. autonomously research language as a means and outcome of interaction in its cognitive, affective, creative, and social role
8. co-create a standard language norm and critically evaluate its operation
9. analyze, interpret, and critically evaluate old, modern, and oral Croatian literary texts and form an appropriate attitude towards literary criticism
10. analyze and evaluate the phenomena and processes of Croatian literature in their historical context

## Content

1. The meaning of philological analysis, reading the text: description of grammar, determining the meaning for the history of the Croatian language and the history of Croatian literature, cultural value.
2. A treatise by Crnorisca Hrabra. The text does not belong in the formal sense to the corpus that will be processed in the course, but the reasons for inclusion are multiple: practical - because the text is in high school textbooks; principal- because it speaks of the beginnings of Slavic literature. The speech of this text is repeated in the Croatian Glagolitic tradition, for example in the polemic of Nikola Modruški.
3. Vinodol Code. Legal monuments in the Middle Ages. Their significance for the history of the Croatian language and literature. Vinodol law - the oldest Croatian code and the second oldest in the Slavic world.
4. Istrian divorce: texts from different times united in one: the problem of linguistic analysis of

- transliterated texts. Istrian divorce in the interpretation of domestic and foreign researchers.
5. Poljica Statute: Croatian Cyrillic Medieval Texts (Dubrovnik, Bosnia, Poljica). Administrative style of legal texts.
  6. The oldest Croatian songbook. The importance of the Paris Songbook for the study of medieval Croatian poetry. Previous literary-historical and linguistic-historical studies.
  7. Annals of the priest Dukljanin. Historical prose in the Middle Ages. Croatian chronicle. The relationship of history and legend. Connection with the Czech legend of St. Wenceslas.
  8. Record of pop Martinac. Another Novljan breviary and its copyist, priest Martinac. Martinč's complaint about the Krbava catastrophe. Old Slavonic elements in a narrative text: the influence of breviaries.
  9. Lucidar- a medieval encyclopedia. Lucidar from Glagolitic collections (Petrisov, Žgombićeva). Influence of Czech translations on Croatian ones.
  10. Baska tablet. Literature on the Baška tablet. The most important researchers. The place of Ploče among other Glagolitic oyster monuments.
  11. Baska tablet. The significance of Ploča for historical science, for Croatian literature and linguistic history. In what language was it written. Croatian Old Slavonic as one of the stylizations of the Croatian literary language.
  12. Poem nada songs in Croatian translations. A medieval translation from around 1379.
  13. Muka All Margarita- drama in verse. The Latin legend originated in the early Middle Ages and spread in translations into the vernacular, translated into verse and dramatized at the end of the 15th century. The Croatian translation of the legend in prose is preserved in the Paris anthology from 1375 and in the Oxford anthology from the beginning of the 15th century, both written in Glagolitic.
  14. Student questions, additional explanations and analyzes.
  15. Knowledge test.

# Popular Culture and Croatian Novel from Socialism to Transition

<b>Name</b>	Popular Culture and Croatian Novel from Socialism to Transition	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	4	
<b>ID</b>	80632	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Maša Kolanović, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	The course deals with the cultural reading of the history of Croatian/Yugoslav literature and discusses issues of relationship between novels, popular culture, everyday life, gender politics and ideology from the second half of the 20th century to contemporary times. The course is conceived as a platform for developing independent research work, interdisciplinary study of Yugoslav socialism and post-socialism, and critical thinking and refinement of academic writing strategies in socio-humanistic sciences.	
<b>Teaching methods</b>	Teaching, discussion, various forms of multimedia presentation, dialogue teaching, work on text, independent problem analysis.	
<b>Assessment methods</b>	Evaluation of the individual work in seminar analysis during the semester, short essays and the final paper at the end of the course.	

## Learning outcomes

1. Critical analysis of literary, cultural and documentary sources on Yugoslav socialism
2. Critically interpret a literary work in a historical, social and political context.
3. Describe the authors, stylistic and poetic tendencies in Croatian literature in the period of socialism.
4. Master the techniques and skills of academic writing in the practical work by making a seminar on the topic of the course.

## Content

1. Introduction to the study of popular culture in socialism: definitions of popular culture, theoretical schools, and approaches in the second half of the 20th century to the present. An overview of the approach to socialism in the modern humanities. Introduction to the way of working on the course.
2. Socialism today. A discussion on the topic of a selected cultural pattern of articulation of socialism in contemporary culture.
3. Intellectual approaches to popular culture in the context of Yugoslav socialism I.: Antony Easthope: "High Culture/Popular Culture: Heart of Darkness and Tarzan of the Apes"; Jovan Popović: "Black market goods on the literary market"
4. Intellectual approaches to popular culture in the context of Yugoslav socialism II: Viktor Žmegač: "Critical approach to trivial literature"
5. Culture for the masses - a popular culture in the period of social realism: Josip Barković: Sons of Freedom
6. Academic writing: strategies for writing the final seminar paper: topic selection, paper structure, access to materials and literature, further work perspectives, etc.
7. Socialism and the popular culture of western provenance: opposition. Alojz Majetić: Changi off Gottoff.
8. Socialism and the popular culture of western provenance: negotiation. Pero Zlatar: "Stay Calm, Hooligans!"
9. Codification of popular cultural resistance in socialism: Zvonimir Majdak: "You see, my old man"
10. Novel, film and socialist everyday life, part 1:

- Rajko Grlić: "In the jaws of life"
11. Novel, film and socialist everyday life, part 2:  
Dubravka Ugrešić: "Steffie Speck in the Jaws of Life"
  12. Decadent socialism, prologue to transition:  
Borivoj Radaković: "The splendor of the era"
  13. Popular culture in transition. Tomislav Zajec: "A Room for Breaking"
  14. Discussion on the of seminar papers: presentation of seminar papers, commenting and peer review of submitted topics, part 1.
  15. Discussion on the of seminar papers: presentation of seminar papers, commenting and peer review of submitted topics, part 2.

# Practice of Reading

<b>Name</b>	Practice of Reading
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	3
<b>ID</b>	170288
<b>Semesters</b>	Winter
<b>Teachers</b>	Anera Ryznar, PhD, Assistant Professor (primary) Nikola Koščak, PhD, Assistant Professor
<b>Hours</b>	Lectures 30 Seminar 15
<b>Prerequisites</b>	None

## Goal

Acquiring basic knowledge in the field of literary criticism; practising necessary skills for independent reading, analysis and interpretation of literary texts. The course is conceived as the teacher's and students' collaborative work on particular texts and the study of literary language. By completing practical assignments the students will acquire the methodological frame and learn how to approach the style of a text/author/period and how to identify, name, and interpret particular features, regularities, and patterns. Exercises and oral presentations will help the students to acquire skills such as critical reading, writing scholarly papers, and participating in academic discourse.

**Teaching methods** lectures, seminars (literary text analysis)

**Assessment methods** written exam

## Learning outcomes

1. recognize, explain, and use basic concepts and theories in literary scholarship necessary for the analysis of a literary work
2. apply acquired knowledge about literary scholarship and literary-historical periods in the analysis and interpretation of literary texts, as well as analyze Croatian literary texts with regard to their belonging to a specific literary period, genre, and form
3. analyze, differentiate, dissect, and critically evaluate forms of written and oral literary texts serving different purposes
4. recognize and describe style as a characteristic of literary texts produced by creative language use

## Content

1. Introductory lecture: introducing students to the subject of the course and the course requirements
2. What is literature and why does it matter? (J. Culler: Literary Theory - a very short introduction)
3. Lyrical forms and metrical systems
4. Lyrical subject
5. Figures of speech
6. Analysis of lyrical poems
7. Introduction to narratology
8. Analysis of a short story
9. Narrator and narrative techniques
10. Analysis of a novel
11. Introduction to drama
12. Analysis of a drama
13. Analysis of literary texts
14. Analysis of literary texts
15. Synthesis



# Rhetorical Genres of Croatian Oral Literature

<b>Name</b>	Rhetorical Genres of Croatian Oral Literature	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	4	
<b>ID</b>	170270	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Davor Nikolić, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	Introduce students to the characteristics of oral rhetorical genres, to the history of written records and scholarly research both by Croatian folklorists and literary scholars. Introduce students to different theoretical and methodological approaches to oral rhetorical genres (folkloristic approach, rhetorical criticism, phonostylistics, speech act theory). Enable students methodologically for individual recording of contemporary oral rhetorical genres and for scholarly expertise.	
<b>Teaching methods</b>	Oral lectures and seminars; e-learning; field work exercise; mentorship.	
<b>Assessment methods</b>	Evaluation of the research plan; grading individually written seminary paper.	

## Learning outcomes

1. analyze and interpret oral rhetorical genres
2. describe, properly interpret and synthesize different research aspects (folkloristics, rhetoric, stylistics, pragmalinguistics)
3. differentiate oral rhetorical and other affiliate genres (e.g. lyrical or paremiological)
4. create and individually, after seminary courses, design plan of fieldwork research
5. define theoretical standpoints of the research; argue about the selected research method(s)
6. conduct the research (find and chose informants, record and according to folkloristic customs transcribe the material) and analyze the recorded material using single or interdisciplinary approach
7. write seminary paper with full theoretical and methodological framework

## Content

1. Oral rhetorical genres: defining and positioning in relation to affiliated folklore genres (primarily lyric poetry and paremiological genres). Instructions for oral presentations and writing of seminary papers (instructions for fieldwork research or analytical paper).
2. Research on oral rhetorical genres by Croatian folklorists and literary scholars. Theoretical and methodological frameworks (philological, folkloristic, rhetorical, stylistic). Terminological problems (little, small, simple, oratory, rhetorical genres).
3. Historical overview of written records of oral rhetorical genres from the earliest records (Bašćanska ploča) to contemporary genres (children's folklore, cheering genres, netlore).
4. Croatian oral rhetorical genres. Problems of classification (semantic and asemantic genres; phonosemantic and pragmasemantic genres; basic and hybrid genres; ilocutionary and perlocutionary genres). Folkloristic approach. Speech genres (Bakhtin). Children's folklore. Independent and dependent genres. Informants and recorders: emic and etic position.
5. Rhetorical and stylistic approach. Triadic relationship: speaker-text-audience. Persuasion. Argumentation elements. Figures of speech.
6. Phonosemantic approach. Phonetic (sound) symbolism and phonological iconicity. Motivation of speech and linguistic sign. Onomatopoeia and synesthesia. Application of phonostylistic methods in the analysis of oral rhetorical genres.
7. Pragmalinguistic approach. Speech act theory. Ilocution and perlocution. Insights of pragmatics and discourse analysis. Cooperative principle and Gricean maxims.

8. Counting-out rhymes and affiliated genres. Counting-out rhymes in children's plays. Poetics of counting-out genres. Analysis of selected examples applying different theoretical and methodological frameworks.
9. Tongue-twisters. Euphony and objective correlates (vowel-consonant ratio, open-closed syllables ratio, consonant clusters). Application of tongue-twisters in speech therapy and language acquisition. Analysis of selected examples applying different theoretical and methodological frameworks.
10. Verbal charm. Magical speech genres and the belief in the power of word. Apotropeic and exorcistic functions of verbal charms. Verbal charm in folk medicine and beliefs. Verbal charms on the crossroads of phonosemantics and pragmatics. Analysis of selected examples applying different theoretical and methodological frameworks.
11. Folk prayers. Apocryphal foundations and the influence of verbal charms. Function of divine and saintly authority. Contemporary fieldwork research. Analysis of selected examples applying different theoretical and methodological frameworks.
12. Blessing, curse, swearword. Pragmatics of optative expressions. Desire to evoke good or to inflict evil. Interference with other folklore genres. Curse as a narrative element. Analysis of selected examples applying different theoretical and methodological frameworks.
13. Toast. Hybridity of genre: blessings, epideictic and dithyramb elements. Affiliated genres. Customs of performing toasts in different Croatian regions. Analysis of selected examples applying different theoretical and methodological frameworks.
14. Mockery rhymes and (self) praises. Traditional forms and contemporary equivalents. Children's mockery rhymes. Cheering genres. Mockery rhyme, battle rap and hip-hop culture. Analysis of selected examples applying different theoretical and methodological frameworks.
15. Synthesis. Evaluation of students: oral presentations of the best graded seminary papers, grading success of fieldwork research.

# Spoken Language and Jargon

<b>Name</b>	Spoken Language and Jargon
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	170292
<b>Semesters</b>	Summer
<b>Teachers</b>	Nikola Koščak, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 15
<b>Prerequisites</b>	None

**Goal** The aim of this course is to offer students a broader introduction to colloquial language and slang, their pragmatics, lexical, syntactic and phonetic features. Various directions of scientific, especially stylistic, study of these language varieties, their relations to the standard language and their position in functionalist stylistics and related classifications will also be explored. Colloquialization as a phenomenon of colloquial language in written discourse, especially literary (prose, poetry, drama), journalism, advertising and private, will be explored, so the course will provide students with a deeper insight into the specifics of certain discourse types and genres.

**Teaching methods**

- interactive analysis, commenting and explanation of theoretical texts
- group discussion
- stylistic exercises
- presentation of independent analysis
- giving comprehensive feedback on student assignments and seminar papers

**Assessment methods** The overall grade consists of the following elements:

- regularity in attending classes
- participation in classes (preparation for the lesson, asking questions, commenting)
- homework
- oral presentation and/or written seminar paper
- written exam

## Learning outcomes

1. analyze and evaluate texts written in different functional styles
2. analyze popular culture phenomena and relate them to specific literary texts
3. autonomously research and describe linguistic phenomena in their systematic, social, cognitive, and historical connections
4. entice a respectful attitude towards difference, other idioms, their speakers, and linguistic realizations
5. use different tools and sources, from electronic and network tools and different media to utterances of living speakers

## Content

1. Spoken and written language
2. Conversational style - Conversational language in functional stylistics
3. Conversational discourse and colloquialization
4. Pragmatics of colloquial language
5. Colloquialism
6. Phonetics of colloquial language
7. Conversational language syntax

8. Graphostylization of colloquial language
9. Colloquialization in literary texts
10. Jargon, slang, argot
11. Pragmatics of slang discourse
12. Jargonism
13. Graphostylization of slang discourse
14. Slang in literary texts
15. Synthesis

## Standard Croatian - Morphology

<b>Name</b>	Standard Croatian - Morphology
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	5
<b>ID</b>	52520
<b>Semesters</b>	Summer
<b>Teachers</b>	Ivan Marković, PhD, Associate Professor (primary) Tatjana Pišković, PhD, Associate Professor (primary) Igor Marko Gligorić, PhD, Postdoctoral Researcher
<b>Hours</b>	Lectures 30 Seminar 30
<b>Prerequisites</b>	To enrol course it is necessary to attend course Standard Croatian - Phonology and Morphophonology
<b>Goal</b>	Acquisition of basic knowledge of linguistic morphology and inflexion of Standard Croatian.
<b>Teaching methods</b>	Lectures, language exercises.
<b>Assessment methods</b>	Written exam.

