

UNIVERSITY OF ZAGREB, FACULTY OF HUMANITIES AND SOCIAL
SCIENCES

DOCTORAL STUDY PROGRAMME

CROATIAN PHILOLOGY IN THE INTERCULTURAL CONTEXT

Zagreb, 2017/2018

Department of the Croatian Language and Literature – Croatian Philology in the
Intercultural Context

Faculty of Humanities and Social Sciences in Zagreb

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A. OVERVIEW OF THE STUDY PROGRAMME

A.1. GENERAL INFORMATION ON THE PROPOSED STUDY PROGRAMME

A.1.1. NAME OF THE PROPOSED STUDY PROGRAMME

Croatian Philology in the Intercultural Context

A.1.2. PROVIDER OF THE STUDY PROGRAMME AND COLLABORATING INSTITUTION(S) TAKING PART IN THE STARTING AND DELIVERY OF THE DOCTORAL STUDY PROGRAMME

Faculty of Humanities and Sciences of the University of Zagreb

A.1.3. PROGRAMME PROVIDER

Faculty of Humanities and Social Sciences in Zagreb, Department of the Croatian Language and Literature

A.1.4. SCIENTIFIC OR ARTISTIC FIELD, AREA AND BRANCH OF THE PROPOSED STUDY PROGRAMME (OR FIELDS AND/OR AREAS AND/OR BRANCHES, IN CASE OF AN INTERCULTURAL PROGRAMME)

Field: Humanities

Area: Philology

Branch (if the proposed doctoral study programme belongs to a branch) ---

A.1.5. DURATION OF THE DOCTORAL STUDY PROGRAMME (IN YEARS)

3

A.1.6. NUMBER OF OBLIGATORY COURSES/MODULES

LITERARY STUDY MODULE – 8

LINGUISTIC MODULE – 8

A.1.7. NUMBER OF ELECTIVE COURSES/MODULES

LITERARY STUDY MODULE – 40

LINGUISTIC MODULE – 34

A.1.8. ACADEMIC DEGREE EARNED UPON COMPLETION OF THE DOCTORAL STUDY PROGRAMME

Ph.D. (dr. sc.)

A.1.9. PROPOSED LOWEST NUMBER OF DOCTORAL CANDIDATES

30

A.1.10 PROPOSED HIGHEST NUMBER OF DOCTORAL CANDIDATES

50

A.2. INTRODUCTION

A.2.1. REASONS FOR STARTING THE PROPOSED DOCTORAL STUDY PROGRAMME

There are permanent scholarly and professional needs for a university postgraduate doctoral study programme in philology, especially the kind of programme that would have a national foundation, that is, the foundation in the Croatian language and literature. The needs are generated on the one hand by the continuous character of the process of research and the changes in the knowledge in the subject field, and on the other hand by practical demands that such knowledge be applied in different spheres of social life – from education to everyday communication and media to scholarly research. More recently a need has emerged for revitalisation of philological studies, especially in the intercultural and transdisciplinary context of the other disciplines in the humanities and social sciences. This is evidenced by postgraduate study programmes at the most eminent foreign universities – such as the University of Oxford, Columbia University, Freie Universität Berlin, University of Padua, and the University of Helsinki – which emphasise the philological dimension either in the name or the description of the study programmes. This kind of situation, of both national and comparative philological studies, is the result of a very intensive academic debate that has shown that contemporary social science and humanistic disciplines owe a great deal to the technical, systematic study of the text, and reconstruction and close linguistic analysis of it, but also that the influence of philology very much goes beyond the boundaries of academic disciplines. It has also transpired that the philological analysis of the text, which can be done with any national language, may considerably enrich other approaches and disciplines. That philology and its methods still have a relevance has been repeatedly demonstrated by the influence of contemporary thinkers who have left a deep mark in disciplines of social sciences and the humanities, as well as in national philologies, such as Michel Foucault, Edward Said, Paul de Man, and more recently Michael Holquist and Werner Hamacher. In the contemporary intercultural and transdisciplinary context, the exchange of experiences and methods will encourage both philology and other disciplines to productively rethink, re-examine and refresh their basic assumptions.

The Faculty of Humanities and Social Sciences, that is, the Department of the Croatian Language and Literature, originally started a postgraduate doctoral study programme, which we are now trying to fit into the somewhat broader context of the humanities and social sciences. In that sense, the postgraduate doctoral study programme in philology is a revised successor to the doctoral study programme in the Croatian Language and Literature of the Department of the Croatian Language and Literature, the Faculty of Humanities and Social Sciences, University of Zagreb. The main objective of the study programme is preparation of doctoral candidates in the university postgraduate doctoral programme for diverse research and professional roles in the area of philology, in both linguistics and literary study, with a special focus on the field of the Croatian language and literature. The programme prepares doctoral candidates for implementation and development of acquired knowledge. The programme emphasises, in a linear fashion, the Croatian, Slavonic, comparatist and/or intercultural components of philology as a foundational discipline of the humanities.

The doctoral programme in Croatian Philology in the Intercultural Context is a reformed and updated doctoral study programme in the Croatian Language and Literature, which prepares doctoral candidates for research projects in the area of philology, that is, its language study and literary study parts. In terms of its conception, this programme relies considerably on the previous doctoral study programme in Croatian Language and Literature, with qualitative change being visible in terms of a refashioned core curriculum, introduction of philology practicums with written research exams, introduction of doctoral workshops, which are focused on research work and the dissertation, as well as in a reduction of the course workload for students (about 20%), in favour of research and writing research papers.

A.2.1.1. Feasibility of starting the new doctoral study programme with regard to existence of similar doctoral studies

The doctoral programme prepares doctoral candidates for jobs in research and higher education, the business sector, the public sector and the society at large, as well as for development and implementation of research and professional results. There is a constant need for human resources in that regard because of the need for generational renewal, the dynamic of the research- professional field, and the national policy on education, which seeks to raise the educational level of Croatian society.

A.2.1.2. Usefulness of the proposed doctoral study programme with regard to needs of research activities in the public and private sectors, and possibilities of employment

This study programme prepares doctoral candidates for different kinds of professional training in collaborative research, for teaching positions at educational institutions, especially at higher education institutions, and for study programmes in Croatian language and literature and/or Slavonic studies abroad, etc.

A.2.1.3. Usefulness of the proposed doctoral study with regard to stimulation of social and economic development

The doctoral study programme in Croatian Philology in the Intercultural Context prepares the workforce for a fully responsible leadership of projects in culture and cultural policies, which are among the key factors of economic development in the Republic of Croatia.

A.2.1.4. Founding of the proposed study programme in competitive scientific research, and in new insights, knowledge and skills

The doctoral study programme is fully founded in the model of competitiveness, both horizontal and vertical, that is, competitiveness in relation to domestic and foreign academic resources and scholarly research. For instance, the doctoral candidates are obligated in their doctoral workshops and scholarly-research obligations to actively participate in research projects, and to critically evaluate / reflect on domestic and international research, which also informs the design of learning outcomes. The doctoral candidates in the programme (in both the linguistic and literary study modules) will develop logical, sophisticated abstract, analytical, critical, divergent and associative thinking on research processes and programmes in the fields of linguistics (especially with regard to the Croatian language), and literary study. They will develop the ability to analyse and critically evaluate scholarly work in these fields, and to link the acquired knowledge and competencies with the related academic areas in the humanities and social sciences in an interdisciplinary way. They will consequently develop the ability to design, organise, and offer topics in linguistics and literary study as project topics; to valorise and interpret results of scholarly research at the highest academic level; to understand the interdependence of recent scholarly results and achievements; and to critically evaluate their own and others' insights and knowledge. In addition to the specifically literary study and linguistic knowledge, the doctoral candidates will acquire the broad competencies in the field of designing research in the humanities and social sciences. They will be able to, at the highest level of scholarship, appropriately re-examine the newest linguistic theories and models, co-design the standard language norm and critically review its workings, and evaluate the most recent phenomena in the academic practice of literary study.

A.2.1.5. Innovativeness of the proposed study programme, that is, potential of the proposed study programme for creation of new and relevant knowledge or artistic practices

This postgraduate programme is innovative in its pronounced interdisciplinarity and cooperation with similar study programmes in Croatia and abroad, then in its continuous broaching of new problem areas within linguistic and literary philology, its Croatian language and literature components and it

comparatist components, and related areas (Croatian studies). The programme is innovative especially in its continuous use of the most recent research methods and knowledge. Special attention is given to the pragmatic aspects of philological study programmes and market demand for this kind of expert (for instance, the *Landeskunde* programme at Slavonic Studies programmes abroad, programmes in Croatian as a foreign language, comparative literature programmes and analysis of the reception of Croatian literature and culture in specific countries, especially in the EU).

A.2.2. ANALYSIS OF THE COMPATIBILITY OF THE DOCTORAL STUDY PROGRAMME WITH THE RESEARCH STRATEGY OF THE UNIVERSITY OF ZAGREB

Upon completion of the programme, the doctoral candidate is granted the academic degree of Ph.D. (dr.sc.) in the research field of the humanities and the subfield of philology. Thereby the doctoral candidates acquire the formal competencies for work in different areas of education, culture and scholarly research, as well as the possibility for postdoctoral training in subspecialist areas. For that reason, the learning outcomes of the programme are closely tied to an interdisciplinary understanding of philology, and they involve analytical, critical-polemical, comparative, intercultural and inter-sector reflection on all aspects of language and literature, in both the diachronic and synchronic senses.

A.2.3. PRIOR EXPERIENCES OF THE PROGRAMME PROPOSER IN DELIVERY OF DOCTORAL STUDY PROGRAMMES

Until now the postgraduate study programme in Croatian language and literature had a masters level and a doctoral level. The doctoral study programme was either a three-year programme or a one-year programme. The one-year programme admitted doctoral candidates that already had a masters degree (M.A.). The programme admitted students every other year, about 40 students in a cohort. Most of the candidates completed their programme (M.A. or Ph.D.). For the last generation in the old system, upon completion of all their obligations in the postgraduate masters programme it has been made possible to enrol in the three-year doctoral study programme, which is what most of them did. All these experiences have been positive, and they make a solid foundation for new quality breakthroughs.

A.2.4. INTERNATIONAL VISIBILITY OF THE PROPOSER OF THE DOCTORAL STUDY IN SCIENTIFIC OR ARTISTIC RESEARCH, OR ARTISTIC CREATION

The postgraduate study programme in Croatian Philology in the Intercultural Context admits students from the home institution as well as other Croatian and foreign universities. Special attention is paid to the countries, universities, and institutes where the Croatian language and literature or Slavonic philologies with a Croatian component are offered as academically rounded subjects.

A.2.5. COMPARABILITY WITH SIMILAR DOCTORAL PROGRAMMES AT HIGHLY RANKED FOREIGN UNIVERSITIES

The doctoral programme in Croatian Philology in the Intercultural Context is a university postgraduate research study programme. In comparison to similar programmes abroad, it is somewhat more extensive as well as more detailed. It offers greater possibilities of different specialisations; it also admits international students, especially from EU countries, who will be trained through the study programme for work as researchers and/or teachers of the Croatian language, Croatian literature and literary study in general. The programme is also designed to attract Croatians and speakers of Croatian from neighbouring countries (for instance, Bosnia and Herzegovina, Serbia, Montenegro, Austria, Romania, Slovakia, Italy), so that it is realistic to expect that prospective students from these areas would be interested in the programme.

A.2.6. ADMISSION REQUIREMENTS

The requirements for admission to the postgraduate programme include completion of a graduate study programme in philology or comparative literature, or equivalent undergraduate programmes under the old, pre-Bologna system; and a grade average of at least 4.0. Persons with a degree in a related graduate programme (or a pre-Bologna undergraduate programme) in the field of the humanities and persons with a lower grade average can also apply, whilst providing two detailed

references by university teachers or scholars, with one of them proposing a field of research for the applicant as a potential mentor. Persons with a non-philological degree in the humanities and social sciences must take differential exams, which are determined by the Council of the Postgraduate doctoral study programme in Croatian Philology in the Intercultural Context, prior to enrolment in the first semester of the programme, depending on the programme completed by the applicant. The same procedure is in effect for the persons with a graduate degree or a pre-Bologna undergraduate degree in other scientific fields. The persons with a masters degree in a two-year scientific masters programme (mr.sc.) in the field of the humanities, philological area (or, as formerly categorised, in linguistics and literary study), require in order to be enrolled a letter of reference by a university teacher (mentor) regarding supervision in the writing of the doctoral dissertation. The postgraduate doctoral study programme for persons with a masters degree (mr.sc.) takes one year (two semesters). All the other cases will be considered separately, and the final decision on admission is in the jurisdiction of the Council of the Postgraduate doctoral study programme in Croatian Philology in the Intercultural Context. An interview with the applicant is an obligatory part of the admissions procedure, testing motivation and disposition for scholarly research. The persons who enrol in the programme must provide proof of knowledge of two foreign languages, one of which must be a world language (a special exam is organised at the Faculty for that purpose). The exams are taken in the first and fifth semesters of the programme. Foreign nationals also can enrol in the programme, under the same conditions as Croatian citizens.

A.2.7. DESCRIPTION OF THE SELECTION OF APPLICANTS WITH A SPECIAL EMPHASIS ON DESCRIPTION OF ADMISSION REQUIREMENTS CRITERIA AND TRANSPARENCY OF THE APPLICANT SELECTION PROCEDURE

Admission is conducted on the basis of a public call published at least six months before classes start. The call contains information on admission requirements, admission quota, selection procedure, application documents, application timeline, and other information required by the Law and Faculty regulations. The selection procedure takes into account the applicant's prior educational success, type of education completed, and evidence of special knowledge, skills or abilities.

A.2.8. DESCRIPTION OF THE INSTITUTIONAL MANAGEMENT OF THE STUDY PROGRAMME

In the postgraduate doctoral programme in Croatian Philology in the Intercultural Context special attention is given to the fundamental subjects such as aspects of the philological core curriculum and theories of the field, but also to standardological language issues, study of Croatian as a second (or foreign) language, status of (the study of) Croatian literature around the world, and especially in EU countries and in the Croatian culture in the current context of globalisation. In that sense, the study programme is Croatocentric in an optimal way. The strategy of development of this study programme aims towards achieving a maximally productive interactive relationship with similar programmes in Croatia and abroad, the result of which should be achievement and maintenance of the highest level of knowledge, its application and assessment in the subject areas.

A.3. CURRICULUM OF THE DOCTORAL STUDY PROGRAMME

A.3.1. DESCRIPTION OF THE PROGRAMME STRUCTURE

The doctoral study programme in Croatian Philology in the Intercultural Context is offered by the Faculty of Humanities and Social Sciences of the University of Zagreb, and its immediate provider is the Department of the Croatian Language and Literature. The Department appoints the Council of the University Postgraduate Doctoral Study Programme in the Croatian Language and Literature, the Director of the study programme, and the Vice-Director, who are entrusted with ensuring the success of the programme. The heads of the programme are also heads of the programme emphases. For that reason, if the Director of the programme works in literary study, the Vice-Director should be someone working in linguistics, and the other way round. The teachers and/or course coordinators are members of the Department of the Croatian Language and Literature, or teachers and researchers of the University of Zagreb and research institutes, who teach elective courses or can be chosen as mentors for doctoral candidates. In accordance with instruction needs, courses may be taught by teachers or researchers from other higher education or research institutions in Croatia and abroad. The Council of the Postgraduate Study Programme is made up by the Director of the programme, Vice-Director, Head of the Department, and Heads of Department Chairs (or their representatives). Subject / course coordinators are responsible for the syllabus and delivery of the subject / course, and programme Director and Vice-Director are responsible for the organisation and delivery of the programme curriculum. The Director of the programme regularly submits reports to the Council of Postgraduate Study Programmes, as well as the Council of the Department of the Croatian Language and Literature, and the Council of the Faculty of Humanities and Social Sciences in Zagreb, and coordinates the activities of the Vice-Director, teachers and teaching associates. The doctoral programme in Croatian Philology in the Intercultural Context takes three academic years (six semesters). The programme is delivered in accordance with the schedule of courses, and in adherence to the Law and the Statute of the University of Zagreb. The schedule of courses is published before instruction starts in a given academic year, and it is available to the public. It is posted on the official Faculty web page.

Since the study programme is designed on the one hand as a fundamental programme in Croatian philology, and on the other hand as an interdisciplinary or transdisciplinary philological programme, some of the subjects / courses belong to the core curriculum because of their general theoretical character, and some are internal elective subjects / courses since they respond to personal interests of doctoral candidates, or external electives from course offerings of other university postgraduate doctoral programmes or specialist study programmes outside the field of Croatian philology or outside the Faculty.

The doctoral programme includes two modules: the linguistic module and the literary study module. Upon entering the programme, students choose one of the two modules. Doctoral candidates can combine core and elective courses from the two modules, on approval of the Director of the programme. Each module includes six groups or types of subjects of different duration, offered in the first four semesters:

1. Philological Core;
2. Philological Practicum;
3. Doctoral Workshop;
4. Internal Electives;
5. External Electives;
6. Tutorials with the Mentor.

The final two semesters of the doctoral programme are reserved (in addition to work on dissertation) for the following groups/types of subjects: Tutorials with the Mentor, Doctoral Workshop, and Internal/External Electives. Instruction is organised in accordance with all this; it includes lectures,

seminars, workshops, discussion groups, mentoring, exercises and consultations. The format of instruction is determined by subject / course coordinator. Instruction in the form of lectures cannot exceed 20% of the total workload in the programme.

Accordingly, in the last two semesters doctoral candidates are encouraged to engage in scholarly activities, which means that instead of internal and external elective courses it is scholarly work that is favoured (according to the table of scholarly activity).

5 th semester	Scholarly activity (compare the table) or Internal elective V of External elective I	Scholarly activity (compare the table) or Internal elective VI of External elective II	3+3=6 ECTS
6 th semester	* If the doctoral candidate does not have enough ECTS credits at this point, they can be made up in the final semester of the programme by taking an Internal or External elective course, or, which is recommended, by a Scholarly activity.		

Each module is comprised of several subjects, with each group of subjects encompassing several courses. In each of the first four semesters doctoral candidates take two courses from the Philological Core, depending on the module, and one Internal Elective course. The Philological Practicum is taken in the first and second semesters, and it conceptually segues into the Doctoral Workshop. In the fifth semester doctoral candidates take two elective courses (internal and/or external). The Doctoral Workshop is an obligatory subject in the second, third, fourth and fifth semesters of the programme.

The doctoral programme offers the following subjects:

1. Philological Core I-VIII;
2. Philological Practicum I-II;
3. Doctoral Workshop I-IV;
4. Internal Electives I-VI;
5. External Electives I-II;
6. Tutorials with the Mentor I-IV.

Subject coordinators are Director or Vice-Director of the programme, or one of the teachers in the programme, or a teacher specifically appointed by the Council of the Postgraduate University Doctoral Study Programme in Croatian Philology in the Intercultural Context. The coordinator of the Philological Practicum I-II, whose courses are the same for both modules, is the Director of the programme, and it is his or her duty to determine the course offerings within that subject prior to the beginning of each academic year.

Each course includes one or more courses, which are different for the two modules (linguistic and literary study modules).

The subject of Philological Practicum II includes three courses, which are the same for both modules, and it ends with a written exam, as agreed by the teacher.

The Philological Core I-VIII in the linguistic module is made up by the following courses:

Semester	Subject	Course	Coordinator(s)
1.	Philological Core I	National Philologies and Slavonic Studies	Mateo Žagar, Faculty of Humanities and Social Sciences, Zagreb
	Philological Core II	Croatian Language in a Comparative Perspective	Stjepan Damjanović, Faculty of Humanities and Social Sciences, Zagreb
2.	Philological Core III	Contemporary Linguistic Theories	Milena Žic Fuchs, Faculty of Humanities and Social Sciences, Zagreb; Branimir Belaj, Faculty of Humanities and Social Sciences, Osijek
	Philological Core IV	Croatian Grammar	Ivo Pranjković, Faculty of Humanities and Social Sciences, Zagreb
3.	Philological Core V	Semantics	Milena Žic Fuchs, Faculty of Humanities and Social Sciences, Zagreb; Zrinka Jelaska, Faculty of Humanities and Social Sciences, Zagreb
	Philological Core VI	Text, discourse, pragmatics	Zrinjka Glovacki-Bernardi, Faculty of Humanities and Social Sciences, Zagreb; Bernardina Petrović, Faculty of Humanities and Social Sciences, Zagreb
4.	Philological Core VII	Diversity of Croatian Dialects	Boris Kuzmić, Faculty of Humanities and Social Sciences, Zagreb
	Philological Core VIII	Language Policy and Language Planning	Krešimir Mićanović, Faculty of Humanities and Social Sciences, Zagreb

The Philological Core I-VIII in the literary study module is made up by the following courses:

Semester	Subject	Course	Coordinator(s)
1.	Philological Core I	Principles of Text Linguistics in Philology	Lahorka Plejić Poje, Faculty of Humanities and Social Sciences, Zagreb; Milovan Tatarin, Faculty of Humanities and Social Sciences, Osijek
	Philological Core II	Research Methods in Literary Study	Dubravka Oraić Tolić, Faculty of Humanities and Social Sciences, Zagreb
2.	Philological Core III	Anthropological Study of Literature	Leo Rafolt, Faculty of Humanities and Social Sciences, Zagreb
	Philological Core IV	Croatian Latinity	Irena Bratičević, Faculty of Humanities and Social Sciences, Zagreb
3.	Philological Core V	Deconstruction of Literary History	Zrinka Božić Blanuša, Faculty of Humanities and Social Sciences, Zagreb; Boris Škvorc, Faculty of Humanities and Social Sciences, Split
	Philological Core VI	Debates in Contemporary Literary Theory	Zrinka Božić Blanuša, Faculty of Humanities and Social Sciences, Zagreb
4.	Philological Core VII	Approach to the Literary Canon	Marina Protrka Štimatec, Faculty of Humanities and Social Sciences, Zagreb
	Philological Core VIII	From Figure to Culture	Krešimir Bagić, Faculty of Humanities and Social Sciences, Zagreb

The Philological Practicum I-II includes the following courses (which are common to both modules, and are offered periodically):

Semester	Subject	Course	Coordinator
1.	Philological Practicum I (with the written exam)	Academic Writing I	Dubravka Oraić Tolić, Faculty of Humanities and Social Sciences, Zagreb
		Style and Writing I	Leo Rafolt, Faculty of Humanities and Social Sciences, Zagreb
		Introduction to Science and Writing Scientific Papers I	Vinko Brešić, Faculty of Humanities and Social Sciences, Zagreb
1.	Philological Practicum II (with the written exam)	Academic Writing II	Dubravka Oraić Tolić, Faculty of Humanities and Social Sciences, Zagreb
		Style and Writing II	Leo Rafolt, Faculty of Humanities and Social Sciences, Zagreb
		Introduction to Science and Writing Scientific Papers II	Vinko Brešić, Faculty of Humanities and Social Sciences, Zagreb

The Doctoral Workshop I-IV subject/course is designed as a series of seminar workshops, whereby doctoral candidates deal with methodological and conceptual issues of their research, i.e. critically conceptualise the nodal points of their work (research, qualifying essay, and doctoral dissertation). Several scholars will take part in this subject / course. The structure of the course is in effect elective, since the doctoral candidates independently decide which conceptual or methodological issues of their own research to discuss with the (visiting) scholar/teacher.