### Learning outcomes

1. critically analyze language in use and the prescribed norm on the phonological, morphological, and syntactic level of the Croatian language
2. identify divergences from the norms of standard Croatian in written texts while taking into consideration the stratification of Croatian into functional styles
3. question and evaluate one's own expression in writing and speech in the Croatian language
4. define, describe, and explain basic concepts in the linguistic study of Croatian
5. apply knowledge of linguistics in written and verbal communication

### Content

1. Introduction to morphology I. Introduction to morphology. Review of materials and literature.
2. Introduction to morphology II. Word. Word forms. Introduction to parts of speech/word classes.
3. Morpheme and morph I. Morpheme. Morph. Allomorph. Types of morphs.
4. Morpheme and morph II. Word-building processes I. Types of morphs.
5. Morpheme and morph III. Word-building processes II. Types of morphs. Clitics.
6. Inflexion and derivation. Morphological productivity. Constraints of productivity.
7. Morphological typology and universals. Typology of the Croatian morphology.
8. Verb I. Verb. Verbal categories.
9. Verb II. Croatian verbal classes. Valency.
10. Noun I. Noun. Noun categories.
11. Noun II. Croatian noun classes. Gender and sex.
12. Adjective. Adjective categories. Croatian adjective classes.
13. Pronoun. Pronoun. Function and morphology of pronouns. Croatian pronoun classes.
14. Numeral. Numeral. Morphology of numerals and basic syntagmatics of Croatian numerals.
15. Conclusion.

# Standard Croatian - Phonology and Morphophonology

<b>Name</b>	Standard Croatian - Phonology and Morphophonology	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	5	
<b>ID</b>	52515	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Bernardina Petrović, PhD, Full Professor (primary) Ivan Marković, PhD, Associate Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	30
<b>Prerequisites</b>	To enrol course it is necessary to pass course Language Exercises I To enrol course it is necessary to pass course Language Exercises II	
<b>Goal</b>	Acquisition of basic knowledge of general phonology and phonetics, phonology and morphonology of Standard Croatian.	
<b>Teaching methods</b>	Lectures, language exercises.	
<b>Assessment methods</b>	Written exam.	

## Learning outcomes

1. critically analyze language in use and the prescribed norm on the phonological, morphonological, morphological, and syntactic level of the Croatian language
2. identify divergences from the norms of standard Croatian in written texts while taking into consideration the stratification of Croatian into functional styles
3. question and evaluate one's own expression in writing and speech in the Croatian language
4. define, describe, and explain basic concepts in the linguistic study of Croatian
5. apply knowledge of linguistics in written and verbal communication

## Content

1. Introduction. Introduction to general and Croatian phonetics, phonology, and morphonology.
2. Articulations. Design features of human language. Analyticability or articulability.
3. Morphonology I. Introduction to morphonology. Typology of sound changes.
4. Morphonology II. Croatian phonological processes I. Assimilations. Deletions. Insertions. Umlauts.
5. Morphonology III. Croatian phonological processes II. Palatalizations. Sibilizations. Iotations. Ablauts.
6. Phonetics I. Introduction to phonetics. Phone. Allophone. Transcription. IPA.
7. Phonetics II. Croatian sounds/phones. Phonetic adaptation.
8. Phonology I. Alphabet. Phoneme. Distinctive features. Structuralistic. Generative. Autosegmental.
9. Phonology II. Croatian phonemes I.
10. Phonology III. Croatian phonemes II. Criteria of phonemicity and the contemporary Croatian jat.
11. Syllable I Introduction to syllable and syllabization. Sonority. Foot.
12. Syllable II. Croatian syllable templates. Croatian phonotactic constraints.
13. Prosody I. Introduction to prosody and accent systems.
14. Prosody II. Basics of the Croatian accent system and accent types. Norm. Use. Outlook.
15. Conclusion.

# Standard Croatian - Syntax

<b>Name</b>	Standard Croatian - Syntax
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	5
<b>ID</b>	52522
<b>Semesters</b>	Winter
<b>Teachers</b>	Iva Nazalević Čučević, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 30
<b>Prerequisites</b>	To enrol course it is necessary to pass course Standard Croatian - Phonology and Morphophonology To enrol course it is necessary to pass course Standard Croatian - Morphology
<b>Goal</b>	Mastering the basics of Croatian syntax.
<b>Teaching methods</b>	Direct teaching, learning by guided discovery and conversation, self-study.
<b>Assessment methods</b>	Systematic monitoring of understanding and knowledge, written and oral exam.

## Learning outcomes

1. Critically analyze language in use and the prescribed norm on the phonological, morphological, and syntactic level of the Croatian language.
2. Identify divergences from the norms of standard Croatian in written texts while taking into consideration the stratification of Croatian into functional styles.
3. Question and evaluate one's own expression in writing and speech in the Croatian language.
4. Define, describe, and explain basic concepts in the linguistic study of Croatian.
5. Apply knowledge of linguistics in written and verbal communication.
- 6.
- 7.
- 8.
- 9.
- 10.

## Content

1. Introduction to the course. Concept and subject of syntax. Syntactic units - word, syntagme, sentence, text. Syntactic-semantic relations between units. Overview of approaches and literature.
2. Word I. Words with and without syntactic function I. Syntactic-semantic status of the verbs without lexical meaning, verbs with weakened meaning and lexical verbs. of synonymous and self-meaning verbs. Syntactic-semantic status of personal and impersonal verb forms.
3. Word II. Words with and without syntactic function II. Syntactic-semantic status of nouns. Syntactic-semantic status of adverbs, particles and exclamations.
4. Syntagme. Grammatical connections between tagmemes. Functional characteristics of tagmemes. Bound and unbound syntagmes. Syntagmes by composition. Syntagme and syntagma.
5. Syntax of Case I. Syntactic-semantic status of oblique cases I - genitive, dative and accusative. Dimensional and non-dimensional prepositions.
6. Syntax of Case I. Syntactic-semantic status of oblique cases II - locative and instrumental. Dimensional and non-dimensional prepositions.
7. Syntax of Case I. Syntactic-semantic status of nominative. Vocative.
8. Simple Sentence I. Sentence structure I. Predicate. Predicate categories. Verb and nominal predicates. Secondary predicate.
9. Simple Sentence II. Sentence structure II. Subject. Grammatical characteristics of the subject.
10. Simple Sentence III. Sentence structure III. Object - direct and indirect.
11. Simple Sentence IV. Sentence structure IV. Adverbial. Adverbial and object.
12. Simple Sentence V. Sentence structure V. Attribute - congruent and non-congruent.

13. Complex sentence I. Types of complex sentences with regard to composition and relation. Conjunctions of complex sentences. Coordination. Copulative, adversative and disjunctive explicit and implicit coordination.
14. Complex sentence II. Subordination. Functional classification I – predicate, subject, object, adverbial and attribute sentences. Explicit and implicit subordination.
15. Text. Sentence and utterance. Informational structure of statements. Text structure. Connectors. Text and discourse.

# Stylistic Concepts

<b>Name</b>	Stylistic Concepts
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	5
<b>ID</b>	160763
<b>Semesters</b>	Winter
<b>Teachers</b>	Nikola Koščak, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	The aim of the course is learning basic stylistic concepts and their recognition in stylistic interpretations of literary and other texts. Students will learn to bring these stylistic concepts into various relations with other concepts of the literary theory and linguistics and learn to use them in their own readings of literary and other texts.
<b>Teaching methods</b>	- interactive analysis, commenting and explanation of theoretical texts - clarification of stylistic concepts on specific literary and non-literary templates - group discussion - stylistic exercises - presentation of independent analysis - giving comprehensive feedback on student assignments and seminar papers
<b>Assessment methods</b>	The overall grade consists of the following elements: - regularity in attending classes - participation in classes (preparation for the lesson, asking questions, commenting) - homework - oral presentation and/or written seminar paper - written exam
<b>Learning outcomes</b>	<ol style="list-style-type: none"><li>1. recognize, explain, and use basic concepts and theories in literary scholarship necessary for the analysis of a literary work</li><li>2. apply acquired knowledge about literary scholarship and literary-historical periods in the analysis and interpretation of literary texts</li><li>3. recognize and describe style as a characteristic of literary texts produced by creative language use</li><li>4. connect literary content with other related artistic, scientific, and general cultural content on a synchronic and diachronic level</li></ol>
<b>Content</b>	<ol style="list-style-type: none"><li>1. Style</li><li>2. Style and rhetoric</li><li>3. Normative and non-normative aesthetic</li><li>4. Aesthetic function</li><li>5. Poetic function</li><li>6. Stylistic instrument and stylistic context</li><li>7. Style as a signature</li><li>8. Literary stylistics and its subject</li><li>9. Laurent Jenny on literary style</li><li>10. Expression, expressiveness</li><li>11. Stylization</li></ol>

12. Stylistics of novel and hybridization
13. Stylistic formation
14. Stylistic complex
15. Summary and synthesis

# Stylistics

<b>Name</b>	Stylistics
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	5
<b>ID</b>	52525
<b>Semesters</b>	Summer
<b>Teachers</b>	Krešimir Bagić, PhD, Full Professor (primary) Gabrijela Bionda, M.Sc., Assistant
<b>Hours</b>	Lectures 30 Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	The aim of this course is to acquaint students with the stylistic discipline, its rhetorical heritage, different methods and approaches that have developed from it and to show them the wide applicability of stylistic instruments in the analysis of literary and non-literary texts. Theoretical background which will be provided in lectures (eg the relationship between rhetoric and stylistics, language functions, features of fiction language, pragmatics of stylistic figures, etc.) will be supplemented by practical knowledge about the features of each style and ways of applying stylistic knowledge in an independent analysis of literary (poetic, prose and dramatic) and non-literary texts at seminars.
<b>Teaching methods</b>	<ul style="list-style-type: none"><li>- interactive analysis, commenting and explaining theoretical texts</li><li>- clarification of stylistic concepts and terms on the example of specific literary and non-literary templates</li><li>- lectures on certain stylistic topics</li><li>- group discussion</li><li>- stylistic exercises: practicing functional literacy in all functional styles</li><li>- writing short critical texts and abstracts</li><li>- presentation of independent analysis of stylistic topics</li><li>- giving comprehensive feedback on student assignments and seminar papers</li></ul>
<b>Assessment methods</b>	The overall assessment consists of the following elements: <ul style="list-style-type: none"><li>- regular class attendance</li><li>- participation in classes (preparation for the lesson, asking questions, commenting)</li><li>- homework (5 per semester)</li><li>- oral presentation and/ or written seminar paper</li><li>- written exam</li></ul>
<b>Learning outcomes</b>	<ol style="list-style-type: none"><li>1. Identify divergences from the norms of standard Croatian in written texts while taking into consideration the stratification of Croatian into functional styles</li><li>2. Recognize and describe style as a characteristic of literary texts produced by creative language use</li><li>3. Interpret, elaborate, and analyze historical and contemporary texts on a phonological, morphonological, morphological, and syntactic levels of the Croatian language</li><li>4. Apply acquired knowledge about literary scholarship and literary-historical periods in the analysis and interpretation of literary texts, as well as analyze Croatian literary texts with regard to their belonging to a specific literary period, genre, and form</li><li>5. Explain and differentiate the characteristics of literary-historical periods and stylistic formations in Croatian literature from the Middle Ages to postmodernism</li><li>6. Analyze Croatian literary texts with regard to literary periodization and generic characteristics</li></ol>

## **Content**

1. The term style from the classical period to the present day
2. Rhetoric and stylistics - from prescriptivism to descriptivism
3. Linguistic stylistics
4. The Speech Event and the Functions of Language (R. Jakobson)
5. Is there a language of fiction
6. Text and its features; types of texts
7. Textual stylistics
8. Stylistic reading of a poem
9. Poem as an utterance: verse and space, sound and meaning
10. Stylistic reading of prose
11. Stratification in language
12. Functional styles
13. Belle-lettres style
14. The pragmatics of figures of speech
15. Concluding remarks

## Stylistic reading of a poem

<b>Name</b>	Stylistic reading of a poem		
<b>Organizational unit</b>	Department of Croatian language and literature		
<b>ECTS credits</b>	4		
<b>ID</b>	216731		
<b>Semesters</b>	Winter		
<b>Teachers</b>	Krešimir Bagić, PhD, Full Professor (primary)		
<b>Hours</b>	Lectures	30	
	Seminar	15	
<b>Prerequisites</b>	None		
<b>Goal</b>	<p>Course participants will develop the ability to independently - suitable for school teaching - interpret a poetic text, but also will become aware of the role and meaning of interpretive discourse and will adopt the metalanguage of stylistic analysis of a poem. The canonical poetic texts of 20th century authors, including one poem by Tin Ujević, Antun Branko Šimić, Vesna Parun, Ivan Slamnig, Slavko Mihalić, Zvonimir Balog, Danijel Dragojević, Josip Sever, Boris Maruna, Anka Žagar, Miroslav Mićanović and Marko Pogačar, will be analyzed in class.</p>		
<b>Teaching methods</b>	*		lecture
	*		seminar
	* seminar discussion		
<b>Assessment methods</b>	The overall assessment consists of the following elements:		
	*	seminar	paper
	*	oral	presentation
	*	homework (3 per semester)	and
	*	continuous monitoring of student activities	

### Learning outcomes

1. apply appropriate reading strategies and interpretative methods and develop competences in autonomous reading, experiencing and understanding literary texts
2. interpret texts from Croatian and world literature with students within the framework of classroom interpretation on all educational levels
3. organize and lead a heuristic conversation with students on topics included in the Croatian language and literature curriculum, including the ethical and aesthetic problems addressed in various literary texts

### Content

1. A brief writing and reading history
2. Forbidden reading (excerpts from the history of censorship)
3. Private and critical reading; spontaneous, professional and artistic criticism
4. A modernist lyric epistle. Tin Ujević, "Oproštaj"
5. What does the poet choose between? Antun Branko Šimić, "Smrt"
6. Writing about love: what is it really about? Vesna Parun, "Usnuli mladić"
7. Existentialist poetry. Slavko Mihalić, "Metamorfoza"
8. Semiotic poetry. Ivan Slamnig, "Ubili su ga ciglama"
9. Lyric ludism. Zvonimir Balog, "Zaolio sam šiljivku i zapapio tupir"
10. Pronouns games. Danijel Dragojević, "Mjesto"
11. Poetic conceptualization of patriotism. Boris Maruna, "Hrvati mi idu na jetra"
12. Sound dictates meaning. Josip Sever, "Bitka"
13. Language experience. Anka Žagar, "Skoro noćenje i dalje skoro"
14. Postmodernist poetry. Miroslav Mićanović, "Gospodin Jacobson napušta Hrvatsku"

15. Engaged dialogism. Marko Pogačar, "Crna pokrajina"

## Teacher Training Theory and Practice

<b>Name</b>	Teacher Training Theory and Practice
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	6
<b>ID</b>	129246
<b>Semesters</b>	Summer
<b>Teachers</b>	Marko Alerić, PhD, Associate Professor (primary) Ana Čavar, PhD, Assistant Professor (primary) Dean Slavić, PhD, Full Professor (primary) Lahorka Plejić Poje, PhD, Associate Professor
<b>Hours</b>	Methodology exercises                      120
<b>Prerequisites</b>	None
<b>Goal</b>	To acquaint students with important practical aspects of Croatian language teaching and to train them for teaching in primary and secondary schools
<b>Teaching methods</b>	lectures, seminars and workshops, exercises, individual assignments, individual written works, individual teaching lessons (trial and final lessons)
<b>Assessment methods</b>	continuous monitoring, written and oral exam