The Doctoral Workshop I-IV can be delivered also in the form of round tables, so-called doctoral schools held within scholarly conferences, and the like.

Tutorials with the Mentor I-IV (subject/course) involve individual work with the mentor, especially in the form of consultations, and also of participation in different scholarly research projects. The tutorials take place from the third through the sixth semester. The obligations of the doctoral candidate in the Tutorials are determined by the mentor (or co-mentors).

The subjects Philological Practicum, Doctoral Workshop and Tutorials with the Mentor are highly correlated in that regard.

I. semester	II. semester	III. semester	IV. semester	V. semester	VI. semester
Philological Practicum I	Philological Practicum II	-	-	-	-
-	Doctoral Workshop I	Doctoral Workshop II	Doctoral Workshop III	Doctoral Workshop IV	-
-	-	Tutorials with the Mentor I	Tutorials with the Mentor II	Tutorials with the Mentor III	Tutorials with the Mentor IV

A new mentor can be appointed with a prior explanation submitted by the doctoral candidate and with approval by the Council of the Postgraduate Programme.

Doctoral candidates choose Internal Electives in consultation with the mentor, with regard to the candidate's research (i.e. dissertation) topic. The Electives are offered by the Department of Croatian Language and Literature of the Faculty of Humanities and Social Sciences, Zagreb, and by other Departments of the Faculty, or other collaborating institutions.

External electives are different from internal electives only insofar as they are taken exclusively in the fifth semester outside of the home programme (they are offered by another programme or by a collaborating institution, etc.).

All elective subjects may be comprised of several courses and adapted to the research interests of doctoral candidates, but they have to fit in with the curriculum of the postgraduate doctoral programme in terms of the number of class hours and/or ECTS credits, which is determined in mutual consultation by doctoral candidates, their mentors and programme director(s).

Doctoral candidates can choose elective courses regardless of their year (or semester) in the programme from a list of elective courses for a given academic year, which is published ahead of time.

A.3.2. DESCRIPTION OF THE MANNER OF TRAINING DOCTORAL STUDENTS FOR ACQUISITION OF SCIENTIFIC OR ARTISTIC KNOWLEDGE, EXPERIENCES AND SKILLS THAT WILL ENABLE THEM TO SOLVE COMPLEX SOCIAL AND ECONOMIC PROBLEMS CREATIVELY AND ON THE BASIS OF RESEARCH

Doctoral candidates are trained for these competencies mostly within the courses of the Philological Core. These courses allow students to acquire the basic competencies for creative research, and consequently for a research-based approach to solving complex social issues, with some of them being topics of interdisciplinary doctoral theses and/or research works.

A.3.3. DESCRIPTION OF THE PROGRAMME POTENTIAL FOR TRAINING DOCTORAL STUDENTS FOR AN INDEPENDENT, RESEARCH-BASED AND INTERDISCIPLINARY APPROACH TO PROBLEMS, FOR INDEPENDENT RESEARCH AND FOR CRITICAL EVALUATION OF THE WORK OF OTHERS

Doctoral candidates are trained for these competencies in obligatory and elective courses of the two modules, that is, within the obligatory extracurricular and curricular activities. The obligatory activities include instruction in all the postgraduate courses specified by the curriculum. Elective activities can be curricular or extracurricular. All instruction activities (lectures, seminars, workshops, discussion groups and consultations) have ECTS credit allocations, for every course. Extracurricular activities (publications, papers at conferences, attendance of conferences, participation in a research project, or instruction) are also allocated ECTS credits, as shown in the following table:

Scholarly activities		ECTS credits
Original scholarly article published in a journal (one to three authors)	A1 (not the same as the qualifying essay)	16
	A2 (not the same as the qualifying essay)	14
Original scholarly article published in a journal (more than three authors)	A1	5
	A2	3
Presentation	at an international scholarly conference	7
	at a domestic scholarly conference	6
Attendance of at least one	international scholarly conference by invitation	2
	domestic scholarly conference by invitation	2
Active or passive participation	in round tables, workshops, and seminars	3

Participation in instruction in undergraduate or graduate programmes (minimum of 4 equated hours)	4
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The relevant journals are listed in the current Regulations on the criteria for evaluating journals and publications with international review and the journals and publications of equivalent quality; the relevant ongoing research projects are the ones currently registered in the records of the Ministry of Science, Education and Sports of the Republic of Croatia.

A.3.4. DESCRIPTION OF THE PROGRAMME POTENTIAL FOR ACQUISITION OF WORK COMPETENCIES, INCLUDING LIST OF COURSES FOR DEVELOPMENT OF GENERIC AND TRANSFERABLE SKILLS

The programme provides for the acquisition, development and improvement of work competencies in the sense of scholarly research. The subjects of Philological Practicums and Doctoral Workshop are especially important in that regard.

A.3.5. POTENTIAL OF THE STUDY FOR ESTABLISHING COOPERATION WITH OTHER HIGHER EDUCATION INSTITUTIONS, RESEARCH INSTITUTES, AND PRIVATE AND PUBLIC BUSINESS SECTORS

The postgraduate programme in Croatian Philology in the International Context is open to various forms of collaboration with domestic and foreign universities, in terms of joint study programmes and in terms of cooperation with individual teachers. The teachers in the programme can teach at postgraduate programmes at other Croatian and foreign universities. The mobility of students and their participation in related programmes is a special aspect of the openness.

ECTS credits can be transferred among different doctoral programmes, on approval by the Council of the programme. The criteria and requirements of ECTS credit transfer are defined by the regulations of the higher education institution, or by an agreement among higher education institutions.

A.3.6. REQUIREMENTS FOR STUDENTS' ADVANCING INTO THE SUBSEQUENT YEAR OF THE STUDY PROGRAMME

The rhythm and success of studying in the doctoral programme depends on several mutually interacting factors:

1. regular attendance of classes and participation in workshops and practicums;
2. appropriately structured choice of the dissertation topic, i.e. selection of internal and/or external elective courses that corresponds to the dissertation topic;
3. regular execution of written work obligations according to the programme schedule, primarily the first and second research papers:
4. appropriate implementation of the two (or more) research essays into further research, either towards the writing of the qualifying essay, or the future dissertation;
5. meeting the assignments set by the mentor, primarily in terms of consultations and research;
6. regular semestral collection of ECTS credits, as specified by the curriculum.

Factors that contribute to the proper dynamics and success of studying are the following:

- extracurricular activities in research, instruction, and the like;
- participation at scholarly conferences, seminars, workshops and/or thematic round tables, international or domestic in character;
- participation in a scholarly research project;
- visits at foreign universities on scholarships or grants, etc.

Schematic representation of the programme sequence, by year, semester, subject and obligatory essays, class hours and ECTS credits

Year	Semester	Subjects	Class hours	Number of ECTS credits
I.	1.	Philological Core I	8 (6L+2S)	3
		Philological Core II	8 (6L+2S)	3
		Internal Elective I	8 (6L+2S)	3
		Philological Practicum I (with a written research exam)	4 (0L+4S)	8
		Pass in the first foreign language	-	3
	2.	Philological Core III	8 (6L+2S)	3
		Philological Core IV	8 (6L+2S)	3
		Internal Elective II	8 (6L+2S)	3
		Philological Practicum II (with a written research exam)	4 (0L+4S)	8
		Doctoral Workshop I	-	2
II.	3.	Philological Core V	8 (6L+2S)	3
		Philological Core VI	8 (6L+2S)	3
		Tutorials with the Mentor I	-	4
		Internal Elective III	8 (6L+2S)	3
		Doctoral Workshop II	-	2
		First research paper	-	15
	4.	Philological Core VII	8 (6L+2S)	3
		Philological Core VIII	8 (6L+2S)	3
		Internal Elective IV	8 (6L+2S)	3
		Doctoral Workshop III	-	2
		Tutorials with the Mentor II	-	4
		Second research paper	-	15
III.	5.	Scholarly Activity (see table) or Internal Elective V or External Elective I *	-	3
		Scholarly Activity (see table) or Internal Elective VI or External Elective II *	-	3
		Doctoral Workshop IV	-	2
		Tutorials with the Mentor III	-	10
		Qualifying essay	-	30
		Pass in the second foreign language	-	3
	6.	Tutorials with the Mentor IV	-	15

		Presentation of the doctoral dissertation project	-	15
		Making of the doctoral dissertation	-	-

* External Elective courses in the fifth semester must fulfil the ECTS requirement, and they can be substituted by a Scholarly Activity. In that regard, there is no instruction in the fifth and sixth semesters.

Note:

In terms of the dynamic of the ECTS system, 36 ECTS credits (or 42 ECTS credits, depending on the student's choice in their 5th semester of studies) derive from class activities in obligatory and elective courses, which translates into 20% of the total workload (180 ECTS credits) in the doctoral programme in Croatian Philology in the Intercultural Context.

The emphasis in the workload of doctoral candidates is on research, i.e. writing of research works. The total number of ECTS credits associated with research activities is as follows:

- (1) 91 ECTS credits for writing and presentation of scholarly research works;
- (2) The rest is taken up by Doctoral Workshops, which are also focused on research, and Tutorials with the Mentor focused on the writing of the dissertation.

Schematic representation of doctoral candidates' obligations, number of class hours, and ECTS credits.

Subjects and programme obligations	Number of class hours		ECTS credits
Philological Core I-VIII	8 x 8 = 64		8 x 3 = 24
Philological Practicum I-II (with a written exam)	2 x 4 = 8		2 x 8 = 16
Doctoral Workshop I-IV	-		4 x 2 = 8
Internal and/or External Electives (I-IV)	6 x 8 = 32		4 x 3 = 12
Internal (V-VI) and/or External Electives (I-II) = Scholarly Activity	2 x 8 = 16	0	2 x 3 = 6
Tutorials with the Mentor I-IV	-		4 + 4 + 10 + 15 = 33
Research paper (first and second)	-		2 x 15 = 30
Qualifying essay	-		30
Presentation of the Doctoral Dissertation Project	-		15
First and second foreign language	-		2 x 3 = 6
Writing of the doctoral dissertation	-		-
Total	120 (104)		180

Note: In the fifth semester of the programme, doctoral candidates are encouraged to engage in Scholarly Activities, such as scholarly or professional conferences (see the table of Scholarly Activities), instead of taking elective courses (Internal Electives V-VI, or External Electives I-II).

Requirements for enrolment in subsequent semesters

A. Requirement for enrolling in the second semester:

- Enrolment in the courses of the first semester;
- Pass in the first foreign language and Philological Practicum I.

The doctoral candidate is assigned a temporary mentor (programme advisor), and it does not have to be the same mentor as the mentor for research papers and/or doctoral dissertation.

B. Requirements for enrolment in the third semester:

- enrolment in the second semester;
- pass in Philological Practicum II;
- at least 30 ECTS credits earned.

What follows is appointment of a permanent mentor, submission of proposal of the dissertation, and enrolment in one elective course for the third semester.