### Learning outcomes

1. explain the systems, models, and methods of teaching methodology and apply them in the teaching of Croatian
2. interpret texts from Croatian and world literature with students within the framework of classroom interpretation on all educational levels
3. clearly and unambiguously present linguistics insights to expert and wider audiences
4. assess in a critical manner one's own and others' knowledge and insights
5. form, apply, and evaluate tools for the identification of teaching results in the teaching of Croatian language and literature
6. autonomously teach mandatory and additional units within the framework of the Croatian language curriculum: language and linguistic expression, Croatian and world literature, and media culture on all levels of education

### Content

1. Agreement on student obligations and tasks
2. Introduction to important school documents
3. Secondary school observations
4. Secondary school observations
5. Structural models of demonstration lessons – analysis
6. Structural models of demonstration lessons – analysis
7. Trial student lessons
8. Analysis and evaluation of trial lessons
9. Final lesson in secondary school
10. Primary school observations
11. Primary school observations
12. Structural models of demonstration lessons – analysis
13. Trial student lessons
14. Analysis and evaluation of trial lessons
15. Final lesson in primary school

# Teacher Training Theory and Practice

<b>Name</b>	Teacher Training Theory and Practice
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	15
<b>ID</b>	124361
<b>Semesters</b>	Summer
<b>Teachers</b>	Marko Alerić, PhD, Associate Professor (primary) Ana Čavar, PhD, Assistant Professor (primary) Dean Slavić, PhD, Full Professor (primary) Lahorka Plejić Poje, PhD, Associate Professor
<b>Hours</b>	Methodology exercises                      150
<b>Prerequisites</b>	None
<b>Goal</b>	To acquaint students with important practical aspects of Croatian language teaching and to train them for teaching in primary and secondary schools
<b>Teaching methods</b>	lectures, seminars and workshops, exercises, individual assignments, individual written works, individual teaching lessons (trial and final lessons)
<b>Assessment methods</b>	continuous monitoring, written and oral exam

## Learning outcomes

1. explain the systems, models, and methods of teaching methodology and apply them in the teaching of Croatian
2. interpret texts from Croatian and world literature with students within the framework of classroom interpretation on all educational levels
3. clearly and unambiguously present linguistics insights to expert and wider audiences
4. assess in a critical manner one's own and others' knowledge and insights
5. form, apply, and evaluate tools for the identification of teaching results in the teaching of Croatian language and literature
6. autonomously teach mandatory and additional units within the framework of the Croatian language curriculum: language and linguistic expression, Croatian and world literature, and media culture on all levels of education
7. responsibly foster respect for differences between students, as well as interpersonal skills and teamwork

## Content

1. Agreement on student obligations and tasks
2. Introduction to important school documents
3. Secondary school observations
4. Secondary school observations
5. Structural models of demonstration lessons – analysis
6. Trial student lessons
7. Analysis and evaluation of trial lessons
8. Final lesson in secondary school
9. Primary school observations
10. Primary school observations
11. Structural models of demonstration lessons – analysis
12. Structural models of demonstration lessons – analysis
13. Trial student lessons
14. Analysis and evaluation of trial lessons
15. Final lesson in primary school

# Teaching Methods of Croatian Language 1

<b>Name</b>	Teaching Methods of Croatian Language 1
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	3
<b>ID</b>	117632
<b>Semesters</b>	Winter
<b>Teachers</b>	Marko Alerić, PhD, Associate Professor (primary) Ana Čavar, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 15 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	To acquaint students with important concepts in Croatian language teaching in primary and secondary school (learning and teaching, the use of the taxonomy in education, standard as a secondary language competence, communicative language competence, language skills, self-regulated learning, learning strategies, teaching methods, teaching forms, methodological systems, types of lesson, lesson organization, important documents – Curriculum for the subject Croatian language, curricula of cross-curricular topics, Common European Framework of Reference for Languages).
<b>Teaching methods</b>	lectures, seminars and workshops, individual assignments and presentations
<b>Assessment methods</b>	systematic monitoring, written exam
<b>Learning outcomes</b>	<ol style="list-style-type: none"><li>1. state and explain theories of learning, basic school documentation, principles, sources, and forms of teaching Croatian language</li><li>2. explain the systems, models, and methods of teaching methodology and apply them in the teaching of Croatian</li><li>3. clearly and unambiguously present linguistics insights to expert and wider audiences</li><li>4. use contemporary information and communication technologies for one's professional purposes</li><li>5.</li><li>6.</li><li>7.</li><li>8.</li><li>9.</li><li>11.</li><li>12.</li><li>13.</li><li>14.</li><li>15.</li><li>16.</li><li>17.</li><li>18.</li><li>19.</li><li>20.</li><li>21.</li><li>22.</li><li>23.</li><li>24.</li><li>25.</li></ol>
<b>Content</b>	

1. Definition of methodology and basic concepts
2. Learning and teaching theories
3. Important principles in Croatian language teaching
4. The use of the taxonomy in education
5. Communicative language competence
6. Language skills: reading and listening
7. Language skills: writing and speaking
8. Teaching forms
9. Teaching methods
10. Learning strategies
11. Program types and systems in Croatian language teaching
12. Curriculum for the subject Croatian language
13. Structural models of the lesson
14. Motivation
15. Repetition

# Teaching Methods of Croatian Language 1

<b>Name</b>	Teaching Methods of Croatian Language 1	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	3	
<b>ID</b>	225502	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Ana Ćavar, PhD, Assistant Professor (primary) Marko Alerić, PhD, Associate Professor (primary)	
<b>Hours</b>	Lectures	15
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>		
<b>Teaching methods</b>		
<b>Assessment methods</b>		
<b>Learning outcomes</b>		
<b>Content</b>		

## Teaching Methods of Croatian Language 2

<b>Name</b>	Teaching Methods of Croatian Language 2	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	3	
<b>ID</b>	124359	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Marko Alerić, PhD, Associate Professor (primary) Dean Slavić, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	15
	Seminar	15
<b>Prerequisites</b>	None	

### Goal

### Teaching methods

### Assessment methods

### Learning outcomes

- 1.
- 2.
- 3.
- 4.
- 5.
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- 7.
- 8.
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### Content

- 1.
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## Teaching Methods of Croatian Language and Literature 2

<b>Name</b>	Teaching Methods of Croatian Language and Literature 2
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	3
<b>ID</b>	129154
<b>Semesters</b>	Summer
<b>Teachers</b>	Marko Alerić, PhD, Associate Professor (primary) Ana Čavar, PhD, Assistant Professor (primary) Dean Slavić, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 15 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	To acquaint students with important theoretical knowledge about Croatian language teaching in primary and secondary school (communicative language competence and teaching phonology, morphology, syntax, lexicology, history of language and dialectology, reading and literary competence, reading in intercultural position, approaches to literary text in teaching, types of exercises in teaching, correction and evaluation, lesson plan design, important documents (curriculum for the subject Croatian language, curricula of cross-curricular topics, The Ordinance on Forms, Procedures and Elements of Student Assessment in Primary and Secondary Schools).
<b>Teaching methods</b>	lectures, seminars and workshops, individual assignments and presentations
<b>Assessment methods</b>	class attendance, systematic monitoring, written exam
<b>Learning outcomes</b>	<ol style="list-style-type: none"><li>1. explain the systems, models, and methods of teaching methodology and apply them in the teaching of Croatian</li><li>2. interpret texts from Croatian and world literature with students within the framework of classroom interpretation on all educational levels</li><li>3. clearly and unambiguously present linguistics insights to expert and wider audiences</li><li>4. form, apply, and evaluate tools for the identification of teaching results in the teaching of Croatian language and literature</li><li>5. apply appropriate reading strategies and interpretative methods and develop competences in autonomous reading, experiencing and understanding literary texts</li></ol>
<b>Content</b>	<ol style="list-style-type: none"><li>1. Agreement on student obligations</li><li>2. Teaching phonetics and phonology</li><li>3. Teaching morphology</li><li>4. Teaching syntax</li><li>5. Teaching lexicology</li><li>6. Teaching the history of language, dialectology and stylistics</li><li>7. Reading a literary text</li><li>8. Development of literary competence</li><li>9. Methodical approach to a novel</li><li>10. Approach to a dramatic text in teaching</li><li>11. Approaches to a poetic text</li><li>12. Correction and evaluation</li><li>13. Types of exercises in Croatian language teaching</li><li>14. Lesson plan design</li></ol>

## 15. Repetition

## Text linguistics

<b>Name</b>	Text linguistics	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	4	
<b>ID</b>	118129	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Bernardina Petrović, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	The aim of the course is to introduce students to the basic theoretical and methodological assumptions of textual linguistics.	
<b>Teaching methods</b>	interactive collaborative teamwork independent learning	teaching learning
<b>Assessment methods</b>	semi-semester homework seminar final exam	exam  paper

### Learning outcomes

1. analyze and evaluate texts written in different functional styles
2. connect acquired knowledge and competences with related academic fields in an interdisciplinary manner
3. understand the contingency of scientific knowledge and achievements
4. understand, analyze, summarize, and critically evaluate academic and specialized texts
5. autonomously research and critically evaluate linguistic phenomena in the past and present
6. autonomously write academic and professional papers
7. co-create a standard language norm and critically evaluate its operation
8. select and connect different theoretical concepts and approaches when encountering unknown and new problems
9. use different tools and sources, from electronic and network tools and different media to utterances of living speakers
10. acquire basic rules of standardology, including the understanding of the relations between linguistic norm and codification, language policy and language planning, purism and language culture, language, nation and identity, standard and dialects

### Content

1. Development of textual linguistics
2. Theoretical approaches to the study of text
3. Text research methodology
4. Text Principles
5. Text Analysis Models (I)
6. Text Analysis Models (II)
7. Text Analysis Models (III)
8. Semi-semester exam (theoretical and methodological assumptions of textual linguistics)
9. Analysis of selected text types (I)
10. Analysis of selected text types (II)
11. Analysis of selected text types (III)
12. Presentation of seminar papers (I)

13. Presentation of seminar papers (II)
14. Presentation of seminar papers (III)
15. Final exam

# The Bible and Croatian Oral Literature

<b>Name</b>	The Bible and Croatian Oral Literature	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	5	
<b>ID</b>	52541	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Evelina Rudan Kapec, PhD, Associate Professor (primary) Davor Nikolić, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	30
<b>Prerequisites</b>	To enrol course it is necessary to pass course Theory and Poetics of Croatian Oral Literature	
<b>Goal</b>	Inform students about the interference of Biblical texts and oral genres, about transformations of Biblical sections in oral communication; enable students for an individual research through seminary paper.	
<b>Teaching methods</b>	Method of oral lecture; individual work on seminary paper; method of writing report about subject; use of visual aids (photos and clips).	
<b>Assessment methods</b>	Grading the quality of preparation and presentation of the seminary paper. Written exam and the possibility of short mid-exams	

## Learning outcomes

1. properly interpret interference of Biblical texts and Croatian oral genres
2. apprehend basic knowledge of Biblical studies, especially Biblical criticism and philological analysis
3. design and individually prepare an oral presentation concerning interference of specific Biblical text and Croatian oral genres
4. broaden knowledge concerning Croatian folklore genres
5. apprehend the notion about continuity of Croatian oral tradition and its permanent connection with the Bible

## Content

1. The history of Biblical books. Biblical canon(s). Selected sections from the Old and the New Testament which were most commonly transferred to oral communication
2. Croatian translations of the Bible. Biblical roots of Croatian culture. Folk life and customs inspired by the Bible. The modalities of Biblical paraphrase.
3. Introduction to the Old Testament. Typology of oral genres.
4. Pentateuch. The Genesis and Croatian folk fairy tales and legends.
5. Pentateuch. The Exodus and Croatian folk fairy tales.
6. Historical books. 1 and 2 Samuel (character of king David) and Croatian oral narratives.
7. Historical books. 1 and 2 Maccabees (character of Judas Maccabeus) and Croatian epic poems.
8. Prophets. Book of Proverbs and Croatian paremiological genres.
9. Analysis and overview of apprehended notions concerning interference of Old Testament and Croatian oral literature.
10. Introduction to the New Testament. Specific aspects of the texts and the relationship towards the tradition.
11. Synoptic Gospels. The Gospel of Matthew. The Gospel of Mark.
12. The Gospel of Luke.
13. The Gospel of John.
14. Acts of the Apostles. Analysis and overview of apprehended notions concerning interference of New Testament and Croatian oral literature.
15. Synthesis.



## The Bible as Literature in Teaching

<b>Name</b>	The Bible as Literature in Teaching
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	125461
<b>Semesters</b>	Winter
<b>Teachers</b>	Dean Slavić, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	<p>The program aims to enable students to discern and value literary elements of biblical texts:</p> <ul style="list-style-type: none"><li>- time and place coordinates as related to other elements of artistic style</li><li>- genre elements</li><li>- elements typical of a specific text or group of texts</li><li>- influence of the text on other biblical and extrabiblical texts</li></ul> <p>The program also aims to enable students to interpret the Bible with the secondary school students</p>
<b>Teaching methods</b>	Teacher's lectures, reading tasks, reading assignments; Students' lectures, the study of maps; work with internet tools (The Blue Letter Bible)
<b>Assessment methods</b>	Students are delivering 10 minutes lectures on the studied part of the Bible Students will sit for three tests with 15 tasks each (Introduction to the Bible studies; The Old Testament; The New Testament) Students will sit for four tests with comprehension checks (The Pentateuch, The Historical Books, The Wisdom Books and the Prophets; The New Testament) Students are encouraged to sit for tests during the term, but are free to do it during the exam period also.

### Learning outcomes

1. Students will be able to discern, analyze, synthesize and interpret style features of biblical genres.
2. Students will be able to discern, analyze and interpret specific traces of particular texts as opposed to the genre in general (Psalm 137 as opposed to the psalms in general; Jona and other prophets).
3. Students will be able to discern and interpret features of biblical texts developed by the correlation of theological and literary driving forces behind the texts.
4. Students will be able to study and apply data from The Bible atlases and internet tools presented and adapted to linguistic studies.
5. Students will be able to interpret biblical texts with the secondary school students, by applying methods of close reading, conversation, parallel reading of the texts belonging to same genre; and by lectures prepared by the previously instructed pupils.
6. Students will be able to recognize, analyze and discuss the key theological, ecclesiological, and esthetic aftermaths of different interpretations of biblical texts.
7. 7. Students will be able to discern the key aspects of meaning of biblical texts.
8. Students will be able to discern, value, interpret and relate to the secondary school students, ties of the genre, time and space, and reception coordinates of the particular biblical texts.
- 9.
- 10.