C. Requirements for enrolment in the fourth semester:

- enrolment in the third semester;
- acceptance of the first research paper;
- at least 46 ECTS credits earned.

What follows is enrolment in one elective course for the fourth semester.

D. Requirements for enrolment in the fifth semester:

- enrolment in the fourth semester;
- acceptance of the second research paper;
- at least 62 ECTS credits earned.

What follows is enrolment in two elective courses (internal and/or external).

E. Requirements for enrolment in the sixth semester:

- acceptance of the qualifying essay;
- pass in the second foreign language;
- a total of 150 ECTS credits earned.

F. Requirement for completion of study:

- presentation of the doctoral dissertation project;
- the required 180 ECTS credits earned.

Research papers

Doctoral candidates write two research papers during or after the third or fourth semesters. The topics of both research papers are closely related to the preparation and writing of the doctoral dissertation, that is, to the gathering of materials and literature for the dissertation, or research and analysis of some of the aspects of the dissertation topic. Research papers are written within the framework of the Tutorials with the Mentor. The mentor guides the doctoral candidate through his or her research, helping him/her through all the stages of the research and the final conceptualisation of the papers. The research papers can be written within the framework of specific research projects too. A research paper is assessed by the mentor of the doctoral candidate in the research.

If the mentor of the first or second research paper assesses that it is in the interest of the doctoral candidate (or the dissertation topic) to write the second or third research paper with a new mentor within the second, third or fourth Tutorial, the mentor is required to point that out to the doctoral candidate and ensure that he or she is assigned a new mentor.

One of the mentors who supervised the doctoral candidate in the writing of research papers is appointed the mentor or director of the qualifying essay and the doctoral dissertation.

Qualifying Essay

After completing all the other requirements, the doctoral candidate writes the qualifying essay, supervised by the dissertation supervisor/mentor. The essay must be in the field of the dissertation topic; it must logically derive from the previously written research papers. It is submitted in written form (30-45 pages), before the writing of the synopsis. The qualifying essay must be turned in before enrolment in the sixth semester.

The qualifying essay is graded by a committee of three, comprising the mentor and one of programme directors, whereas the third member is appointed with regard to the essay topic. As needed, the committee may have more members, which is determined by the programme director.

The grade given at the qualifying exam must contain the committee's assessment of the topic, and a recommendation for the writing of a dissertation synopsis.

Acceptance of the qualifying essay carries 30 ECTS credits.

By completing all the programme requirements the doctoral candidate earns 180 ECTS credits.

Written research exam

The subjects Philological Practicum I and II end with a written exam, which means a written work closely related to the upcoming research papers. Preferably, the written exam is an introduction or a theoretical or methodological foundation for the upcoming research papers, and ultimately for the qualifying essay and the dissertation.

Presentation

Presentation of the doctoral dissertation project involves a public exposition of the theoretical and/or methodological assumptions of the dissertation, the progression of research, possible discoveries and research achievements, etc. The presentation of the dissertation project is attended by doctoral candidates (from the same module), mentor(s) and programme Director and/or Vice-Director. The presentation of the dissertation project is open to the public.

Students with the old masters degree

Doctoral candidates who previously completed the postgraduate masters study programme (the old Mr.sc. degree) are entitled to recognition of 120 ECTS credits.

The doctoral candidate must submit proof of passing grades in two foreign language exams (one in a world language), or pass such exams prior to enrolling in the sixth semester.

As they continue their studies, in the fifth and sixth semesters the doctoral candidates with a previous masters degree have the following obligations:

Year of the programme	Semester	Subject	Number of class hours	Number of ECTS credits
III	5 th	Scholarly Activity, or Internal Elective or External Elective	-	3
		Scholarly Activity, or Internal Elective or External Elective	-	3
		Doctoral Workshop	-	2

		Tutorials with the Mentor	-	10
		Qualifying Essay	-	30
		Pass in first/second foreign language	-	6
	6.	Tutorials with the Mentor	-	15
		Presentation of the Doctoral Dissertation Project	-	15
		Writing of the Doctoral Dissertation	-	-

Before the dissertation topic is submitted for approval, all the requirements must be met (exams completed with a passing grade):

1. in the subject/course Tutorials with the Mentor I-IV;
2. in at least four courses in the subject Philological Core I-VIII.

Replacement credits

A doctoral candidate can get recognition from director of the module of a certain number of ECTS credits based on Scholarly Activities, which serve to substitute for taking internal or external electives. For that purpose the doctoral candidate must submit a written request to the Council of the Postgraduate doctoral programme in Croatian Philology in the Intercultural Context, containing the list of scholarly activities.

Different types of scholarly activities are evaluated according to the criteria presented in the table in A.3.3.

The maximum number of ECTS credits that can be recognised in this way is 60, that is, no more than a third of the total credit requirement in the programme.

Tabular representation of the programme:

Year of the programme	Semester	Subjects	Number of class hours	Number of ECTS credits	
I.	1.	Philological Core I	8	3	
		Philological Core II	8	3	
		Internal Elective I	8	3	
		Philological Practicum I (with a written exam)	4	8	
		Pass in the first foreign language	-	3	
	Requirements for enrolment in the 2 nd semester: enrolment in the 1 st semester; passing grade in the first foreign language; passing grade in Philological Practicum I. Doctoral candidate is assigned a temporary mentor (study programme advisor).				
	2.	Philological Core III	8	3	
		Philological Core IV	8	3	
		Internal Elective II	8	3	
		Philological Practicum II (with a written exam)	4	8	

		Doctoral Workshop I	-	2
		Requirements for enrolment in the 3 rd semester: enrolment in the 2 nd semester; passing grade in Philological Practicum II; at least 30 ECTS credits earned. What follows is selection of a permanent mentor, submission of the dissertation topic, and enrolment in one elective course in the 3 rd semester.		
II.	3.	Philological Core V	8	3
		Philological Core VI	8	3
		Tutorials with the Mentor I	-	4
		Internal Elective III	8	3
		Doctoral Workshop II	-	2
		First research paper	-	15
		Requirements for enrolment in the 4 th semester: enrolment in the 3 rd semester; acceptance of the first research paper; at least 46 ECTS credits earned. What follows is enrolment in one elective course in the 4 th semester.		
	4.	Philological Core VII	8	3
		Philological Core VIII	8	3
		Internal Elective IV	8	3
		Doctoral Workshop III	-	2
		Tutorials with the Mentor II	-	4
		Second research paper	-	15
		Requirements for enrolment in the 5 th semester: enrolment in the 4 th semester; acceptance of second research paper; at least 62 ECTS credits earned. What follows is enrolment in two elective courses, internal and/or external.		
III.	5.	Scholarly Activity, or Internal Elective V or External Elective I *	-	3
		Scholarly Activity, or Internal Elective VI or External Elective II *	-	3
		Doctoral Workshop IV	-	2
		Tutorials with the Mentor III	-	10
		Qualifying Essay	-	30
		Pass in the second foreign language	-	3
		Requirements for enrolment in the 6 th semester: acceptance of qualifying essay; passing grade in the second foreign language; a total of 150 ECTS credits earned.		
	6.	Tutorials with the Mentor IV	-	15
		Presentation of the Doctoral Dissertation Project	-	15
		Writing of the Doctoral Dissertation	-	-
		Requirements for completion of the programme: Presentation, all of the required 180 ECTS credits earned.		

* Instead of taking courses the doctoral candidates are in principle encouraged to engage in Scholarly Activity (6 ECTS credits), for instance participation in scholarly conferences (see Table of Scholarly Activities).

A.3.7. REQUIREMENTS FOR APPROVING THE TOPIC OF THE DOCTORAL DISSERTATION

A doctoral candidate completes the three-year (six-semester) university postgraduate doctoral study programme in Croatian Philology in the Intercultural Context by passing all the exams, writing the qualifying essay and getting a positive assessment of it, and presentation and public defence of the doctoral thesis (dissertation).

Upon completing all the requirements in this doctoral study programme, the doctoral candidate is granted a doctoral diploma, which is proof of the completion of the programme and acquisition of the academic degree of Ph.D. (dr.sc.).

Completing all the requirements means:

1. earning 180 ECTS credits;
2. positive assessment of both research papers and the qualifying essay;
3. passing the exam in both foreign languages (one of them a world language);
4. presentation of the doctoral dissertation project;
5. successful defence of the doctoral dissertation, in line with the following criteria.

Procedure and requirements for approving the doctoral dissertation topic

Doctoral candidates submit the doctoral dissertation topic for approval upon completion of all the requirements in the programme. In consultation with the mentor, the doctoral candidate submits a written synopsis (Form Dr. sc. 01) of the dissertation topic to the Council of Postgraduate Study Programmes and the Faculty Council.

The topic proposal contains the dissertation title, a short introduction on the reasons for the proposed research, theoretical foundation, major literature and current relevant insights, practical applicability of planned insights, description of the focus of the thesis, research objectives and expected scholarly contribution, methodological procedures and the structure of the thesis (Form Dr. sc. 01).

The topic proposal is considered by an expert committee, which provides a collective report containing its opinion and recommendation on approval of the topic to the Council of Postgraduate Study Programmes and the Faculty Council, which delivers the final decision (Form Dr. sc. 02).

Upon approval of the topic and the synopsis the doctoral candidate can proceed with writing the dissertation. The doctoral candidate is required to publish (or have accepted for publication) at least one scholarly work with an international peer review and thematically related to the doctoral research prior to defence of the doctoral dissertation.

A.3.8. REQUIREMENTS FOR COMPLETION OF THE PROGRAMME

Procedure and criteria for assessment of the doctoral thesis (dissertation)

The doctoral dissertation is submitted for defence, on the mentor's written approval. If the mentor refuses to issue approval, he or she is obliged to offer a written explanation of the reasons within fifteen (15) days.

The members of the expert committee for assessment and defence of the doctoral dissertation are appointed by the Faculty Council at the recommendation of the Council of the Postgraduate Study Programme. The committee has an odd number of members (at least three, and at most five), whose research activities are in the field of the doctoral candidate's dissertation.

Only a person in a research-and-teaching or research rank can be appointed to the committee.

The expert committee assesses the doctoral dissertation in a collective report to the Faculty Council no later than two months following receipt of the decision on the appointment of the committee.

Members of the expert committee can have a separate opinion.

The mentor cannot be appointed to the dissertation assessment and defence committee, except in extraordinary circumstances. At least one member of the committee must be from outside the higher education institution in charge of the procedure.

The expert committee for the assessment of the doctoral dissertation can accept the dissertation, return it to the candidate with written objections and ask for its revision, or reject it.

Requirements for and procedure of defence of the doctoral dissertation

The defence of the doctoral dissertation of a candidate is conducted after adoption of the positive report of the committee by the Faculty Council, within three months at the latest.

The dissertation topic is publicly defended before the committee for topic assessment and mentor nomination, other doctoral candidates and other interested parties.

Minutes are kept at the defence of the dissertation.

The integral text of the doctoral dissertation is published on the University web pages no later than a month after the defence.

The conditions for students who dropped out of the postgraduate programme, or who forfeited the right to study in a study programme, to continue their studies

The students who dropped out of the scientific postgraduate doctoral or masters study programme in the Croatian Language and Literature (that is, the programme that preceded this reformed postgraduate doctoral study programme), enrolled on the basis of regulations that were in effect before the passing of the Law on Scientific Activity and Higher Education (*Narodne novine*, no. 158/03), can submit a written request for continuation of study through enrolment in the university postgraduate study programme in Croatian Philology in the Intercultural Context.