### Content

1. 1. What is sacred? Historical and geographical determinants of biblical texts; The Church and the Bible: the work of art and literary criticism; Eco's open works and closed works and the Bible; Northrop Frye, literature and the Bible; Stephen Pepper on the value of a literary text and the Bible.
2. 2. Archeology, paleography, and the Bible; the ancient near eastern texts relating to the Old Testament
3. 3. Genres in the Bible; Stylistic devices (figures of speech).
4. 4. The Pentateuch: stylistic traces of the four traditions
5. 5. The Pentateuch: sagas, legends, romances; psychoanalysis
6. 6. The Historical Books, structures; Judith; The Crime at Gibeah; Ruth; the chronicle according to Edwin Muir and biblical chronicles.
7. 7. Psalms: Emil Staiger's features of lyrical style and psalms; the sorts of psalms; the changes of speaking persons in the psalms.
8. 8. The Wisdom Books; Job: the problem of evil in the world, genre, theodicy; the fake happy ending; Ecclesiastes and epic style.
9. 9. Introduction to the prophetic writings; Isaiah, Jona (syntactic style, symmetry and dissymmetry; Iser and The Book of Jona; relations to other biblical texts.
10. 10. Introduction to the New Testament; R. Girard; The Gospel according to Mark; stylistic particularities of the gospel genre in general, and stylistic traces of Mark; tragedy according to Steiner and Mark; Genette's focalization and Mark.
11. 11. The Gospel according to Matthew; time and space coordinates; synoptic gospels, dating problem, structure of Matthew and other stylistic features of Matthew.
12. 12. The Gospel according to Luke; time and space coordinates, structure and main style traces; Tomashevsky's motivation and Luke; theological controversies
13. 13. The Gospel according to John; time and space coordinates, theological problems, gnosis and Catholicism; the community of John; the structure of the Gospel according to John; Emil Staiger and John's style features.
14. 14. Corpus Paulinum; Paul biography; relation of Paul's epistles and Acts of the Apostles; style and literary values of 1 Corinthians and Romans; an interpretation of Paul's Hymn of Love.
15. 15. The Revelation to John and apocalyptic writings; Isaiah's and Daniel's apocalypses and The Revelation; Frye's romance and The Revelation; binarisms in the Revelation

# The Economic Imaginary of the United States of America in 20th Century Croatian Literature

<b>Name</b>	The Economic Imaginary of the United States of America in 20th Century	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	4	
<b>ID</b>	225498	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Maša Kolanović, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	The course studies the literary articulation of economic and social knowledge about the United States in selected texts of Croatian literature and popular culture of the 20th century in the European context. The aim of the course is to get familiar with the basic approaches and concepts developed by the directions of new economic criticism, imagology and popular geopolitics as current theoretical concepts for understanding the literary and cultural image of a foreign country in the native culture. Theoretical knowledge will be applied on the texts selected for the analysis.	
<b>Teaching methods</b>	Teaching, discussion, various forms of multimedia presentation, dialogue teaching, work on text, independent problem analysis.	
<b>Assessment methods</b>	Evaluation of the individual work in seminar analysis during the semester, short essays and the final paper at the end of the course.	

## Learning outcomes

1. Define and describe imagology as a branch of studying the image of a foreign country in a literary text.
2. Recognize and independently analyze economic motives in a literary text.
3. Independently analyze the image of a foreign country in Croatian literature of the 20th Century.
4. Recognize, explain and independently analyze the relationship between the text and the context of Croatian literature of the 20th Century.
5. Master the techniques and skills of academic writing in the practical work by making a seminar on the topic of the course.

## Content

1. Introduction to the content of the course and the way of working on the course.
2. "My own image of the United States": a discussion on the topic of individual and collective images about the United States of America in Croatian culture and society as a starting point for imagological analysis and detection of economic imaginary.
3. Literary imagology, popular geopolitics and the "new economic criticism": a mapping of the interdisciplinary perspective. Reading essays "Barnum" by Antun Gustav Matoš and "Amsterdam Variations" by Miroslav Krleža.
4. Traces of capitalism in the theme of the discovery of America in 20th century Croatian literature: "Christopher Columbus" by Miroslav Krleža.
5. A close encounter with capitalism: a travel perspective from the beginning of the 20th century: Ante Tresić Pavičić: "Across the Atlantic to the Pacific".
6. Academic writing: strategies for writing the final seminar paper: topic selection, paper structure, access to materials and literature, further work perspectives, etc.
7. Intercultural perspective: "Another America" by Goran Paskaljević - the economic landscape of film America.
8. In search of capital: the economic articulation of the emigrant perspective in S. R. Danevski's "Stories".

9. An ideological enemy ?: "The West" from the perspective of Yugoslav socialism: Alexander Flaker's: "Without a Line: With Volendam from the Netherlands to North America in 1950 and 1951."
10. Intermedial America: guest lecture by the artist Kristina Leko and discussion on the art installation "America" on the topic of gender-articulated emigrant experience.
11. From the American spectacle to the (post) Yugoslav war hell: post-socialist critique of the economic imaginary of capitalism: essays by Dubravka Ugrešić from the collection "Have a Nice Day: From Balkan War to the American Dream"
12. "The Communist Eye" and the (post)Yugoslav perspective: gender and class in relation to America: essays by Slavenka Drakulić from the collection "How We Survived Communism and Laughed".
13. A view from the 21st Century perspective: the economic imaginary of America in contemporary Croatian literature.
14. Discussion on the of seminar papers: presentation of seminar papers, commenting and peer review of submitted topics, part 1.
15. Discussion on the of seminar papers: presentation of seminar papers, commenting and peer review of submitted topics, part 2.

# The figure of women and female authors in Older Croatian Literature

<b>Name</b>	The figure of women and female authors in Older Croatian Literature	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	4	
<b>ID</b>	170857	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Dolores Grmača, PhD, Associate Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	The course will shed light on the understanding of women in various authors and analyze the modes of representation of female characters. It will try to determine the status of women in relation to men in the old Croatian literary culture, as well as in other European literary cultures, to show the level of openness and democracy or conservatism of certain periods, genres and works of Croatian early modern literature.	
<b>Teaching methods</b>	Teaching and discussion, individual work with students, their active participation in the analysis and interpretation of works that shape the character of a woman (M. Marulić, M. Držić, I. Gundulić) or works written by women (Lukrecija Bogašinović, Anica Bošković, Ana Katarina Zrinski, Katarina Patačić). Writing essays.	
<b>Assessment methods</b>	Oral exam.	

## Learning outcomes

1. analyze Croatian literary texts with regard to literary periodization and generic characteristics
2. explain and differentiate the characteristics of literary-historical periods and stylistic formations in Croatian literature from the Middle Ages to postmodernism
3. connect literary content with other related artistic, scientific, and general cultural content on a synchronic and diachronic level
4. apply acquired knowledge about literary scholarship and literary-historical periods in the analysis and interpretation of literary texts
5. analyze and evaluate the phenomena and processes of Croatian literature in their historical context

## Content

1. Introduction: a review of the theoretical literature relevant to the course.
2. Feminist literary criticism. Feminist theology.
3. Shaping and understanding of women in the Croatian Middle Ages.
4. Conceptions of the female being in Croatian Renaissance lyric poetry.
5. Female characters in Marulić's works.
6. Female characters in Držić's works.
7. Female characters in baroque poems.
8. Female characters in baroque epics.
9. Female characters in Palmotić's melodramas.
10. Controversies about the female being (Marija Gundulić, I. Ivanišević i J. Armolušić).
11. Women authors in 18th century Dubrovnik.
12. Marija Dimitrović Bettera, Lukrecija Bogašinović and Anica Bošković
13. Ana Katarina Zrinski and Ozalj literary circle; Katarina Patačić
14. Synthesis.
15. Evaluation.



## The Final Thesis at the Study of Croatian Language and Literature

<b>Name</b>	The Final Thesis at the Study of Croatian Language and Literature	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	12	
<b>ID</b>	124623	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Zrinka Jelaska, PhD, Full Professor (primary) Zrinka Božić, PhD, Assistant Professor (primary) Tvrtko Vuković, PhD, Full Professor (primary) Tatjana Pišković, PhD, Associate Professor (primary) Tomislav Bogdan, PhD, Full Professor (primary) Suzana Coha, PhD, Associate Professor (primary) Nikola Koščak, PhD, Assistant Professor (primary) Mateo Žagar, PhD, Full Professor (primary) Marina Protrka Štimec, PhD, Associate Professor (primary) Mira Menac-Mihalić, PhD, Full Professor (primary) Marija Malnar Jurišić, PhD, Assistant Professor (primary) Maša Kolanović, PhD, Assistant Professor (primary) Marko Alerić, PhD, Associate Professor (primary) Lahorka Plejić Poje, PhD, Associate Professor (primary) Lana Molvarec, PhD, Assistant Professor (primary) Krešimir Mićanović, PhD, Full Professor (primary) Krešimir Bagić, PhD, Full Professor (primary) Ivan Marković, PhD, Associate Professor (primary) Ivana Brković, PhD, Assistant Professor (primary) Helena Delaš, PhD, Senior Lecturer (primary) Evelina Rudan Kapec, PhD, Associate Professor (primary) Dean Slavić, PhD, Full Professor (primary) Davor Nikolić, PhD, Assistant Professor (primary) Dolores Grmača, PhD, Associate Professor (primary) Davor Dukić, PhD, Full Professor (primary) Boris Kuzmić, PhD, Full Professor (primary) Anera Ryznar, PhD, Assistant Professor (primary) Andrea Milanko, PhD, Assistant Professor (primary) Anđela Frančić, PhD, Full Professor (primary) Ana Čavar, PhD, Assistant Professor (primary) Bernardina Petrović, PhD, Full Professor Goranka Šutalo, PhD, Postdoctoral Researcher Ivana Drenjančević, PhD, Assistant Professor Igor Marko Gligorić, PhD, Postdoctoral Researcher Iva Nazalević Čučević, PhD, Assistant Professor Ivana Eterović, PhD, Assistant Professor Josipa Tomašić Jurić, PhD, Assistant Professor Tanja Kuštović, PhD, Associate Professor	
<b>Hours</b>	Seminar	0
<b>Prerequisites</b>	None	
<b>Goal</b>		
<b>Teaching methods</b>		
<b>Assessment methods</b>		
<b>Learning outcomes</b>		

## **Content**

## The Final Thesis at the Study of Croatian Language and Literature

<b>Name</b>	The Final Thesis at the Study of Croatian Language and Literature	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	8	
<b>ID</b>	124362	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Ana Ćavar, PhD, Assistant Professor (primary) Anđela Frančić, PhD, Full Professor (primary) Andrea Milanko, PhD, Assistant Professor (primary) Anera Ryznar, PhD, Assistant Professor (primary) Boris Kuzmić, PhD, Full Professor (primary) Davor Dukić, PhD, Full Professor (primary) Dolores Grmača, PhD, Associate Professor (primary) Davor Nikolić, PhD, Assistant Professor (primary) Dean Slavić, PhD, Full Professor (primary) Evelina Rudan Kapec, PhD, Associate Professor (primary) Helena Delaš, PhD, Senior Lecturer (primary) Ivan Marković, PhD, Associate Professor (primary) Krešimir Bagić, PhD, Full Professor (primary) Krešimir Mićanović, PhD, Full Professor (primary) Lana Molvarec, PhD, Assistant Professor (primary) Lahorka Plejić Poje, PhD, Associate Professor (primary) Marko Alerić, PhD, Associate Professor (primary) Maša Kolanović, PhD, Assistant Professor (primary) Marija Malnar Jurišić, PhD, Assistant Professor (primary) Mira Menac-Mihalić, PhD, Full Professor (primary) Marina Protrka Štimec, PhD, Associate Professor (primary) Mateo Žagar, PhD, Full Professor (primary) Nikola Koščak, PhD, Assistant Professor (primary) Suzana Coha, PhD, Associate Professor (primary) Tomislav Bogdan, PhD, Full Professor (primary) Tatjana Pišković, PhD, Associate Professor (primary) Tvrtko Vuković, PhD, Full Professor (primary) Zrinka Božić, PhD, Assistant Professor (primary) Zrinka Jelaska, PhD, Full Professor (primary) Ivana Brković, PhD, Assistant Professor (primary) Bernardina Petrović, PhD, Full Professor Goranka Šutalo, PhD, Postdoctoral Researcher Igor Marko Gligorić, PhD, Postdoctoral Researcher Iva Nazalević Čučević, PhD, Assistant Professor Ivana Eterović, PhD, Assistant Professor Josipa Tomašić Jurić, PhD, Assistant Professor Tanja Kuštović, PhD, Associate Professor	
<b>Hours</b>	Seminar	0
<b>Prerequisites</b>	None	
<b>Goal</b>		
<b>Teaching methods</b>		
<b>Assessment methods</b>		
<b>Learning outcomes</b>		

## Content

# The Language of Croatian Petrarchan Poetry

<b>Name</b>	The Language of Croatian Petrarchan Poetry	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	4	
<b>ID</b>	86796	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Boris Kuzmić, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	Ensure professional and scientific competence of students in the linguistic analysis of texts by Croatian Petrarchan poetry and the creation of methodological competence that will enable them to work independently and to continue their studies at the graduate and postgraduate level.	
<b>Teaching methods</b>	Work on text stored on digital media (mobile phone, laptop, etc.). Frontal work, dialogue with students.	
<b>Assessment methods</b>	Written exam.	

## Learning outcomes

1. Interpret and analyze historical Croatian texts on a phonological, morphonological, morphological, and syntactic levels.
2. Understand the interconnection of linguistic changes with regard to the period in which they appear, observe grammatical phenomena from a diachronic perspective.
3. Identify divergences from the norms of standard Croatian in Stokavian written texts.
4. Evaluate one's interests and competences and select appropriate fields for the continuation of education.

## Content

1. Introduction to the study of the language of Croatian Petrarchan poetry.
2. The language of Džore Držić (*Moje čisto zlato, Pridrago sej lito*).
3. The language of Šiško Menčetić (*Prvi pogled, Blaženi čas i hip*).
4. The language of Nikša Ranjina Codex (*Odiljam se*).
5. The language of Nikša Ranjina Codex (*Djevojka je podranila, Djevojka je ružu brala*).
6. The language of Nikša Ranjina Codex (*Ljubi me dušice*).
7. The language of Mikša Pelegrinović (*Jeđupka*).
8. The language of Hanibal Lucić (*Tko čista izmota*).
9. The language of Nikola Nalješković (*Molim vas ljuveni, Sve ke čuh ljuvezni*).
10. The language of Dinko Ranjina (*Iduć gorom u prošetu, Pokli ide sunač zrak*).
11. The language of Kajkavian Petrarchan poetry (*Zakaj srce, Vidiš, preljublena*).
12. The language of Kajkavian Petrarchan poetry (*Simo-tamo putujući, Tugovanje za dragum*).
13. Repetition of material.
14. Repetition of material.
15. Written knowledge test.

# The Language of the Croatian Glagolitic Book in the 16th Century

<b>Name</b>	The Language of the Croatian Glagolitic Book in the 16th Century
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	225492
<b>Semesters</b>	Winter
<b>Teachers</b>	Ivana Eterović, PhD, Assistant Professor (primary) Tanja Kuštović, PhD, Associate Professor
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	To enrol course it is necessary to pass course Medieval Croatian Language and Literature
<b>Goal</b>	The aim of this course is to acquaint the students of Croatian language and literature with the specific literary language situation in the Croatian Glagolitic books of the 16th century, which includes several different, often diametrically opposed concepts of the founding and shaping of the literary language, and whose correct understanding depends on the understanding of a change in the status of Croatian Church Slavonic at the beginning of the early modern period in relation to the Middle Ages, as well as to train the students for independent linguistic analyzes of Croatian Glagolitic texts of that period. Based on the knowledge acquired in the course, students will also have a better understanding of the historical development of the Croatian language and Croatian scripts (Glagolitic, Cyrillic, Latin), and Croatian medieval and early modern literature.
<b>Teaching methods</b>	lectures, individual assignments, mentoring
<b>Assessment methods</b>	regular class attendance, independent assignments, written exam

## Learning outcomes

1. Explain the relation of Old Church Slavonic language to other Slavic and Indo-European languages, especially Croatian.
2. Understand the interconnection of linguistic changes with regard to the period in which they appear, observe grammatical phenomena from a diachronic perspective, interpret the history of Croatian, and recognize and apply differential criteria in dialectology.
3. Interpret and analyze historical and contemporary Croatian texts on a phonological, morphological, and syntactic levels.
4. Describe the change in the sociolinguistic status of the (Croatian) Church Slavonic language in the 16th century in relation to earlier periods of Croatian language history.
5. List the basic features of different literary language concepts of the Croatian Glagolitic book in the 16th century.
6. Independently analyze the language of Croatian Glagolitic texts of the 16th century and describe their basic linguistic features.
7. Classify Croatian Glagolitic texts of the 16th century with regard to their literary language concept.
8. List a few open questions that Croatian historical dialectology encounters when researching Croatian language systems in the 16th century.

## Content

1. The first Slavic literary language: terminological definitions and problems.
2. Comparative-historical method in Slavic studies: advantages and limitations.
3. An overview of the sociolinguistic situation in the Slavic Middle Ages: on diglossia in Russian, Serbian and Slovak medieval and early modern literacy.
4. Sociolinguistic status of the Croatian Church Slavonic language from the 9th to the 16th century.
5. Croatian Glagolitic sociolinguistic complex at the beginning of the early modern period: different foundations of literary language.

6. Croatian Church Slavonic language as the highest variety: Missal of Pavao Modrušanin (1528).
7. Croatian Church Slavonic language as the only variety: Rijeka Glagolitic printing house (I). Missal Hruacki (1531).
8. Croatian Church Slavonic language as the only variety: Rijeka Glagolitic printing house (II). Editions of non-liturgical content.
9. Croatian Church Slavonic language as an upgrade of the Croatian literary language: The Croatian Protestant Press (I). New Testament (1562/1563).
10. Croatian Church Slavonic language as an upgrade of the Croatian literary language: The Croatian Protestant Press (II). Artikuli (1562).
11. Syntactic influences of non-Slavic languages on the formation of the Croatian literary language in the 16th century.
12. Croatian Latin sociolinguistic complex at the beginning of the early modern period.
13. Croatian language systems in the 16th century.
14. Student questions, additional explanations and analyzes.
15. Knowledge test.

# Theory and Poetics of Croatian Oral Literature

<b>Name</b>	Theory and Poetics of Croatian Oral Literature	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	4	
<b>ID</b>	66333	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Davor Nikolić, PhD, Assistant Professor (primary) Evelina Rudan Kapec, PhD, Associate Professor (primary) Josipa Tomašić Jurić, PhD, Assistant Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Ensure professional and scientific competence of students in the poetic description of genres and the creation of methodological competencies in their communication, which will enable them for independent professional work and for continuing their studies at the graduate and postgraduate level. Making a thorough presentation of the selected unit from the theoretical literature and its presentation in the written and oral form will manifest the mastery of the topic.	
<b>Teaching methods</b>	Interactive lecture. Collaborative work in a group (5-6 group members). Collaborative work in pairs (research of smaller tasks and their presentation). Problem-based teaching.	
<b>Assessment methods</b>	Oral and written exam.	

## Learning outcomes

1. define, describe, and explain the key concepts in Croatian oral literature and analyze key texts of oral literature
2. analyze, interpret, and critically evaluate texts of Croatian oral literature
3. correctly interpret and poetically describe the genres of Croatian oral literature
4. compare and evaluate different theoretical approaches to oral literature
5. Conceive and independently, after seminar exercises, develop a plan of field research (define research points, find narrators, define theoretical starting points of research)
6. apply acquired knowledge about oral literature to bring the content of Croatian oral literature closer to students in the school teaching of Croatian language and literature
7. analyze and interpret the phenomena of contemporary forms of folklore and connect them with traditional forms of oral literature

## Content

1. Introduction to course content and student obligations.
2. Conceptual definition. Terminology. Oral transmission.
3. Categories of the genre in oral literature. For the 3rd week, read Josip Kekez, Oral Literature in Introduction to Literature (edited by Zdenko Škreb - Ante Stamać), Zagreb, 1986.
4. Lyrics. For the 4th week, read Oral lyric poems (edited by Stipe Botica), Zagreb, 1996, SHK edition (preface and selected examples).
5. The bugaršćica
6. Epic song. For the 6th week, read Oral epic poems (edited by Davor Dukić), Zagreb, 2004 (preface and selected examples).
7. Stories. Fairytale. For the 7th week, read Oral stories and legends (edited by Maja Bošković-Stulli), Zagreb, 1997 (preface and selected examples).
8. Belief legend. Legend.
9. Fable. A joke and an anecdote. Schwank category.
10. Oral drama (folklore theater). For the 10th week, read Folklore Theater (edited by Ivan Lozica), Zagreb,

- 1996 (preface and selected examples).
11. Oral rhetorical genres.
  12. Small literary forms. For the 12th week, read Proverbs, riddles, rhetorical forms (edited by Josip Kekez), Zagreb, 1996 (preface and selected examples).
  13. New folklore forms.
  14. Contextual aspects of oral literature.
  15. Analysis of seminar papers.

# Theory of Language

<b>Name</b>	Theory of Language
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	5
<b>ID</b>	35958
<b>Semesters</b>	Winter
<b>Teachers</b>	Zrinka Jelaska, PhD, Full Professor (primary) Krešimir Mićanović, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 30 Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	Students will master major linguistic concepts and linguistic theories and directions in order to be prepared for other linguistic subjects; will be able to notice differences in linguistic, especially Croatian grammatical descriptions arising from different approaches and attitudes about language.
<b>Teaching methods</b>	Direct teaching, comparative analysis of various determinants and descriptions in language, solving and analyzing given linguistic problems, individual and group work on assignments, analysis of seminar papers and students oral presentations.
<b>Assessment methods</b>	Oral presentations, participation in discussions, colloquia or written and oral exam.

## Learning outcomes

1. Define, describe, and explain basic concepts in the linguistic study of Croatian.
2. Interpret, elaborate, and analyze historical and contemporary texts on a phonological, morphonological, morphological, and syntactic levels of the Croatian language.
3. Identify divergences from the norms of standard Croatian in written texts while taking into consideration the stratification of Croatian into functional styles.
4. Critically analyze language in use and the prescribed norm on the phonological, morphonological, morphological, and syntactic level of the Croatian language.
- 5.
- 6.
- 7.

## Content

1. Introduction. Language as a semiotic system. Communication.
2. Linguistics and its disciplines / interdisciplinarity.
3. Phonetics.
4. Phonology
5. Morphology.
6. Syntax I.
7. Syntax II.
8. Text linguistics.
9. Semiotics I.
10. Semiotics II.
11. Semantics I.
12. Semantics II.
13. Pragmalinguistics.
14. Communication and society.
15. Revision.



## Translation Variants of the Bible

<b>Name</b>	Translation Variants of the Bible	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	4	
<b>ID</b>	118125	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Zrinka Jelaska, PhD, Full Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	15
<b>Prerequisites</b>	None	
<b>Goal</b>	Students will gain knowledge about Croatian Bible translations, understand the basic differences in translations and will be able to analyze biblical translation material. It will also develop awareness of the possible crucial role of individual linguistic elements of all levels in the text.	
<b>Teaching methods</b>	Direct teaching, comparative analysis of different determinants and translations, solving and analyzing given linguistic problems, individual and group work on tasks.	
<b>Assessment methods</b>	Students participate in all forms of teaching and prepare seminar assignments and papers. Student activity is monitored and assessed during the teaching process. Each of program assignments in formulation of the final grade.	

### Learning outcomes

1. Autonomously research and critically evaluate linguistic phenomena in the past and present.
2. Study, analyze, and explain the structure of the Croatian lexicon, basic lexical-semantic relations within it, lexical stratification and lexical borrowing.
3. Apply appropriate reading strategies and interpretative methods and develop competences in autonomous reading, experiencing and understanding literary texts.
4. Autonomously research language as a means and outcome of interaction in its cognitive, affective, creative, and social role.
- 5.
- 6.

### Content

1. The Bible and Croatian translations.
2. Text analysis: Ljubiš li me?
3. Methods of linguistic comparison of translation.
4. Analysis of the text on David and Bathsheba.
5. Autosemanticity and synsemanticity.
6. Semantic relations between words.
7. Analysis of the text about Zacchaeus.
8. Unmarked and marked in language.
9. Synonyms as a prototypically organized category.
10. Analysis of a text about Jairus' daughter.
11. Synonymous and related words.
12. Errors in translations.
13. Advantages and disadvantages of different types of Croatian translations.
14. Templates of Croatian Bible translations.
15. Authorship of translations and circumstances of their publication.



## Typology of Short Literary Forms and Orality

<b>Name</b>	Typology of Short Literary Forms and Orality	
<b>Organizational unit</b>	Department of Croatian language and literature	
<b>ECTS credits</b>	4	
<b>ID</b>	86828	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Evelina Rudan Kapec, PhD, Associate Professor (primary)	
<b>Hours</b>	Lectures	30
	Seminar	30
<b>Prerequisites</b>	None	
<b>Goal</b>	<p>To acquaint students with minor literary forms (couplet, joke and anecdote, proverb and proverbial expressions, aphorism, epitaph, epigram, graphite) by their generic status; the place and status of these forms in the literary history, and contemporary forms and methods of transmission. To acquaint students with possible aspects of research such forms (linguistic-stylistic, literary-theoretical, folklore, cultural-anthropological).</p> <p>To enable students to write a seminar paper within the offered content, according to the instructions.</p>	
<b>Teaching methods</b>	<p>interactive lecture, inductive and deductive method, collaborative group work, method of analysis and synthesis, discussion, inductive and deductive method, collaborative group work, method of analysis and synthesis, discussion, guided research, project teaching</p>	
<b>Assessment methods</b>	<p>The assessment includes regular class attendance and class activity, presentation within seminar groups, seminar paper (research and written performance), and oral exam.</p>	
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. define and interpret minor literary forms and the problem of orality</li> <li>2. synthesize different research and interpretative approaches to small literary forms (literary theory, folklore, anthropology)</li> <li>3. conduct guided research and present it in writing</li> <li>4. argumentatively present the results of the research (orally)</li> <li>5. connect literary content with other related artistic, scientific, and general cultural content on a synchronic and diachronic level</li> <li>6. critically evaluate the relation between literary texts and socio-historical context</li> <li>7. identify and locate the area of field research in oral tradition and evaluate researched material</li> <li>8. question and evaluate one's own expression in writing and speech in the Croatian language</li> </ol>	
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Minor forms and their status</li> <li>2.</li> <li>3. Short verse forms (bećarac, rera, taranjkalica)</li> <li>4. Paremiology. (history, collections, types).</li> <li>5. Proverbs (types of proverbs, possibility of classifications).</li> <li>6. Riddle</li> </ol>	

7. Humor, verbal humor (linguistic approaches, folkloristic approaches, anthropological approaches)
8. Joke (history, types, oral transmission)
9. Anecdotes
10. Aphorism and meme (written and digital transmission)
11. Epigram.
12. Graphite (sociological, folkloristic and philological approach)
13. Epitaph. (history, types)
14. Intertextuality ( contemporary literature and short oral forms)
15. Presentations of student research, seminar papers and project assignments, comments, and discussions.

# World Literature in Teaching

<b>Name</b>	World Literature in Teaching
<b>Organizational unit</b>	Department of Croatian language and literature
<b>ECTS credits</b>	4
<b>ID</b>	117634
<b>Semesters</b>	Winter
<b>Teachers</b>	Dean Slavić, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 15 Seminar 15
<b>Prerequisites</b>	None
<b>Goal</b>	The program aims to enable students to perform the teaching of world literature in primary and secondary schools.
<b>Teaching methods</b>	Teacher's lectures, students' lectures; reading tasks, and reading assignments
<b>Assessment methods</b>	Students are obliged to attend the lectures delivered by the teacher, and especially to attend and actively contribute to the lectures delivered by other students. Students are writing reports on reading. Students will sit for a written exam consisting of 15 tasks. Students have to comment orally the works from reading proposed by the teacher.

## Learning outcomes

1. Students will be introduced to the criteria of literary value, which could improve their taste.
2. Students will be enabled to interpret lyrical works of world literature in primary, as well as in secondary schools.
3. Students will be enabled to interpret epic works of world literature in primary, as well as in secondary schools.
4. Students will be enabled to interpret dramatic works of world literature in primary, as well as in secondary schools.
5. Students will be enabled to apply different literary theories in interpreting specific works in the classroom.

## Content

1. What is valuable literature? Criteria and aftermaths on curriculum
2. The old Greek literature in schools: Homer: The Iliad
3. The old Greek literature in schools: Homer The Odyssey
4. The old Greek literature in teaching: Sophocles: Antigone
5. European Middle Ages Literature in teaching: Dante: Divine Comedy, An Interpretation, and Comparison of Purgatory XV 61-79 and Paradise XXXIII 82 – 145.
6. The Renaissance literature in teaching: Giovanni Boccaccio: Federigo and Giovanna (V,9); Isabetta and Usimbalda (IX,2)
7. Tragedy in the classroom: William Shakespeare: King Lear
8. The Classical period in literature: J.B.P. Molière: Škrtac
9. Romanticism in literature: S.T. Coleridge: The Rime of the Ancient Mariner
10. The realistic period in literature: Themes and techniques of the realistic novel
11. The realistic period in literature: Leo Tolstoy: War and Peace
12. Modernism in teaching: Josep Conrad: The Hearth of Darkness
13. Modernism in teaching: Georg Trakl: Romanze zur Nacht / Grodek (Romance to the Night and Grodek)
14. Postmodern literature in teaching: Mikhail Bulgakov: The Master and Margarita
15. Novel in the classroom: William Golding: The Lord of the Flies





## **Teachers**

## **Alerić, Marko**

**Academic degree**      doctor of philosophy  
**Title**                      associate professor  
**Organizational unit**    Department of Croatian language and literature  
**CV**

## Bagić, Krešimir

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	full professor
<b>Organizational unit</b>	Department of Croatian language and literature

### CV

Krešimir Bagić was born in 1962 in Gradište (Croatia). He attended elementary school in Gradište and high school in Županja. In 1988, he graduated from the Faculty of Humanities and Social Sciences in Zagreb with the degree in Croatian or Serbian language and Yugoslav literatures, and there in 1991 he defended his master's degree thesis – "Linguistics and poetic text" and in 1995 his doctorate's thesis – "Stylistic and genological aspects of polemical text". From 1989, he works at the Department of stylistics at his faculty. In 2009, he became a tenured professor. He was member of editorial boards of the Studentski list (The student paper) and of the literary magazine Quorum, he was editing radio shows Bibliovizor and Rječnik Trećeg programa (Dictionary of the Channel 3) on Channel 3 of the Croatian radio; for two years, he was heading the Theory of Literature section. From 1996 to 1999, he worked as Croatian language and literature lecturer on Sorbonne University. From 2005 to 2009, he was Head of Zagrebačka slavistička škola (Zagreb School of Slavic Studies). He was editing the Palimpsest library within the publishing house Disput. He is the initiator and editor of the portal Stilistika.org. In addition to scientific and academic texts, he also published collection of poems: Svako je slovo kurva (with B. Gregorić), Između dva snažna đima (1989), Krošnja (1994), Bršljan (1996), Jezik za svaku udaljenost (2001), Le palmier se balance (Paris, 2003), U polutami predgrađa (2006), Trebalo bi srušiti zidove (2011), Plaši li te moja boja (2013) and Ponornice (2021).