The same procedure is in effect for students who dropped out of some other university postgraduate scientific study programme (doctoral or masters), and who wish to enrol in the postgraduate study programme in Croatian Philology in the Intercultural Context. Special conditions apply to them, described in section A.2.5.

Decisions on these issues are brought forward by the Council of the Postgraduate Doctoral Study Programme.

The Council determines the programme differences (in terms of exams) between the study programme in which the candidate had been enrolled and the doctoral study programme in which he/she seeks to continue his or her education. The exam differences depend on the exams the candidate had passed previously.

The student who had studied in a postgraduate programme in philology at some other higher education institution in Croatia can be admitted only if there are valid reasons for transferring, under conditions determined by the Council of the university postgraduate doctoral study programme in Croatian Philology in the Intercultural Context as well as the Council of Postgraduate Study Programmes of the Faculty.

Transfer of doctoral candidates from foreign universities is handled in line with the Act on Recognition of Foreign Educational Qualifications (*Narodne novine*, no. 158/03).

Conditions for the doctoral candidate to acquire the right to a certificate on the completed part of the doctoral study programme as part of lifelong learning

A doctoral candidate in the postgraduate doctoral programme who has earned more than 120 ECTS credits (by meeting various programme requirements) is entitled to a certificate on the completed part of the doctoral programme, which cites the amount of ECTS credits earned.

Conditions and procedure for earning a doctorate (Ph.D., dr.sc.) by enrolment in the doctoral study programme and writing a dissertation without taking courses and exams

Pursuant to Article 73, Paragraph 3 of the Act on Scientific Activity and Higher Education and Article 75, Paragraph 1, Section 6 of the Statute of the University of Zagreb, the persons who have attained scientific achievements whose significance corresponds to the requirements for appointment to research ranks can acquire a doctorate by enrolling into the postgraduate doctoral study, and without taking courses and exams.

This person must have scholarly works that represent an advance in scholarship; hereby the international affirmation of the scholar and international recognition of his/her work is given special consideration, as well as the significance of the scholar's work in the national context.

The procedure of determining the requirements for earning a doctorate is initiated by the person who considers that he or she meets the requirements, enclosing the evidence that he or she is a scholar with published scholarly work in journals with international peer review or in domestic journals of equivalent quality.

The request of the applicant is examined by an expert committee, which submits a collective report containing an opinion and recommendation on earning a doctorate (with conditions for enrolment and submission of the dissertation topic) to the Council of Postgraduate Studies and the Faculty Council, which brings forth a decision.

The decision of the Faculty Council is sent to the Senate of the University of Zagreb for approval.

Maximum duration of study

Full-time doctoral candidates are required to complete their programme in four years, and part-time doctoral candidates in seven years.

A.3.9. POSSIBILITY OF DELIVERY OF THE DOCTORAL STUDY PROGRAMME IN THE ENGLISH LANGUAGE

The list of courses that can be delivered in a foreign language is defined before the beginning of semester, and approved by the Council of the study programme.

This does not refer to subjects or modules chosen by doctoral candidates from related doctoral programmes.

A.3.10. LIST OF COURSES/MODULES THAT CAN BE OFFERED IN ENGLISH

In principle, all core subjects and internal elective subjects can be offered in the English language.

A.3.11. CRITERIA AND REQUIREMENTS FOR ENROLLING IN COURSES/MODULES FROM OTHER DOCTORAL STUDY PROGRAMMES

In the fifth and sixth semesters the doctoral candidate chooses internal and/or external elective courses in consultation with the mentor, in accordance with the planned dissertation topic. The electives are chosen for their thematic affinity to the Tutorials with the Mentor. A result of this kind of work, that is, choosing electives and working with the mentor, is work on an aspect of the dissertation topic, or preparatory research for the doctoral dissertation.

All mentors are approved by the Director of the Programme, or Vice-Director, and dissertation supervisor is appointed by the Council of the Postgraduate Study Programme.

A.3.12. ORGANISATION OF FULL-TIME STUDYING AND PART-TIME STUDYING

The study programme is designed for studying both full-time and part-time. Full-time students are research assistants who have a contract related to a scholarly research project, within the framework of which they prepare their doctoral dissertation. The cost of full-time study is subsidised wholly or in part, depending on available funding from the state budget, and in accordance with University regulations. Part-time students study according to the same programme as full-time students, but the schedule is adjusted. The cost of part-time study is wholly covered by the student, in accordance with

University regulations. The Department of the Croatian Language and Literature has a plan to start a distance learning form of the postgraduate doctoral programme, primarily based on the possibilities of e-learning.

A.3.13. DESCRIPTION OF THE SYSTEM OF ADVISING AND GUIDING DOCTORAL STUDENTS THROUGH THE DOCTORAL STUDY, APPOINTMENT OF STUDY ADVISOR IN THE PROCESS OF ENROLMENT INTO THE DOCTORAL STUDY, AND HIS/HER DUTIES

A doctoral candidate in the postgraduate doctoral programme must be assigned a temporary mentor (study advisor) in the first semester.

Temporary mentors are appointed by module Directors, as a principle from among the teaching staff of the Department of the Croatian Language and Literature.

No later than the third semester, the Council of the postgraduate doctoral study appoints a permanent mentor, whereby the doctoral candidate's choice is considered, if possible.

The mentor is a teacher in a research-and-teaching rank or the corresponding research rank, and exceptionally a professor emeritus can be mentor as well.

The mentor is answerable for the scholarly research work of the doctoral candidate, and helps him/her in the selection and research of topics for the research papers, and supervises the writing of the dissertation.

Within the framework of the Tutorials, the mentor monitors the activities of the doctoral candidate (presentations of seminar papers and the research papers), assists the doctoral candidate in submission of articles to academic journals (domestic and international, print and web editions), helps him/her to actively participate in domestic and international postgraduate student conferences, and helps him/her to get involved in a research project run by the mentor or in another research project. If needed, the doctoral candidate can be assigned another mentor (co-mentor).

A.3.14. RIGHTS AND OBLIGATIONS OF DOCTORAL CANDIDATES, MENTORS AND STUDY PROVIDER

Institutional management of the doctoral study programme

The doctoral study programme is run by the Council of the university postgraduate doctoral study programme in Croatian Philology in the Intercultural Context, and managed by the Director of the programme. The Director's term in office is two years, and he/she can be re-elected once. The Vice-Director substitutes for the Director of the programme.

Contractual relationship between the doctoral candidate and the doctoral programme provider and collaborating institutions

The relationship between doctoral students and the provider of the doctoral programme is regulated by a contract on the education of the doctoral candidate at the University postgraduate doctoral study programme in Croatian Philology in the Intercultural Context. The contract determines the rights and obligations of the doctoral candidate with regard to acquisition of ECTS credits, conduct of research, defence of the doctoral dissertation, implementation of obligatory and elective activities, obligation of paying tuition for the postgraduate doctoral programme, the amount of tuition, as well as the obligations of the Faculty towards the doctoral candidate in the sense of providing education according to the curriculum of the study programme.

A.3.15. COST OF THE STUDY PROGRAMME PER DOCTORAL CANDIDATE

It is estimated at 8,500 kuna per semester.

A.4. METHODS OF QUALITY ASSURANCE IN THE DOCTORAL STUDY PROGRAMME

A.4.1. LIST OF QUALITY INDICATORS SUCH AS SCHOLARLY OR ARTISTIC PRODUCTION OF TEACHERS AND DOCTORAL CANDIDATES, QUALITY OF INSTRUCTION, RELEVANCE AND QUALITY OF DOCTORAL DISSERTATIONS, STATISTICAL DATA ON DURATION OF STUDY, STATISTICAL DATA ON THE NUMBER OF NEW DOCTORAL GRADUATES IN RELATION TO THE NUMBER OF DOCTORAL CANDIDATES ON AN ANNUAL LEVEL, INTERNATIONAL COOPERATION REALIZED, EMPLOYABILITY OF NEW DOCTORAL GRADUATES

The coordinators of subjects/courses and the majority of researchers-teachers in the programme are leaders and/or participants in scholarly research projects under the auspices of the Ministry of Science, Education and Sports of the Republic of Croatia. The project leaders from the Faculty are:

1. Krešimir Bagić: Figures and Discourses
2. Marijan Bobinac: Memory and Identity. Croatian-German Culture Transfer
3. Stipe Botica: New Records of Croatian Oral Literature (Systematisation and Valorisation)
4. Vinko Brešić: Croatian Literary Periodicals
5. Davor Dukić: Imagological Research of Croatian Literature from the 16th Century to the 19th Century
6. Stjepan Damjanović: Encyclopaedia of Croatian Glagolitic Tradition
7. Dunja Fališevac: The Oneiric as an Anthropological and Poetological Problem
8. Stipe Grgas: Conceptualisation of the Sea and Its Place in the U.S. Cultural Imaginary
9. Zrinka Jelaska: Croatian as a Mother Tongue and Foreign Language
10. Tatjana Jukić-Gregurić: Limits of Literary Memory: Croatia in Europe and Europe in Croatia
11. Mira Menac-Mihalić: Research of Croatian Dialectal Phraseology
12. Cvjetko Milanja: Croatian Poetry from Romanticism to Postmodernism
13. Krešimir Nemec: The Croatian Novel and Popular Culture
14. Darko Novaković: Neolatina Croatica: Critical Editions, Commentaries, Interpretations
15. Dubravka Oraić Tolić: Encyclopaedia of Croatian Literature
16. Vlado Pandžić: Drama Text as a Linguistic and Didactic Template
17. Anita Peti-Stantić: Croatian and Closely Related Cultural and Linguistic Communities
18. Ivo Pranjković: Methodology and Making of Textbooks and Tests for Croatian as a Second/Foreign Language
19. Marko Samardžija: History and Standardisation of the Croatian Language in the 20th and 21st Centuries
20. Josip Užarević: Literary Minimalism

Project leaders or course coordinators determine the requirements for and forms of activity of doctoral candidates within projects.

The doctoral programme in Croatian Philology in the Intercultural Context pays special attention to the acquisition of the fundamental ethical standards and norms in relation to research. In that regard the programme includes continuous monitoring and evaluation of the doctoral candidate's research work, in order to eliminate any possibility of plagiarism and unethical conduct in scholarly academic activities.

Research papers, qualifying essays, and full texts of doctoral dissertations written in the doctoral programme are available in the programme archives, at the Faculty or at institutions such as the National and University Library, and on the web pages of the University.

A.4.2. DESCRIPTION OF THE METHOD OF PARTICIPATION OF DOCTORAL CANDIDATES IN PROCEDURES OF EVALUATION OF THE DOCTORAL STUDY PROGRAMME

Programme quality and success will be monitored through active participation of doctoral candidates, mostly by anonymous questionnaires.

A.4.3. PROCEDURES FOR MONITORING AND IMPROVING THE QUALITY OF THE DOCTORAL STUDY PROGRAMME (PROCEDURES OF EVALUATION AND SELF-EVALUATION – ANNUAL SELF-EVALUATION OF THE STUDY PROGRAMME, ANNUAL SELF-EVALUATION OF DOCTORAL CANDIDATES, REVISION AND IMPROVEMENT OF THE DOCTORAL STUDY PROGRAMME IN ACCORDANCE WITH RESULTS OF QUALITY MONITORING AND RESULTS OF SELF-EVALUATION OF THE DOCTORAL PROGRAMME)

The method of monitoring quality and success in the delivery of the doctoral study programme, and especially the method of student participation in the evaluation of the study programme:

(1) Monitoring the delivery of the doctoral study programme will be conducted continuously at the level of subject, course, module and the study programme on the whole, through cyclical external evaluation (by experts from Croatia and abroad), self-evaluation of teachers in the programme, and student evaluation.

(2) Monitoring of the realisation of the objectives of the study programme is an important element in the (self)evaluation of the programme: acquisition of philological knowledge and skills in the context of criticism, mastering the techniques of analysis, acquisition of skills relevant for employment outside of higher education, employment (learning outcomes).

(3) Realisation of the objectives of the doctoral study programme will be continuously monitored through questionnaires taken by doctoral candidates on realisation of their expectations regarding programme objectives.

(4) Institutional mechanisms for advancing the quality of the doctoral study programme are as follows: evaluation procedures, self-evaluation procedures, polling of doctoral candidates, analysis of success in delivery of the programme, performance indicators.

(5) All the mechanisms designed for improvement of quality of doctoral programmes at the Faculty and University levels will be applied with great care at the university postgraduate doctoral study programme in Croatian Philology in the Intercultural Context.

A.5. LIST OF COURSES/MODULES

LITERARY STUDY MODULE

COURSE NUMBER: 1

Course	Textological Principles in Philology
Course coordinator	Lahorka Plejić Poje, Milovan Tatarin
Instructor(s)	Lahorka Plejić Poje, Milovan Tatarin
Course status (obligatory or elective)	Obligatory
Semester	1
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Description of the course	The course introduces students to basic concepts in textology (reconstruction of the text, recension and categorisation of manuscripts, examination and correction of manuscripts, transliteration and transcription). Also, the course provides an overview of the work of literary historians in the 18 th century, as well as the transcribers from the 17 th , 18 th and 19 th centuries. Other than theoretical foundations, the course involves practical work: transcription of printed texts and transcription of manuscripts, from more to less legible ones.
Course objectives	Introducing students to critical textological work on the text.
Enrolment requirements	No requirements
Expected learning outcomes in the course	Upon completing the course, students should be able to use their knowledge of the theoretical basics of textology to the practical activities: reconstruction of the text, recension and categorisation of old manuscripts, examining, correcting, transliterating and transcribing. Students should be able to use the acquired knowledge to integrate aspects of Croatian linguistics and literary study, that is, to evaluate and create new textological programmes, in line with academic conditions or changes, new technologies, and the like.
Course content	Introduction to the course. Textology. Literary historians of the 18 th century (Injacio Đurđević, Serafin Marija Črijević, Sebastian Slade Dolci, Francesco Maria Appendini, Juraj Bašić, Juraj Grizić). Transcribers of the 17 th through 19 th centuries (Miho Martellini, Antun Gleđević, Lovro Cekinić, Miho Junijev Rastić, Ivan Marija Matijašević, Ivan Ksaver Altesti, Đuro Ferić, Klement Rajčević, Luka Pavlović, Stjepan Marija Tomašević). Reconstruction of the text. Recension of manuscripts (recensio). Examination of manuscripts (examinatio). Correction of manuscript (emendatio). Transliteration and transcription. Practical work I: transcription of a print text. Practical work II: transcription of legible manuscripts. Practical work III: transcription of less legible manuscripts.

Student obligations in the course	Regular attendance
Assessment and evaluation of student work	Essay or seminar paper
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Damjanović, Stjepan. 2000. <i>Filološki razgovori</i>. Zagreb: Hrvatska sveučilišna naklada. 2. Hudeček, Lana. 1987. "Transliteracija i transkripcija (odjelitosti i interferencije)". <i>Rasprave Zavoda za jezik</i> 13. 19–30. 3. Kapetanović, Amir. 2007. "Jagićeva kritika teksta u hrvatskom i europskom kontekstu." <i>Filologija</i> 49. 65–77. 4. Malić, Dragica. 1997. "Nedoumice u transkripciji stare hrvatske latinice." <i>Suvremena lingvistika</i> 23. 153–168. 5. Vončina, Josip. 2006. <i>Tekstološka načela za pisanu baštinu hrvatskoga jezičnog izraza</i>. Zagreb: Matica hrvatska. <p>Optional</p> <ol style="list-style-type: none"> 1. Kapetanović, Amir. 2005. <i>Nikola Nalješković: Književna djela</i>. Zagreb: Matica hrvatska. 35–46. 2. Kapetanović, Amir; Malić, Dragica; Štrkalj Despot, Kristina. 2010. <i>Hrvatsko srednjovjekovno pjesništvo</i>. Zagreb: Institut za hrvatski jezik i jezikoslovlje. 3. Körbler, Đuro. 1938. Rukopisi i izdanja »Osmana«; Rukopisi i izdanja ostalih pjesama; Novo izdanje »Osmana«; Dodatak: M. Rešetar, Redakcije i rukopisi Gundulićeva »Osmana«. Djela Ćiva Frana Gundulića: <i>Stari pisci hrvatski</i>, knj. IX. Zagreb: JAZU. 26–135. 4. Rešetar, Milan. 1918. Uvod. Djela Inácija Ćorgi (Ignata Đorđića), <i>Stari pisci hrvatski</i>, knj, XXIV/1. Zagreb: JAZU. 6–73. 5. Sergejevič Lihačov, Dmitrij. 1966. <i>Tekstologija: kratak ogled</i>. Beograd: Naučna knjiga.
Methods of quality assurance	Monitoring of course quality and course delivery success in keeping with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 2

Course	Methods of Research in Literary Study
Course coordinator	Dubravka Oraić Tolić
Instructor(s)	Dubravka Oraić Tolić
Course status (obligatory or elective)	Obligatory
Semester	1
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	The course is designed as a combination of lecture and seminar, with active participation of doctoral candidates. The course focuses on the Zagreb stylistics school of literary study at the transition between the modern and postmodern episteme in literary theory (from the mid-1950s to the end of the 1990s, a counterpart to Lotman's Tartu school, and as a tradition present in the new "grandchild" generation). Two introductory lectures present a short overview of modern literary study (19 th century positivism and 20 th century immanentism from Russian formalism to structuralism), as well as of the theoretical work that constituted a bridge from modern methodologies to postmodern theories (Nietzsche, Freud, De Saussure, Bakhtin, Benjamin). The central part of the course is made up of lectures and seminars on the main representatives of the Zagreb school of literary study (Zdenko Škreb, Aleksandar Flaker, Ivo Frangeš, Viktor Žmegač, Milivoj Solar).
Course objectives	The objective is to present the work of the Zagreb school of stylistics and its main representatives in the context of modern literary study, that is, the position and significance of this school of literary study in the transition from modern to postmodern methodologies.
Enrolment requirements	No requirements
Expected learning outcomes in the course	During the course students should develop the ability to critically evaluate and describe the theoretical achievements of the Zagreb stylistics school, form conclusions on the position of Croatian literary study in European and global contexts, perceive connections to modern and postmodern methodologies, and implement the acquired knowledge in their own research.
Course content	Zagreb school of stylistics: emergence, social context, duration (the second half of the 20 th century). Modern literary study. Different generations of the school: founders, builders, followers, dismantlers. Bridge from modern to

	postmodern theories: Nietzsche, Freud, De Saussure, Bakhtin, Benjamin. Main representatives of the Zagreb school of stylistics: Škreb, Flaker, Frangeš, Žmegač, Solar.
Student obligations in the course	Regular attendance
Assessment and evaluation of student work	Essay or seminar paper
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Duda, Dean; Slabinac, Gordana; Zlatar, Andrea, ur. 2007. <i>Solarovo značenje: Poetička pitanja; Zbornik radova u povodu 70. rođendana Milivoja Solara</i>. Zagreb: FF press. 2. Fališevac, Dunja; Nemeč, Krešimir, ur. 2000. <i>Umijeće interpretacije: Zbornik radova u čast 80. godišnjice rođenja Ive Frangeša</i>. Zagreb: Matica hrvatska. 3. <i>Trag i razlika: Čitanja suvremene književne teorije</i>. 1995. Uredili Vladimir Biti, Nenad Ivić i Josip Užarević. Zagreb: Naklada MD i HUDHZ, 4. Užarević, Josip, ur. 2004. <i>Okolo književnosti: Osamdeset godina Aleksandra Flakera</i>. Zagreb: Disput. <p>Optional</p> <ol style="list-style-type: none"> 5. Biti, Vladimir. 1989. <i>Pripitomljavanje drugog: Mehanizam domaće teorije</i>. Zagreb: Hrvatsko filozofsko društvo. 6. Biti, Vladimir. 2000. <i>Pojmovnik suvremene književne teorije</i>. Zagreb: Matica hrvatska 7. Oraić Tolić, Dubravka. 2005. <i>Muška moderna i ženska postmoderna: rođenje virtualne kulture</i>. Zagreb: Ljevak. 8. Žužul, Ivana. 2010. "Moć (fikcije) književnopovijesne naracije: Kulturološka analiza Frangešove Povijesti hrvatske književnosti." <i>Umjetnost riječi</i> 3–4. 153–174.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 3

Course	Epistemological models in Croatian literary historiography
Course co-ordinator	Leo Rafolt
Instructor(s)	Leo Rafolt
Course status (obligatory or elective)	Obligatory
Semester	2
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures, workshops, consultation, individual work
Course description	The course will address the development of Croatian literary historiography in the context of different epistemological turns in 19 th and 20 th century humanities.
Course objectives	Introduce students to reading and performing research into the fundamental synthetic works of the history of Croatian literature, e.g. the histories written by Vatroslav Jagić and Branko Vodnik, Mihovil Kombol, Slavko Ježić and Antun Barac or the more modern concepts of the history of literature by Ivo Frangeš, Dubravko Jelčić and Slobodan Prosperov Novak, as well as into partial syntheses of individual periods, stylistic formations or genres (Armin Pavić, Tomo Matić, Franjo Bučar, Krešimir Georgijević etc.).
Enrolment requirements	Knowledge of the English language
Expected learning outcomes in the course	After successfully mastering the course, the student will be able to define and explain the basic concepts in the contemporary theory of literary historiography. In addition to this, the student will be able to apply relevant theoretical insights into the development of Croatian literary historiography in their analysis of literary texts at hand. The student will be skilled in identifying the particularities of the Croatian literary-historiographical discourse in the context of different epistemological models which have affected it.
Course content	The basic thematic units of the course are the following: the concept of a national literary historiography, the epistemological models in Croatian literary historiography (from positivism to postmodern and poststructuralist attempts at producing syntheses), the place of the literary-historical

	discourse in national philology, the variety of approaches and theoretical-methodological precepts (positivism, aestheticism, stylistic critique, ideologemic reading etc.), the heterogeneity of the research field (the concept of regionalism in literary historiography), the great names of our philology, particularly Croatian literary historiography (from Jagić to Katičić).
Student obligations in the course	Active participation in class, completing the required reading
Assessment and evaluation of student work	A written paper on a subject connected to the course.
Reading	<ol style="list-style-type: none"> 1. Jagić, Vatroslav. 1867. Historija književnosti naroda hrvatskoga i srpskoga. Zagreb. 2. Pavić, Armin. 1871. Historija dubrovačke drame. Zagreb. 3. Medini, Milorad. 1902. Povijest hrvatske književnosti u Dalmaciji i Dubrovniku. Zagreb. 4. Šurmin, Đuro. 1903-4. Hrvatski preporod, I-II. Zagreb. 5. Vodnik, Branko. 1913. Povijest hrvatske književnosti. Zagreb. 6. Bučar, Franjo. 1910. Povijest hrvatske protestantske književnosti za reformacije. Zagreb. 7. Kombol, Mihovil. 1945. Povijest hrvatske književnosti do preporoda. zagreb. 8. Matić, Tomo. 1945. Prosvjetni i književni rad u Slavoniji prije preporoda. Zagreb. 9. Barac, Antun. 1954-60. Hrvatske književnost, I-II. Zagreb. 10. Ježić, Slavko. 1944. Hrvatska književnost od početaka do danas. Zagreb. 11. Georgijević, krešimir. 1969. Hrvatska književnost od 16. do 18. stoljeća u sjevernoj Hrvatskoj i Bosni. Zagreb. 12. Frangeš, Ivo. 1987. Povijest hrvatske književnosti. Zagreb. 13. Jelčić, Dubravko. 1997. Povijest hrvatske književnosti. Zagreb. 14. Katičić, Radoslav. 2007. Litterarum studia: književnost i naobrazba ranoga hrvatskog srednjovjekovlja. Zagreb. 15. Brešić, Vinko, 2015. Hrvatska književnost 19. stoljeća, Zagreb
Methods of quality assurance	Monitoring of course quality and the success of the course delivery in keeping with the quality assurance system of the University of Zagreb. Class self-evaluation and student questionnaire.