## **Bionda, Gabrijela**

**Academic degree**        master of science  
**Title**                        assistant  
**Organizational unit**     Department of Croatian language and literature

### **CV**

Gabrijela Bionda was born on September 9th, 1989 in Vinkovci, where she finished elementary and high school.

She graduated from the Faculty of Humanities and Social Sciences in Zagreb in 2014 with a degree in Croatian language and literature and linguistics with the topic Ideology in Contemporary Croatian Dystopian Novels.

She enrolled in the postgraduate doctoral study of Croatian culture at the same faculty in 2016.

Since May 2017, she has been employed as an assistant at the Department of Stylistics at the Department of Croatian language and literature at the Faculty of Humanities and Social Sciences.

Her areas of interest are visual rhetoric, discourse analysis, critical discourse analysis, multimodal stylistics and sociosemiotics.

## **Bogdan, Tomislav**

**Academic degree** doctor of philosophy  
**Title** full professor  
**Organizational unit** Department of Croatian language and literature  
**CV**

## Božić, Zrinka

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant professor
<b>Organizational unit</b>	Department of Croatian language and literature

### CV

Zrinka Božić was born on April 25, 1976 in Rijeka. She attended and finished elementary school in Lovran and high school in Opatija. She studied Croatian language and literature at the Faculty of Humanities and Social Sciences (University in Zagreb), where she graduated in 2000. In the same year, she enrolled in the postgraduate study of literature at the Department of Comparative Literature. In 2002 she attended the Summer School of Literary Theory (Europe and its Other) organized by the University of Konstanz (Konstanz International Summer School of Literary Studies)

Since 2001 she has been employed at the Department of Croatian Language and Literature at the Faculty of Humanities and Social Sciences in Zagreb: from she was the chair of the literary theory section (2012-2019) and the vice-dean for study programs and lifelong learning (2017-2020). She received her master's degree in 2005 (topic: The Shaping of National Identity in Croatian Literary Historiography) and her doctorate in 2009 (topic: The Problem of Death in Contemporary Literary Theory: On the French Reception of Heidegger's Analysis of Sein zum Tode) under the mentorship of professor Vladimir Biti.

At the undergraduate level of Croatian studies, she teaches Introduction to Literary Theory. At the graduate level, she teaches elective courses: Ideology and Literature, Phenomenological Theory of Reading: Text - Consciousness - Body and Literary Communities: Desubjectification, Emancipation, Collectivism. At the Doctoral Study Program of Literature, Performing Arts and Culture, she taught these courses: Literature - Politics - Theory, Literature and Revolution and Literature and Critical Theory. At the Doctoral Study Program of Croatian Philology in the Intercultural Context, she taught: Deconstruction of Literary History and Contemporary Discussions in Literary Theory. As a research assistant, she has participated in several research projects financially endorsed by the Croatian Ministry of Science. She is currently an associate on the project Literary Revolutions supported by The Croatian Science Foundation (leader: Assoc. Prof. Marina Protrka Štimec, PhD): <https://lire.ffzg.unizg.hr/>

She is the author of a book From the Perspective of Death: Heidegger and others (2012). She publishes articles, discussions and reviews in domestic and international scientific journals.

## Brković, Ivana

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant professor
<b>Organizational unit</b>	Department of Croatian language and literature

### CV

Ivana Brković (PhD) is an Assistant Professor at the Department of Croatian Language and Literature (University of Zagreb, Faculty of Humanities and Social Sciences), where she teaches courses on early modern Croatian literature. Her research has focused on early modern Croatian literature, space in literature, literary construction of identity, cultural imagology and literary emotion. She was a participant of the research projects „The Lexicon of the 16th Century Croatian Literary Culture“ (2004–2006) and “Imagological research of the 16th-19th century Croatian literature” (2007–2013), both supported by Croatian Ministry of Science and Education. Currently she works on the project „Premodern Croatian Literature in European Culture: Contacts and Transfers“ (2021–2025) that is funded by Croatian Science Foundation (HRZZ). She is an author of the monograph “Političko i sveto: identitet prostora i prostori identiteta u dubrovačkoj književnosti 17. stoljeća” [“The political and the Sacred: The Identity of Space and the Spaces of Identity in Seventeenth-century Ragusan Literature”] (Zagreb–Dubrovnik: HAZU, 2018). She is a member of the editorial board of “Croatica: Journal of Croatian Language, Literature and Culture Studies“.

## Coha, Suzana

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	associate professor
<b>Organizational unit</b>	Department of Croatian language and literature

### CV

Suzana Coha (Zagreb, 1978), professor of Croatian language and literature and comparative literature. She graduated in Croatian language and literature and comparative literature at the Faculty of Humanities and Social Sciences, University of Zagreb, where she has been employed at the Chair of Modern Croatian Literature, Department of Croatian language and literature since 2002. After completing the Postgraduate Study of Literature, she received her PhD in 2009 ("Poetics and Politics of Gaj's Danica"). She has participated in the following scientific research projects: "Croatian Literary Periodicals" (2002-2014); "Cultural capital: in literary periodicals, historiography, criticism and interpretation" (2019-) and "Ignac Kristijanović - the forgotten jewel of the Croatian Kajkavian literary language". She was on scholarship stays in Ljubljana and Graz. She participated in the publishing of the Lexicon of Croatian Literature - Works (2008); Croatian Literary Encyclopedia (2010-12); Lexicon of Antun Gustav Matoš (2015); Encyclopedia of Hrvatsko Zagorje (2017); Encyclopedia of Romantic Nationalism in Europe (2018) and Lexicon of Turopolje (2021). She has written articles for online editions Women Writers Networks (2012-13) and Encyclopedia of Slavic Languages and Linguistics Online (2021). She has participated in dozens of domestic and foreign scientific conferences, and has given invited lectures at the Institute of Slavic Studies of the Karl-Franzens University in Graz (2006), the scientific conference "Jan Paweł II i idea słowiańskości" (Warsaw, 2015) and the Department of Languages and Civilizations of Central and Eastern Europe at the Faculty of Foreign Languages, University of Udine (2018). Since 2015, she has been editing essays for the show "Cosmopolis - Literature in Context" on Croatian Radio.

## Ćavar, Ana

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant professor
<b>Organizational unit</b>	Department of Croatian language and literature

### CV

She was born in Zagreb. She graduated in Croatian and Spanish language and literature and acquired a Ph.D. at the Faculty of Humanities and Social Sciences at the University of Zagreb in 2014. In 2009, she studied at the University of Salamanca. From 2002 to 2015, she taught Croatian and Spanish at the Lingua Forum. From 2005 to 2007 she worked as a contracted lecturer at Croaticum - Center for Croatian as a Second and Foreign Language. Since 2007, she has been employed at the Section for methodics of Croatian Language and Literature at the Department of Croatian Studies at the Faculty of Humanities and Social Sciences in Zagreb. Since 2009, she has been an associate in the teaching course of the graduate study of Spanish Language and Literature at the Department of Romance languages and literature at her home university.

## **Dakić, Mirela**

**Academic degree**

**Title**

**Organizational unit** Department of Croatian language and literature

**CV**

## **Delaš, Helena**

**Academic degree**        doctor of philosophy  
**Title**                        senior lector  
**Organizational unit**     Department of Croatian language and literature

### **CV**

I was born in 1973 in Vinkovci. I graduated from the M. A. Relković High School in Vinkovci and the Franjo Kuhač High School Center for Dance and Music Education in Osijek. I graduated in single subject Croatian studies at the Faculty of Philosophy, University of Zagreb (1999); master's degree (2003), doctorate (2010). From 2002 to 2003, I was a junior assistant at the Department of Croatian Language and Literature in the Department of Teacher Education of the Teachers' Academy of the University of Zagreb. Since 2003, I have been a lecturer at the Department of Croatian Standard Language in the Department of Croatian Studies, Faculty of Philosophy, University of Zagreb. I deal with the accentology of the Croatian language.

## **Drenjančević, Ivana**

**Academic degree** doctor of philosophy  
**Title** assistant professor  
**Organizational unit** Department of Croatian language and literature  
**CV**

## Dukić, Davor

**Academic degree** doctor of philosophy  
**Title** full professor  
**Organizational unit** Department of Croatian language and literature

### CV

Birth date: September 26, 1964

### EDUCATION

1998 PhD in Philology, University of Zagreb

1993 MA in Philology, University of Zagreb

1989 BA in Comparative Literature and BA in History, University of Zagreb

### EMPLOYMENT

1993- Department of Croatian Language and Literature, Faculty of Humanities and Social Sciences, University of Zagreb (Full Professor from 2009)

1989-1993 Institute of Ethnology and Folklore Research, Department of Folklore Research (Research Assistant), University of Zagreb

### PROJECT

2007-2013 "Imagological Research of the 16th-19th-Century Croatian Literature", funded by the Ministry of Science, Technology and Sport of the Republic of Croatia

### MAJOR

2005-2006 Alexander von Humboldt Foundation Fellowship, University of Munich

1991-1992 Herder-Institute Fellowship, University of Vienna

### EDITORIAL

2013-2020 Editor-in-chief of the leading Croatian journal of literary, theatre and film studies Umjetnost riječi/The Art of Words (<http://umjetnostrijeci.ffzg.unizg.hr>)

## Eterović, Ivana

**Academic degree** doctor of philosophy  
**Title** assistant professor  
**Organizational unit** Department of Croatian language and literature

### CV

Ivana Eterović (b. Sanković) was born on August 1, 1985 in Rijeka. She finished elementary school and high school in Opatija. In 2007, she completed the study of Croatian language and literature at the Faculty of Philosophy, University of Rijeka, defending her thesis "Accentual types of adjectives in the local dialect of Trtni (synchronic and diachronic aspect)". In the same year, she enrolled in the Postgraduate University Doctoral Study "History and Dialectology of the Croatian Language" at the Faculty of Philosophy, University of Rijeka. In 2014, she defended her doctoral dissertation "Syntactic functions of participles in the language of Croatian Glagolitic missals" (under the mentorship of Prof. Mateo Žagar, PhD).

From October 1, 2008 she was employed as a research novice in the associate title of assistant, and from June 1, 2014 in the associate position and in the postgraduate position at the Department of Old Church Slavonic Language and Croatian Glagolitic Heritage at the Department of Croatian Language and Literature. Since February 25, 2016, she has been a research associate. In 2021, she was elected assistant professor.

From 2008 to 2013 she was an associate on the scientific research project "Encyclopedia of Croatian Glagolitic Heritage" (Ministry of Science, Education and Sports, 130-1300620-0632; leader: Stjepan Damjanović). From 2015 to 2019, she was a collaborator on the scientific research project "The Language of the Croatian Protestant Printing House in the Context of the Literary and Language Guidelines of the 16th Century." (Croatian Science Foundation, IP-2014-09-6415; leader: Prof. Mateo Žagar, PhD).

From the academic year 2009/2010 she participates in teaching at the Department of Old Church Slavonic Language and Croatian Glagolitic Heritage from two compulsory (Old Church Slavonic Language, Croatian Medieval Language and Literature) and one elective course (Language of the Croatian Glagolitic Book in the 16th century) at the undergraduate study of Croatian language and literature. From the academic year 2016/2017 she participates in teaching from two elective courses at the undergraduate studies of Bohemian, Slovak and Polish languages and literatures (Fundamentals of the Old Church Slavonic language, Basics of Old Church Slavonic for Polish scholars).

In 2009, she participated in the 42nd International Seminar for Macedonian Language, Literature and Culture in Ohrid.

From 2010 to 2013, she was the holder of the optional seminar "Old Slavonic and Old Croatian Language" at the Zagreb Slavic School in Dubrovnik.

In the academic year 2011/2012 she studied at the Karl-Franzens University in Graz as part of a four-month Ceepus scholarship.

She is a member of the Croatian Philological Society, Matica hrvatska, Slavic Linguistics Society and several local associations whose goal is to preserve the intangible heritage (language, culture and customs) of the Istrian-Kvarner area (Chair of the Čakavian Parliament Lovran, Association "Žejane").

Her scientific interest is focused primarily on the peculiarities of the functioning and formation of linguistic concepts of the Croatian Glagolitic book of the 16th century, with an emphasis on syntactic research.



## Francić, Anđela

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	full professor
<b>Organizational unit</b>	Department of Croatian language and literature

### CV

Anđela Francić was born on September 8th 1961 in Prelog. She finished elementary school in Sveta Marija and secondary school (Pedagogic Education Centre „Bogdan Ogrizović“) in Zagreb. She graduated (1985), obtained her master's degree (1992) and doctorate (1999) at the Faculty of Humanities and Social Sciences in Zagreb. After graduation (Yugoslavian languages and literatures study) she worked in the Institute of Croatian Language and Linguistic. Since 2002 she has been working at the Faculty of Humanities and Social Sciences University of Zagreb (Department of Croatian Language and Literature, Dialectology and History of the Croatian Language Section) where she teaches historical linguistic and onomastic courses. For 15 years she worked as external lecturer at the University of Applied Sciences Baltazar Zaprrešić, where she taught standard Croatian language courses. Since 2016 she is a full professor in permanent position. She has participated in numerous scientific conferences in Croatia and abroad. Moreover, she is an associate member of the Croatian Academy of Sciences and Arts, president of the Onomastics Committee of the Department of Philological Sciences of the Croatian Academy of Sciences and Arts, member of the Croatian Standard Language Committee of the Croatian Academy of Sciences and Arts, and editor-in-chief of the Academy's journal *Folia Onomastica Croatica*. Also, she is the Croatian representative in the International Slavic Committee, a member of the Onomastic Commission of the Committee, a member of the Language and Speech Council of the Croatian Radio and Television, the Main Board of *Matica hrvatska*, International Council of Onomastic Sciences, Kajkavian Parliament and the Croatian Philological Society.

## Glavaš, Zvonimir

**Academic degree** doctor of philosophy  
**Title** postdoctoral researcher  
**Organizational unit** Department of Croatian language and literature

### CV

Zvonimir Glavaš was born on 25th August 1989 in Osijek, Croatia. In 2013 he graduated from the Faculty of Philosophy in Osijek, majoring in Croatian language and literature and history degrees. In October 2014 he was employed as a teaching and research assistant at the Department of Croatian of the Faculty of Humanities and Social Sciences in Zagreb. In June 2020 he defended his doctoral thesis titled “Literature, the Literary Theory and post-Marxist Theory”, obtaining his PhD degree. Since October 2020 he has been employed as a postdoctoral researcher in the same Department at the Faculty of Humanities and Social Sciences in Zagreb. He has published more than 15 scientific papers in various (domestic and foreign) journals and presented more than 10 papers on various scientific conferences in Croatia and abroad. At the moment, he is an associate on a research project titled “Literary Revolutions”, supported by the Croatian Science Foundation. His research is mostly focused on contemporary literary and cultural theory, revolving around topics such as politics of literature, post-Marxist (literary) theory, contemporary narratology, trans-medial narratology and critical analysis of discourse.