COURSE NUMBER: 4

Course	Croatian Latinity
Course co-ordinator	Irena Bratičević
Instructor(s)	Irena Bratičević
Course status (obligatory or elective)	Obligatory
Semester	2
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures, workshops, consultation, individual work
Course description	Based on the students' previously identified interests, an individual genre, period or authorial work of Croatian Latinist literary culture are presented in the course.
Course objectives	The objective of this series of lectures is to familiarize students with the Latinist components of the Croatian literary and linguistic history.
Enrolment requirements	Knowledge of the English language
Expected learning outcomes in the course	After successfully completing the course, the student will be able to define and explain the basic notions connected to the Latinist text corpus in Croatian literary culture. The student will also be qualified to identify all the peculiarities of the Croatian Latinist literary-cultural and linguistic-cultural phenomenon and interpret them with respect to the wider context.
Course content	
Student obligations in the course	The Latin language was recorded in inscriptions by Croatian rulers and in their official correspondence in the 9th century. Up until as late as the mid-19th century, when the final victory of the ideology of the national cultural revival put an end to the status of Latin as the official language of the Croatian Parliament and the language of teaching in Croatian schools, Latin had coexisted with the language-in-common with equal rights. Such bilingualism is not specific to Croatia in itself because a similar phenomenon may be seen in other places: what is atypical in Croatian Latinity is its persistence and extraordinarily rich production. The specialized catalogue

	of Croatian Latinists at the National and University Library (http://opak.crolib.hr/liste/045/index.html) lists 3685 persons; until the middle of the 19th century, twice as many works by Croatian authors were printed in Latin as in Croatian (6000 : 3000).
Assessment and evaluation of student work	Active participation in class, completing the required reading
Reading	A written paper on a subject connected to the course.
Methods of quality assurance	Monitoring of course quality and the success of the course delivery in keeping with the quality assurance system of the University of Zagreb. Class self-evaluation and student questionnaire.

COURSE NUMBER: 5

Course	Deconstruction of Literary History
Course coordinator	Zrinka Božić Blanuša, Boris Škvorc
Instructor(s)	Zrinka Božić Blanuša, Boris Škvorc
Course status (obligatory or elective)	Obligatory
Semester	3
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	<p>The course focuses on examining the problem of history as narrative, from the perspective of deconstruction theory. Theoretical aspects of understanding (literary) history as narrative are analysed, as well as the positioning of a synthetic discourse of literary history in relation to the analytical discourse of literary history in literary study.</p> <p>In addition to selected chapters from Croatian literary history, the course focuses on theoretical works that deal with the theory of history and theory of literary history. The course will examine the literary-historical constructs of the nation, national identity and the canon, as well as the narrative and rhetorical strategies that can help read, at the level of hi/story, several aspects of intentions of the authors of literary history syntheses. That refers to the ideological level of reading, but also to the issue of relationship to the tradition of methodological paradigms.</p>
Course objectives	To introduce doctoral candidates taking the course with the bases of deconstruction theory, with an emphasis on the understanding of history, literary history, and narrative.
Enrolment requirements	No requirements
Expected learning outcomes in the course	To learn about and understand, to critically evaluate and ultimately to be able to analytically use the terminology of literary history from the point of view of deconstruction theory. To apply the mastered theoretical principles of deconstruction in reading and interpretation of theoretical works on history and literary history, that is, to create programmes for inter- and transcultural reading of literature and culture.
Course content	History as story. Deconstruction theory. History. Literary history. Narrative. Discourse of literary history. Analytical discourse in literary history. Literary-historical constructs of the nation, national identity, and the canon. Authorial intentions. Ideological reading. Traditional methodological paradigms.

Student obligations in the course	Regular attendance
Assessment and evaluation of student work	Essay or seminar paper
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Biti, Vladimir. 2000. <i>Strano tijelo pri/povijesti</i>. Zagreb: Hrvatska sveučilišna naklada. 2. Foucault, Michel. 2002. <i>Riječi i stvari</i>. Zagreb: Golden marketing. 3. Hamilton, Paul. 2003. <i>Historicism</i>. London – New York: Routledge. 4. Munslow, Alun. 1997. <i>Deconstructing History</i>. London: Routledge. 5. Uhlig, Claus. 2010. <i>Teorija književne istorije</i>. Beograd: Službeni glasnik. <p>Optional</p> <ol style="list-style-type: none"> 1. Flaker, Aleksandar. 1986. <i>Stilske formacije</i>. Zagreb: SNL. 2. Munslow, Alun. 2006. <i>Historical Studies</i>. London – New York: The Routledge Companion. 3. White, Hayden. 1987. <i>The Content of Form: Narrative Discourse and Historical Representation</i>. Baltimore: The Johns Hopkins University Press. 4. White, Hayden. 1978. <i>Tropics of Discourse: Essays in Cultural Criticism</i>. Baltimore: The Johns Hopkins University Press. 5. Selected chapters from the histories of Croatian literature (Vodnik, Kombol, Barac, Ježić, Frangeš, Šicel, Jelčić, Novak)
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 6

Course	Contemporary Debates in Literary Theory
Course coordinator	Zrinka Božić Blanuša
Instructor(s)	Zrinka Božić Blanuša
Course status (obligatory or elective)	Obligatory
Semester	3
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	<p>Deconstruction as a special way of reading texts was founded by the French philosopher Jacques Derrida in the 1960s. In spite of the opposition of a large number of academic philosophers, deconstruction was met with enthusiasm in literature departments at American universities. However, from its very beginnings the ethical and political dimension of deconstruction (or lack thereof) became a target for criticism. The scandal with wartime journalism of Paul de Man and the large influence of Martin Heidegger's philosophy directed the attention of criticism precisely to the ethics and politics of deconstruction. Since deconstruction is not a philosophical method or a school, but primarily a specific approach to texts, it is clear that it is not possible to derive from deconstructionist texts a clearly defined political or ethical theory.</p> <p>However, following the understanding of ethics of Emanuel Levinas, Simon Critchley in his book <i>The Ethics of Deconstruction</i> (1992) defined deconstruction as an ethical imperative. The 1990s were marked by a vehement debate inspired by Critchley's book on the one hand, and by a series of texts in which Derrida attempted to come to grips with ethical and political topics, in dialogues with writers such as Agamben, Levinas, and Blanchot.</p> <p>Instead of accepting the view that deconstruction is a matter of the past, it would be worthwhile to examine the consequences and effects of the mentioned debate in the study of literature.</p> <p>In the seminar part of the course doctoral candidates will give presentations of their seminar papers, opening up in that way the space for a debate on political and ethical aspects of reading.</p>
Course objectives	To provide a critical introduction to the mechanisms of functioning of contemporary literary-theoretical phenomena in the academic market. To define the notion of deconstruction. Through discussions of the reading and presentations of their own seminar work, doctoral candidates should acquire an overview of the debate that has been going on for a while among the

	contemporary theoreticians of literature and culture and philosophers, and also acquire a platform for examining the complex problem of ethics and politics of reading.
Enrolment requirements	No requirements
Expected learning outcomes in the course	To critically interpret the sophisticated mechanisms of the functioning of the most recent phenomena in literary theory, and in particular the concepts of deconstruction, as well as critiques of it. To acquire an overview of the debates of contemporary theoreticians. To master the theory in order to participate in the debate, that is, to create new programmes of integration of different methods in the interpretation of text.
Course content	Deconstruction. Critique of deconstruction. Deconstruction as an ethical imperative (Critchley). Contemporary debates in literary theory.
Student obligations in the course	Regular attendance
Assessment and evaluation of student work	Essay or seminar paper
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Beardsworth, Richard. 1996. <i>Derrida & the Political</i>, London — New York: Routledge. 2. Critchley, Simon. 2009. <i>Ethics, Politics, Subjectivity: Essays on Derrida, Levinas, and Contemporary French Thought</i>. London: Verso. 3. Derrida, Jacques. 1994. <i>Politiques de l'amitié</i>. Paris: Galilée. 4. Derrida, Jacques. 2002. <i>Sablasti Marxa: stanje duga, rad tugovanja i nova Internacionala</i>. Zagreb: Hrvatska sveučilišna naklada. 5. Heidegger, Martin. 1947. <i>Über den Humanismus</i>. Frankfurt am Main: V. Klostermann <p>Optional</p> <ol style="list-style-type: none"> 1. Agamben, Giorgio. 1993. <i>The Coming Community</i>. Minneapolis: University of Minnesota Press. 2. Agamben, Giorgio. 2008. <i>Ono što ostaje od Auschwitzta: arhiv i svjedok</i>. Zagreb: Izdanja Antibarbarus 3. Derrida, Jacques. 1967. <i>De la grammatologie</i>. Paris: Éditions de Minuit 4. Gasché, Rodolphe. 2007. <i>The Honor of Thinking: Critique, Theory, Philosophy</i>. Stanford: Stanford University Press. 5. Zima, Peter V. 2002. <i>Deconstruction and Critical Theory</i>. London — New York: Continuum.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 7

Course	Approach to the Literary Canon
Course coordinator	Marina Protrka Štimec
Instructor(s)	Marina Protrka Štimec
Course status (obligatory or elective)	Obligatory
Semester	4
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	Using examples from the history of Croatian literature the course presents an introduction to the circumstances, conditions and consequences of the formation of the literary canon. The course examines theoretical, historical and media conditions of the formation and maintenance of the canon, dependent on the establishment of literature as an institution, i.e. an autonomous field that evaluates its own production according to immanent, aesthetic criteria. This process is shown to be inseparable from the strengthening of the author function and expansion of reading practices. Canonical texts, as carriers of cultural value (cultural capital) of a community, simultaneously serve as instruments of integration and distinction within the community.
Objectives of the course	To present an introduction to the context of formation of the literary canon and the question of literature as an institution. To explain the concepts of author, reader, canonical text, cultural capital.
Enrolment requirements	No requirements
Expected learning outcomes in the course	The doctoral candidate will be able to critically analyse the specialised terminology related to the literary canon and cultural capital of a community. He or she will be able to integrate the acquired knowledge into the debate on literature as an immanent, autonomous phenomenon, and create new programmes for interpretation of related issues in the academic environment of the humanities and social sciences.
Course content	Literary canon: circumstances, conditions and consequences of its formation. Theoretical, historical and media conditions. Literature as an autonomous institution. Author. Reading practice. Canonical text. Cultural capital.
Student obligations in the course	Regular attendance