## **Gligorić, Igor Marko**

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	postdoctoral researcher
<b>Organizational unit</b>	Department of Croatian language and literature

### **CV**

He was born in 1989 in Slavonski Brod. He graduated in 2013 Croatian language and Linguistics at the Faculty of Humanities and Social Sciences in Zagreb. He received his PhD from the same faculty (Categories and functions of exclamations and conjunctions in the Croatian language, 2017). Until 2016, he worked in educational institutions in Zagreb. In October 2016, he was elected to the associate title and to the position of research and teaching assistant at the Faculty of Education in Osijek; in January 2018, he was elected to the title and position of postdoctoral/senior research and teaching assistant. Since October 2019, he has been employed as a postdoctoral/senior research and teaching assistant at the Department of Croatian Language and Literature at the Chair of Standard Croatian Language. He has worked and is working as a lecturer of Croatian as a foreign language. He has been an associate for the Croatian language and lexicography in Školska knjiga since 2013. He has been the head of the Linguistics Department of Matica hrvatska since 2021.

## Grmača, Dolores

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	associate professor
<b>Organizational unit</b>	Department of Croatian language and literature

### CV

Dolores Grmača is Assoc. Prof. at the Older Croatian Literature Chair, Department of Croatian Language and Literature, Faculty of Humanities and Social Sciences. She finished the VII high school in Zagreb in 1992. She graduated from the Catholic Faculty of Theology, then received a double BA in Croatian language and literature and history in 2001. She received her PhD in 2010 for her thesis on the allegory of journey in Croatian medieval and renaissance literary culture. She attended longer professional trainings in Vienna (2007) and Padua (2008), and conducted scientific research within the project in Rome and Paris (2015) and Venice (2019). She teaches courses in older Croatian literature at the Department of Croatian Studies and at the Postgraduate Study of Pre-Modern History. She received of the Annual State Award for Science for significant scientific achievement in the field of humanities for 2015 and the award of the Croatian Academy of Sciences and Arts for the highest scientific and artistic achievements in the Republic of Croatia for literature in 2019. She is the Principal Investigator of projects Predmodern Croatian Literature in European Culture: Contacts and Transfers (2021–2025).

## **Jelaska, Zrinka**

**Academic degree** doctor of philosophy  
**Title** full professor  
**Organizational unit** Department of Croatian language and literature  
**CV**

## **Kolanović, Maša**

**Academic degree** doctor of philosophy  
**Title** assistant professor  
**Organizational unit** Department of Croatian language and literature  
**CV**

## Košćak, Nikola

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant professor
<b>Organizational unit</b>	Department of Croatian language and literature

### CV

Born in 1979 in Varaždin, he graduated in Croatian language and literature and philosophy at the Faculty of Humanities and Social Sciences at University of Zagreb (Filozofski fakultet Sveučilišta u Zagrebu). He worked as a lector and literary and music critic in the regional paper *Varaždinske vijesti* and as a teacher of the Croatian language in primary and secondary schools. He received his doctorate in 2012 with the topic *Colloquial Language in Contemporary Croatian Narrative Fiction*, under the mentorship of prof. dr. Krešimir Bagić. Teaches or has taught courses *Stylistics, Figures and Discourses, Practice of Reading, Stylistic Concepts, Styles of Contemporary Croatian Narrative Fiction, Introduction to Graphostylistics and Colloquial Language and Jargon*. His main scientific interests are in graphostylistics, stylistics of contemporary Croatian narrative prose, colloquial language, jargon and theory of style. He was in charge of seminars on contemporary Croatian narrative fiction and the rhetoric of resistance at the Croatian Seminar for Foreign Slavic Studies (Zagrebačka slavistička škola). Published a book *"Šrajbenzi spiku? Stilovi hrvatske žargonske i žargonizirane proze 1990-ih i 2000-ih"* (2018).

## Kuštović, Tanja

**Academic degree** doctor of philosophy  
**Title** associate professor  
**Organizational unit** Department of Croatian language and literature

### CV

Tanja  
Biography

Kuštović:

I was born in 1971 in Zagreb. I finished primary and secondary school in Zagreb. I enrolled at the Faculty of Philosophy in Zagreb in 1990 - studying Croatian language and Yugoslav literature. I graduated in 1996 and became a professor of Croatian language and literature. In the same year, I got a job as a children's informant in the Libraries of the City of Zagreb. Since 1997, I have been working as a research novice at the Faculty of Philosophy in Zagreb, at the Department of Croatian Studies - Department of Old Slavonic Language and Croatian Glagolitic. In the same year I enrolled in the postgraduate study of Croatian studies. I received my master's degree in 2001 with the topic "The Language of Šimun Kožičić Benja according to his linguistic conceptions in the work "Books from the Lives of Roman Archbishops and Emperors ". I received my doctorate on December 28, 2005 with the topic of contributions in Croatian Glagolitic texts of the 14th and 15th centuries ". After my doctorate, I was promoted to senior assistant in 2006, and since 2007 I have been an assistant professor at the Department of Old Slavonic Language and Croatian Glagolitic. At the department of the same name, I give lectures and seminars in the following courses: Old Slavonic language, Croatian language and literature in the Middle Ages, Language of Croatian Glagolitic First Print, Philological analyzes of Croatian-Old Slavonic texts. I was in Vienna as a CEPUS Fellow in 1998. During 2001, I held a seminar on the Old Slavonic language for Pula students in Pula. As a lecturer at the University School of Croatian Language for Foreigners, I worked from 2000 to 2004. I held seminars and lectures for foreign Slavists at the Zagreb Slavic School in Dubrovnik from 2002 to 2009. I have participated in a number of scientific conferences, many of which were of an international character. I was a member of the organizing committee of the Glagolitic Tradition in the History of Slavic Literacy in 2013, which was organized by the Old Slavonic Institute in Zagreb and the Institute of Slavonic Studies of the Russian Academy of Sciences. My scientific interest is linguistic research of Croatian Glagolitic, but also Cyrillic texts, liturgical and non-liturgical, focusing on the study of adverbs as words "of all kinds", which means that I necessarily include all other categories of words in my research.

## Kuzmić, Boris

**Academic degree** doctor of philosophy  
**Title** full professor  
**Organizational unit** Department of Croatian language and literature

### CV

#### Biography:

2019. full professor  
2014. Associate Professor  
2008. docent  
2006 PhD in Croatian language and literature at the University of Zagreb  
2000 Master's degree in Croatian language and literature at the University of Zagreb  
1997. Diploma of the Faculty of Philosophy in Zagreb

#### Research

Historical phonology of the Croatian language, historical morphology of the Croatian language, the language of contemporary Kajkavian literature

#### Undergraduate

Historical grammar of the Croatian language (<https://omega.ffzg.hr/course/view.php?id=2386>)  
The Language of Croatian Petrarchist Writers (<https://omega.ffzg.hr/course/view.php?id=2652>)

#### Other

achievements:  
He has lectured at the universities of Ljubljana (1999) and Split (2002–2003). He is a member of the Kajkavian storage and editorial board of the Croatica magazine. He won the City of Zagreb Award for 2021 as a member of the working group and project team of the scientific research and publishing project History of the Croatian Language from the Middle Ages to the 21st Century.

#### Bibliography:

<https://www.bib.irb.hr/pregled/profil/17862>

#### Google

<https://scholar.google.hr/citations?user=O4zAhNMAAAAJ&hl=hr>

#### Scholar:

## **Malnar Jurišić, Marija**

**Academic degree**        doctor of philosophy  
**Title**                        assistant professor  
**Organizational unit**      Department of Croatian language and literature

### **CV**

Marija Malnar Jurišić was born in 1982 in Postojna, Republic of Slovenia. She finished elementary school in Tršće, and general-education high school in Čabar. In 2006, she enrolled in the postgraduate doctoral studies in Croatian Language and Literature, majoring in language, and received her doctorate in 2012. In 2013 she was elected a Research Associate. Since October 2019, she has been employed as an Assistant Professor at the Department of Dialectology and History of the Croatian Language. She speaks at international and domestic conferences. She was a mentor at the "Ivo Škarić" public speaking course.

## Marković, Ivan

**Academic degree**        doctor of philosophy  
**Title**                        associate professor  
**Organizational unit**     Department of Croatian language and literature

### CV

Born in Zagreb (1974), graduated from the Faculty of Philosophy in Zagreb (1997), obtained his master's degree (2001) and his doctorate (2007) in the Croatian philology. From 1999 to 2003 at the Institute of Croatian Language and Linguistics. Since 2003 at the Chair of Croatian Standard Language. He teaches Croatian phonology, Croatian morphology and Anthropological linguistics. 2002 secretary of the Editorial Board of journal Rasprave IHJJ. Since 2013, the editor of the Thesaurus library of the Disput publishing house. Since 2016, a member of the Editorial Board of journal Croatica. Published seven scientific monographs (two co-authored), prepared five books, published about thirty scientific papers in journals and books. Annual state award for science in the field of humanities for significant scientific achievement (Croatian morphology, 2013).

## **Menac-Mihalić, Mira**

**Academic degree**      doctor of philosophy  
**Title**                      full professor  
**Organizational unit**    Department of Croatian language and literature  
**CV**

## Mićanović, Krešimir

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	full professor
<b>Organizational unit</b>	Department of Croatian language and literature

### CV

Krešimir Mićanović was born in Brčko in 1968. He studied Croatian Language and Literature and south Slavic Philology at the Faculty of Humanities and Social Sciences in Zagreb. At the same university he obtained a Master's degree in the field of possession in Croatian standard language and his doctoral degree was on Standard language and the problem of communicative competence. From the end of 2018, he is a full professor at the department of Croatian language and literature at the Faculty of Humanities and Social Sciences at the University of Zagreb. He has participated in a number of scientific and expert congresses nationally and abroad. His work is published in national and foreign publications. He led the Zagreb school of Slavic studies from 2009 until 2012. He was head of doctoral studies for Croatian philology in the intercultural context from 2017 until 2021. Krešimir Mićanović was also head of the chair for Croatian standard language from November 2012 until September 2018 and head of the chair of the Croatian Language and literature department from November 2018 until September 2020. He is also a member of the international committee of Slavists, precisely a member of the Commission for the Study of Slavonic Literary Language.

## Milanko, Andrea

**Academic degree**        doctor of philosophy  
**Title**                        assistant professor  
**Organizational unit**     Department of Croatian language and literature

### CV

Andrea Milanko (b. in Split in 1983) graduated from the Faculty of Humanities and Social Sciences in Zagreb, double majoring in Croatian and English language and literature. From 2008 to 2012 she was employed as a junior researcher at the Chair for Modern Croatian Literature, and since 2012 she has been working at the Chair for Literary Theory at the Department of Croatian. Her doctoral degree, which was completed within the research project Croatian Lyric Poetry from Romanticism to Postmodernism (project leader: Professor Cvjetko Milanja), was obtained in 2014, with a theme in literary theory. She was elected assistant professor in 2019 and since then she has been the head of Chair for Literary Theory. Her main areas of interest are literary and cultural theory and literary history.

## **Molvarec, Lana**

**Academic degree** doctor of philosophy  
**Title** assistant professor  
**Organizational unit** Department of Croatian language and literature  
**CV**

## Nazalević Čučević, Iva

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant professor
<b>Organizational unit</b>	Department of Croatian language and literature

### CV

Iva Nazalević Čučević was born in Banja Luka (Bosnia and Herzegovina) on September 4, 1979. In Zagreb she finished elementary and high school. From 1998 to 2005 she attended a double major program of Croatian language and literature and South Slavic languages and literature (a Macedonian and Slovenian) at the Faculty of Humanities and Social Sciences at the University of Zagreb. In 2009 she enrolled in Postgraduate Doctoral Study of Croatian language and literature at the Faculty of Humanities and Social Sciences at the University of Zagreb. In 2015 she obtained her PhD, with a thesis entitled *Kontrastivna analiza sintaktičke negacije u hrvatskome i makedonskome jeziku* (Contrastive analysis of the syntactic negation in Croatian and Macedonian). She is currently engaged as a Senior Research Assistant at the Department of Croatian Standard Language. She holds lectures and seminars of the courses *Hrvatski standardni jezik – Sintaksa, Sintaksa padeža*, both on Undergraduate Programme. She also holds exercises in the course *Jezične vježbe II*. Since 1 February 2020, she has been an associate in the four-year research project *Syntactic and Semantic Analysis of Arguments and Adjuncts in Croatian SARGADA (2019–04–7896)*. (SARGADA, 2019-04-7896), funded by Croatian Science Foundation. Her research interests are Croatian syntax and contrastive analysis of Croatian and Macedonian syntax. She researches sentence and constituent negation in these two South Slavic languages. That was the topic of her doctoral thesis, but it is also the theme of her book *Usporedna analiza sintaktičke negacije u hrvatskome i makedonskome jeziku* (Zagreb: Hrvatska sveučilišna naklada, 2016). She is also interested in case syntax and sentence structure. She is also dedicated to the topics of Croatian as L2. She has presented at about twenty scientific and professional conferences in Croatia and abroad. She is the author and co-author of about twenty scientific and professional papers and book chapters. She is a member of the Croatian Philological Society.

Link on Crosbi: <https://www.bib.irb.hr/pregled/profil/32672>

## Nikolić, Davor

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant professor
<b>Organizational unit</b>	Department of Croatian language and literature

### CV

Davor Nikolić was born in 1981. In 2006 he graduated from the Faculty of Humanities and Social Sciences, University of Zagreb, where he majored in Croatian and phonetics, and after that enrolled in the doctoral program in Croatian culture. From 2007 to 2013 he worked as a junior researcher, from 2013 to 2017 as a senior researcher and since 2017 he has worked as an assistant professor at the Chair of Croatian Oral Literature. His Ph.D. thesis “Phonostylistic Description of Croatian Oral Literary Rhetoric” was defended in 2013. He has published one book (Između zvuka i značenja [Between the Sound and the Meaning: Phonostylistic Approach to Croatian Rhetorical Folklore Genres]), more than 20 scholarly papers in Croatian and international publications on a wide range of subjects (folkloristics, rhetoric, stylistics, etc.) and has been co-editor of four books. Beside primary research in folkloristics his area of interest include rhetoric, argumentation, stylistics, literary theory and digital humanities.

## Petrović, Bernardina

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	full professor
<b>Organizational unit</b>	Department of Croatian language and literature

### CV

She was born on December 24, 1965 in Vinkovci. She completed her studies in Croatian studies in 1991, received her master's degree in 1999 and her doctorate in 2003. She was elected to the research title of assistant in 1999, to the title of senior assistant in 2003, to the scientific-teaching title of assistant professor in 2004, associate professor in 2010, and full professor in 2016. From 1991 to 1993 she worked as a teacher of Croatian language and literature in primary and secondary school. From 1993 to 2004 she was employed at the Institute for Linguistic Research of the Croatian Academy of Sciences and Arts. Since 2004 she has been employed at the Department of Croatian Standard Language, Department of Croatian Studies, Faculty of Humanities and Social Sciences, University of Zagreb. At the Undergraduate Study of Croatian Studies at the Faculty of Humanities and Social Sciences, University of Zagreb, he teaches the compulsory course Croatian Standard Language - Phonology and Morphology. He teaches elective courses Text Linguistics, Semantics of the Croatian Language and Croatian Language for Teachers at the Graduate Study of Croatian Studies at the Faculty of Philosophy, University of Zagreb. She teaches for doctoral studies in Croatian and Croatian culture, and she also taught in linguistics. In the academic year 2006/2007 she taught the course Croatian Standard Language at the Faculty of Teacher Education, University of Zagreb. In the summer semester of the academic year 2007/2008. she is a visiting professor as part of a CEEPUS scholarship at the Institute of Slavic Studies, University of Graz. From the academic year 2008/2009 She teaches the elective course Croatian Language in Engineering Practice at the Faculty of Electrical Engineering and Computing, University of Zagreb. She has published four books, about sixty papers in scientific journals and proceedings of scientific conferences, and participated in presentations at about sixty international and domestic scientific conferences. From 2012 to 2017, she was the President of the State Commission in the Croatian Language Competition. She has actively participated in the organization of several scientific conferences and in the editing of scientific and professional publications, she is a member of the editorial board of the journal Croatica. She has given about fifty invited lectures at professional gatherings and seminars, summer schools and popular science forums. She is a member of the Croatian Philological Society. From ac. yr. 2014/2015 she was the head of the Department of Croatian Studies. She is the winner of the City of Zagreb Award for 2021.