Assessment and evaluation of student work	Essay or seminar paper
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Brešić, Vinko. 2005. <i>Čitanje časopisa. Uvod u studij hrvatske književne periodike 19. st.</i> Zagreb: Matica hrvatska. 2. Jusdanis, Gregory. 1991. <i>Belated Modernity and Aesthetic Culture: Inventing National Literature.</i> Minneapolis: University of Minnesota Press. 3. Kamuf, Peggy. 1997. <i>The Division of Literature or the University in Deconstruction.</i> Chicago — London: The University of Chicago Press. 4. Protrka, Marina. 2009. <i>Stvaranje književne nacije. Oblikovanje kanona u hrvatskoj književnoj periodici 19. stoljeća.</i> Zagreb: Filozofski fakultet. <p>Optional</p> <ol style="list-style-type: none"> 1. Brešić, Vinko. 2001. <i>Teme novije hrvatske književnosti.</i> Zagreb: Nakladni zavod MH. 2. Kolanović, Maša. 2006. <i>Od pripovjedne imaginacije do roda i nacije: Marija Jurić Zagorka u kontekstu žanra romanse. Osmišljavanja: Zbornik u čast 80. rođendana akademika Miroslava Šicela,</i> Ur. Vinko Brešić, Zagreb: FF Press. 3. Luhman, Niklas. 2001. <i>Znanost društva.</i> Zagreb: Politička kultura. 4. Showalter, Elaine. 2001. "Viktorijanske spisateljice i volja za pisanjem." <i>Kolo</i> 11/2. 348-370. 5. Škiljan, Dubravko. 2002. <i>Govor nacije: jezik, nacija, Hrvati.</i> Zagreb: Golden marketing.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 8

Course	Figures of Speech in Stylistisc
Course coordinator	Krešimir Bagić
Instructor(s)	Krešimir Bagić
Course status (obligatory or elective)	Obligatory
Semester	4
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course descriptions	Work in the course will be based on a corpus of texts in which the teacher and the doctoral candidates will look for examples of figures, analyse them, and comment on their role in specific textual contexts. The concrete examples will be used to examine the possibility of whether, and in what sense, the frequency of a figure or figures can be taken as an important sign of the (linguistic) culture of an environment.
Course objectives	To examine the system of rhetorical and stylistic figures, and educate the students in recognising figures in different types of discourse. Also, to examine the possibility of a correlation between figures and cultural environments.
Enrolment requirements	No requirements
Expected learning outcomes in the course	Doctoral candidates taking the course will be able to critically evaluate highly sophisticated theoretical concepts of stylistics. Also they will be able to understand the concepts of the system of rhetorical and stylistic figures; to recognise figures in a text; to integrate the acquired knowledge into broader sociolinguistic and anthropological contexts; and to examine the hypothesis of a correlation between figures and cultural environments.
Course content	Figures – decoration, persuasion or search for a perfect language. Conceptualisation of figures from the antiquity to the present. Rhetoric and politics of figure. Figures and discourse types. Innovative and lexicalised figures.
Student obligations in the course	Regular attendance
Assessment and evaluation of student work	Essay or seminar paper
Reading	Required 1. Genette, Gerard. 1985. <i>Figure</i> . Beograd: Vuk Karadžić

	<ol style="list-style-type: none"> 2. Kvintilijan, Marko Fabije. 1967. <i>Obrazovanje govornika</i>. Sarajevo: Veselin Masleša. 3. Škiljan, Dubravko. 1989. "Terminologija: figure i tropi." <i>Latina et graeca</i> 34. 64–75 4. Benčić, Živa; Fališevac, Dunja, ur. <i>Tropi i figure</i>. 1995. Zagreb: Zavod za znanost o književnosti Filozofskog fakulteta Sveučilišta. 5. Zima, Luka. 1988. <i>Figure u našem narodnom pjesništvu</i>, Zagreb: Globus. <p>Optional</p> <ol style="list-style-type: none"> 1. Bagić, Krešimir. 2005. <i>Figurativnost reklamnoga diskurza. Raslojavanje jezika i književnosti. Zbornik 34. seminara Zagrebačke slavističke škole</i>. Zagreb: FF Press. 2. Katnić-Bakaršić, Marina. 1996. <i>Gradacija</i>, Sarajevo: Međunarodni centar za mir. 3. Kovačević, Miloš. 1991. <i>Gramatika i stilistika stilskih figura</i>, Sarajevo: Drugari. 4. Lodge, David. 1988. <i>Načini modernog pisanja (metafora, metonimija i tipologija moderne književnosti)</i>, Zagreb: Globus. 5. Ricoeur, Paul. 1981. <i>Živa metafora</i>, Zagreb: Grafički zavod Hrvatske 6. Škreb, Zdenko. 1983. <i>Mikrostrukture stila i književne forme: Uvod u književnost</i>. Ur. Škreb, Zdenko; Stamać, Ante. Zagreb: Nakladni zavod Globus. 7. <i>Rečnik književnih termina</i>, 1986. Beograd: Institut za književnost i umetnost.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 9

Course	Academic writing
Course coordinator	Dubravka Oraić Tolić
Instructor(s)	Dubravka Oraić Tolić
Course status (obligatory or elective)	Elective
Semester	1-2
ECTS credits	8
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	The course is designed as a theoretical and practical introduction to writing of scholarly texts (seminar works, masters or doctoral theses) in the humanities. It provides a theoretical introduction to the concepts of scholarship, topic, evaluation and examination of material, source use, and language and orthographic bases of academic writing. It also opens up the discussion of the scholarly text as a genre.
Course objectives	Based on the examined strategies and conceptualisations of academic writing, doctoral candidates will be trained to engage in an independent academic production of different types of scholarly articles.
Enrolment requirements	No requirements
Expected learning outcomes in the course	Students will be able to independently produce different types of scholarly articles, to use highly specialised knowledge in writing academic research texts, and integrate the methods of their own academic (sub)discipline into a broader context.
Course content	Strategies of writing and conceptualisation of doctoral theses and smaller research texts, overviews, research texts, original scholarly works, etc.
Student obligations in the course	Regular attendance
Assessment and evaluation of student work	A short written overview essay as a final written exam.
Reading	Required <ol style="list-style-type: none">1. Badeley, Graham. 2009. "Academic writing as shaping and reshaping." <i>Teaching in Higher Education</i> 14/2. 209–219.2. Oraić-Tolić, Dubravka. 2011. <i>Akademsko pismo. Strategije i tehnike klasične retorike za suvremene studentice i studente</i>. Zagreb: Naklada Ljevak.

Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.
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COURSE NUMBER: 10

Course	Style and Writing
Course coordinator	Leo Rafolt
Instructor(s)	Leo Rafolt
Course status (obligatory or elective)	Elective
Semester	1-2
ECTS credits	8
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	The course will focus on the problems of the ethnography of writing, and in particular the discourses of academic provenance and their many modifications, depending on the type of research in the humanities. Special attention will be given to the postmodern discourse of literary study, and to its relativistic and/or partial characteristics.
Course objectives	To present an overview of the problems of the ethnography of writing. To describe academic discourse, and related discourses, especially the postmodern ones.
Enrolment requirements	No requirements
Expected learning outcomes in the course	Students should be able to understand the question of style and discourse in academic writing. In addition, they should be able to independently produce different types of scholarly articles, to use highly specialised knowledge in writing academic research texts, and integrate the methods of their own academic (sub)discipline into a broader context. A discussion of numerous modifications and postmodern postulates will enable them to develop their own style (of writing and research) in academic, linguistic and literary scholarship production.
Course content	Ethnography of writing. Discourses of academic provenance. Related discourses. Postmodern literary study discourse.
Student obligations in the course	Regular attendance
Assessment and evaluation of student work	A short written overview essay as a final written exam.
Reading	Required 1. Mejovšek, Milko. 2013. <i>Metode znanstvenog istraživanja u društvenim i humanističkim znanostima</i> . Zagreb: Naklada Slap.

	<p>2. Milas, Goran. 2009. <i>Istraživačke metode u psihologiji i drugim društvenim znanostima</i>. Zagreb: Naklada Slap.</p> <p>Optional</p> <p>1. Clifford, James; Marcus, George E., 1986. <i>Writing Culture: The Politics and the Poetics of Ethnography</i>. Los Angeles: University of California Press.</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 11

Course	Introduction to Science and Writing Scientific Papers
Course coordinator	Vinko Brešić
Instructor(s)	Vinko Brešić
Course status (obligatory or elective)	Elective
Semester	1-2
ECTS credits	8
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures, workshops, tutorials, exercises
Course description	The course deals with the notion and definition of science, its history and methodology, and particularly philology and its traditional branches of linguistics and literary study, that is, the philological method and its association with textual criticism and historical context. Since philological issues are often inseparable from issues of interpretation, the course problematizes the boundary between philology and hermeneutics (new philology), as well as that branch of philology that deals with the study of written and oral texts (cognitive philology). In a practical sense, the course is focused on mastering the elements of academic literacy (academic writing).
Course objectives	To master the basic knowledge on science/scholarship and scholarly research, and to be able to design a research plan and submit a dissertation topic proposal under the supervision of a mentor.
Enrolment requirements	No requirements
Expected learning outcomes in the course	To independently write a synopsis, that is, fill out the form DR.SC.-01 for submission of the dissertation topic for approval. The broader learning outcomes involve independent production of different types of scholarly articles, use of highly specialised knowledge in writing academic research texts, and integration of the methods of a doctoral candidate's own academic (sub)discipline into a broader context.
Course content	What is science from the antiquity to the present; the notion and history of the humanities; language and literature as its central themes; the main methods of research, especially the three most important methods in the humanities – documentary, descriptive and comparative methods; what is

	philology; traditional division of philology into linguistics, literary study, and history; the 19 th century as the “golden age of philology”; historical linguistics; national, classical, Slavonic and Indo-European philology; philological methods; textual criticism; new philology or the relationship between philology and hermeneutics; cognitive philology; philology and other disciplines. How to write a scholarly work: structure of the scholarly work (hypothesis – topic –research plan – writing the scholarly work – conclusion/thesis); scholarly style; citing and paraphrasing sources; databases; types of scholarly texts; scientific fields, areas and disciplines (branches); procedure of the approval of the dissertation topic; examples; workshops; exercises.
Student obligations in the course	Participation in the workshop and exercises; as part of that students write a review of a scholarly text, and design a protocol of scholarly research; at the end of the course each student fills out the DR.SC.-01 form (submission of doctoral dissertation topic).
Assessment and evaluation of student work	Participation in the workshop and exercises is evaluated and assessed, as well as the synopsis or the submitted dissertation topic.
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Mejovšek, Milko. 2013. <i>Metode znanstvenog istraživanja u društvenim i humanističkim znanostima</i>. Zagreb: Naklada Slap. 2. Zelenika, Ratko. 2000. <i>Metodologija i tehnologija izrade znanstvenog i stručnog djela</i>. Rijeka: Ekonomski fakultet Sveučilišta u Rijeci. <p>Optional</p> <ol style="list-style-type: none"> 1. Franić, Zdenko. 1996. Kako citirati Internet u bibliografiji? URL: http://mimi.imi.hr/~franic/citation.html (Accessed on 3.3.2014.) 2. Gilli, Giaan Antonio. 1974. <i>Kako se istražuje</i>. Zagreb: Školska knjiga 3. Jokić, Maja. 2005. <i>Bibliometrijski aspekti vrednovanja znanstvenog rada</i>. Zagreb: Sveučilišna knjižara. 4. Miller, C. Delbert. 1968. <i>Handbook of Research Design and Social Measurement</i>. New York. 5. Oraić-