## Pišković, Tatjana

**Academic degree** doctor of philosophy  
**Title** associate professor  
**Organizational unit** Department of Croatian language and literature

### CV

Born in Zabok where she finished high school. She graduated in Croatian Language and Literature and Comparative Literature at the Faculty of Humanities and Social Sciences in Zagreb (2003) and received her PhD in Croatian language (2010). In academic year 2003–2004 she worked as an external associate at Croaticum (Centre for Croatian as a Second and Foreign Language). Since 2004 she has been employed at the Chair of Croatian Standard Language, Department of Croatian Language and Literature (Faculty of Humanities and Social Sciences, University of Zagreb). She teaches Croatian morphology and Croatian lexicology. In 2006 she was the secretary of the Organizing Committee of the Fourth Croatian Slavic Congress (Varaždin – Čakovec, September 5–8, 2006). From 2012 to 2016 she was the member of the expert working group for creating exams in Croatian language for state graduation exam ("državna matura"). From 2012 to 2016 she was Deputy Head of the Zagreb School of Slavic Studies and from 2017 to 2021 Head of the Zagreb School of Slavic Studies. She is the member of the editorial board of the journals "Contemporary Linguistics" and "Croatica". Thanks to scholarships from the CEEPUS and Erasmus networks, she attended scientific training in Graz (2007) and Amsterdam (2015). She published the scientific monograph "Gramatika roda" (Zagreb, 2011) for which she received the Annual Award of the Society of University Teachers and Other Scientists in Zagreb. She edited two books, co-edited seven proceedings and one bibliography. She has published about twenty scientific and professional papers and held a number of invited lectures, seminars and workshops. She has participated as a speaker at fourteen international and five domestic scientific conferences.

## **Plejić Poje, Lahorka**

**Academic degree** doctor of philosophy  
**Title** associate professor  
**Organizational unit** Department of Croatian language and literature  
**CV**

## Protrka Štimec, Marina

**Academic degree** doctor of philosophy  
**Title** associate professor  
**Organizational unit** Department of Croatian language and literature

### CV

Marina Protrka Štimec, Ph.D., Associate Professor of Modern and contemporary Croatian literature at the Faculty of Humanities and Social Sciences, University of Zagreb. Her research interests include literary canon formation, theories of authorship, culture, memory and identity, modernism, discourse and postcolonial theory.

She is the principal investigator of the project Literary Revolutions supported by Croatian Science Foundation (IP-01-2018-702), also the author of scientific monographs *Inventing the Literary Nation. Canon Formation in 19th Century Croatian Literary Periodicals (Stvaranje književne nacije. Oblikovanje kanona u hrvatskoj književnoj periodici 19. st., 2008)* and *Politics of authorship (Politike autorstva, 2019)*. She prepared critical edition *Ivane Brlić Mažuranić's Articles (2013 )* and coedited scientific conference proceedings *The Great Healer – A Century of Grigor Vitez (2013, with D. Zalar i D. Zima)* and “Me as My Image”: *Tin Ujević's Discursivity and Authorships Concepts (2020, with A. Ryznar)*. As a collaborator of the Miroslav Krleža Institute of Lexicography she cooperated on editions *Croatian Literary Encyclopaedia and Antun Gustav Matoš' Lexicon.*

## Rudan Kapec, Evelina

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	associate professor
<b>Organizational unit</b>	Department of Croatian language and literature

### CV

(Pula, 1971). Graduated in Croatian language and South Slavic language and literature at the University of Zagreb, Faculty of Humanities and Social Sciences. Worked in Pazinski kolegij – klasična gimnazija, as well as publishing house “Josip Turčinović” in Pazin. She has been working as a research assistant on the project “Novi zapisi hrvatske usmene književnosti” (New records in Croatian oral literature). She defended her doctorate thesis titled “Nadnaravna bića i pojave u usmenim predajama u Istri” (Supernatural Beings and Phenomena in legends of Istria), and from 2013 she has been working at the Department of Croatian oral literature as an Assistant Professor, and from 2019, as an Associate Professor. She has participated in many regional, as well as international scientific conferences, and she has delivered many public lectures. Her scientific and scholarly articles have been published in periodicals; she has worked on The Istrian Encyclopedia and Croatian Literary Encyclopedia, published by The Miroslav Krleža Institute of Lexicography. She has prepared scientific articles and a selection of fables for the series “Životinje u basnama” (Animals in Fables) (edited by Giga Gračan, 2010). Apart from scientific projects, she has actively participated in projects that promote the popularization of science, such as “Usmena tradicija i djetinjstvo” (Oral tradition and Childhood) (director: Professor Jelena Marković, Institute of Ethnology and Folklore Research), as well as the project that promoted reading books: “Čitaj! Čitam da bih pisao, pišem da bih čitao” (Read! I read to write, I write to read), organized by Centar za knjigu. From year 2000 to 2003, she was the secretary of The Zagreb School of Slavic Studies. She published the following collections of poems: “Sve ča mi rabi ovega prolića” (All I Need This Spring) (2000), Posljednja topla noć (The Last Warm Night) (2002., together with Slađan Lipovec and Denis Peričić), Uvjerljiv vrt/A Convincing Garden, in an electronic edition (2003., translation to English by Hana Dada Banak), Breki i ćuki (Dogs and Owles) (2008, awarded by Drago Gervais Prize in 2007 for the manuscript), Pristojne ptice (Decent Birds) (2008), a picture-book (illustrated by Sven Nemet) Little Prince's Dream (2010) and the collection of poems Smiljko i ja si mahnamo ((Smiljko and I are waving to each other) (2020, second edition in 2021, for which she was awarded the Fran Galović Award, Ivan Goran Kovačić Award, Tin Ujević Award, as well as the Award of the Croatian Academy of Science and Arts).

## Ryznar, Anera

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	assistant professor
<b>Organizational unit</b>	Department of Croatian language and literature

### CV

Born in Zagreb in 1982. She graduated in Croatian language and literature and English language and literature at the Faculty of Humanities and Social Sciences, University of Zagreb. In 2007 she became a teaching and research assistant at the Chair for Stylistics, Department of Croatian language and literature, where she participated in the research project Figures of speech and discourses, under the mentorship of professor Krešimir Bagić. She received her Ph.D. in 2013 with the topic Interdiscursivity in Contemporary Croatian Novel. At the Chair for stylistics, she teaches courses Stylistics, Practice of Reading, Literary Criticism, Contemporary Croatian Novel: from Style to Discourse. She specializes in the theory of style, stylistic models of contemporary fiction, and literary criticism. She translated from English several important monographs in the field of linguistics, psychoanalysis, and literary theory and edited numerous scientific collections. She published a monograph Contemporary Novel in the Jaws of Life: a study in interdiscursivity.

## Slavić, Dean

**Academic degree** doctor of philosophy  
**Title** full professor  
**Organizational unit** Department of Croatian language and literature  
**CV**

## Šutalo, Goranka

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	postdoctoral researcher
<b>Organizational unit</b>	Department of Croatian language and literature

### CV

Goranka Šutalo was born on November 7th, 1979, in Kutina. She completed her elementary school education in Lipovljani and graduated from general-education high school in Kutina. In the academic year 1998/1999 she entered a double major in Croatian Language and Literature and Philosophy at the Faculty of Humanities and Social Sciences, University of Zagreb, and graduated in 2004. Upon graduation, she worked as a culture section journalist in Vjesnik, then for a shorter period she worked at the Graphic Design School of Zagreb, and in 2006 she began working as an external associate and a language editor at Croaticum (Centre for Croatian as a second and foreign language) at the Faculty of Humanities and Social Sciences in Zagreb. She started her postgraduate doctorate study of the Early Modern Period in September 2008, and since June 2009 she works as a junior researcher at the Faculty of Humanities and Social Sciences in Zagreb, Chair of the Old Croatian Literature ("Imagological research of the 16th-19th century Croatian literature" project; Davor Dukić, prof., project leader). She also worked as an external associate at the Miroslav Krleža Institute of Lexicography on the "Croatian Literary Encyclopedia" project, and as a permanent contributor to a magazine for international literary ties The Bridge (Most), and Republika, a monthly for literature, art and society, to which she contributed with numerous reviews and literary criticism. Her main research areas of interest are Croatian 18th-century literature, literary imagology and cultural science.

## **Tomašić Jurić, Josipa**

**Academic degree**        doctor of philosophy  
**Title**                        assistant professor  
**Organizational unit**     Department of Croatian language and literature

### **CV**

Born in 1982 in Požega. She graduated in Croatian Language and Comparative Literature in 2007 from the Faculty of Humanities and Social Sciences, Zagreb University. In February 2009 started working at the Department of Croatian Language and Literature, a section of Croatian oral literature. Received her Ph.D. in 2014. She was awarded the Rector's award in 2002. She conducted field research in Slavonija and Zagreb. Her fields of interest are Croatian oral literature, popular literature, literary reception, cultural memory, and oral ballads. She publishes scientific papers in national and international publications and has participated in scientific conferences in Croatia and abroad.

## Vuković, Tvrtko

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	full professor
<b>Organizational unit</b>	Department of Croatian language and literature

### CV

Tvrtko Vuković is a full professor of Croatian literature at the Faculty of Humanities and Social Sciences, University of Zagreb. He was the head of a three-year research project titled “Abnormal in the Croatian Culture and Literature at the Turn of the 20th Century”. He is a deputy head of the PhD program in Croatian Language and Literature. He was the head of the Summer Slavic School: Croatian Seminar for Foreign Students in Dubrovnik. He published several books in the field of Croatian literature and Contemporary Literary and Cultural Theory. His interests include Croatian literature and literary and cultural theory in general, and more specifically the politics of literature, and the intersection of society, culture, economy, and literature. Currently he is working on a foucauldian analysis of the establishment of psychiatry as a discourse of normalization in the 19th century Croatian society and culture. He also analyses Croatian modern literature as a symptom of the repression and production of abnormality in the 19th century Croatian culture.

## Žagar, Mateo

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	full professor
<b>Organizational unit</b>	Department of Croatian language and literature

### CV

Born on February 14, 1965 in Zagreb. He finished primary and secondary school in Zagreb. He graduated in 1990 from the study of Croatian language and Yugoslav literature at the Faculty of Philosophy in Zagreb, and in the same year he enrolled in postgraduate studies in linguistics at the same faculty. Since January 1991, he has been employed as a research fellow at the Department of Old Slavonic Language and Croatian Glagolitic Studies at the Department of Croatian Language and Literature. He attended summer Slavic schools: in Ljubljana (1989), Sofia (1990) and Ohrid (1991). He defended his master's thesis ("Coherence of the inscription of the Baška tablet") in 1993. From the very beginning of his employment, he led seminars, and later lectures, in the Old Slavonic language, except at the Faculty of Fine Arts in Zagreb, and at the Faculty of Fine Arts in Pula, and at the Croatian Studies in Zagreb. He has been a guest lecturer at foreign universities: in Budapest in 1994 and 2011, in Udine in 1998, in Ljubljana in 1997, 1999, 2000, London 2001, Würzburg 2002, Heidelberg 2003, Oslo 2008, Graz 2008, Tuzla 2010, Rome 2012, Skopje 2013, Copenhagen 2013, Vienna 2013, Florence 2014,. Long-term associate of the Lexicographic Institute Miroslav Krleža (in the preparation of entries for the Croatian Encyclopedia and the Croatian Literary Encyclopedia). As a long-term associate at the Zagreb Slavic School (summer Slavic seminar of Croatian language, literature and culture), he led courses in Old Slavonic and Old Croatian, and taught. From 1993 to 1996 he was the deputy director of ZSS, Coordinator of CEEPUS, at the Department of Croatian Studies at the Faculty of Philosophy, network HR-13 (of which he is the founder) and A-4, from 1994 to 1999, through which hundreds of students of Croatian and Slavic studies, and dozens of professors, to achieve monthly and multi-month scholarships abroad. He received his PhD in 2000 with the thesis "Basic guidelines for graphetic editing of Croatian Glagolitic texts XII. and XIII. In 2002. he promoted to the scientific-teaching title of assistant professor. In 2006 he acquired the scientific-teaching title of associate professor, and in 2010 the title of full professor. During his scientific training abroad, at the Institute of Slavic Studies of the University of Vienna, he spent three months on several-month scholarships: 1996, 1998, 2001. In ak. years 2001/2002. and 2002/2003. worked as a lecturer of the Croatian language at the University of Bonn, and used that time for scientific training. As a leader for the Croatian field, he participates in the preparation and implementation of the intercultural postgraduate study of medieval studies at the Faculty of Philosophy in Zagreb (leader Prof. Dr. Neven Budak). He also participates in the teaching of the postgraduate study of Croatian studies (supervisor Prof. Dr. Vinko Brešić), the history of the Croatian language at the University of Rijeka and Croatian Studies at the Croatian Studies. Project associate prof. Dr. Stjepan Damjanović "Encyclopedia of Croatian Glagolitic", which organizes research on the language of "Missal Hruacki" from Š. Kožičić Benja (1531). From 2008 to 2010 he was the Deputy Head of the Department of Croatian Studies at the Faculty of Philosophy in Zagreb, and from 2010 to 2012 he was the Head of the Department. In 2008 he received the Annual Award of the Croatian Academy of Sciences and Arts for science for the book "Grafolinguistics of Medieval Texts". Since 2008 he has been a member of the Board of Directors of the Old Church Slavonic Institute. Member of the International Scientific Council of the journal "Recherche slavistique" (ed. Mario Capaldo) since 2008. Member of the organizing committee of the International Scientific Conference "Croatian Cyrillic Heritage", organized by the Croatian Academy of Sciences and Arts in November 2013. From 2012 to 2014, Vice Dean of the Faculty of Philosophy, University of Zagreb. Since 2014, he has been an associate member of the Croatian Academy of Sciences and Arts. Since 2014, he has been a member of the Scientific Center of Excellence for Croatian Glagolitic Studies, which is registered at the Old Church Slavonic Institute in Zagreb. In 2014, he won the annual State Award for Science for the book "Introduction to Glagolitic Paleography 1",

Zagreb

2014.

Since 2015, he has been the editor-in-chief of the journal *Croatica*, published by the Department of Croatian Studies at the Faculty of Philosophy, University of Zagreb and the Croatian Philological Society. In November 2015, on the occasion of 140 years of teaching the Croatian language at the University of Zagreb, I organized a scientific conference *Forgotten Beginnings. Croatian philology in interdisciplinary humanities* and was his head of the organizing committee. From 1 October 2015 to 2019, he was the leader of the project *Language of the Croatian Protestant Printing House in the Context of Literary Language Guidelines of the 16th Century*, supported by the Croatian Science Foundation. Since 2015 he is full professor.

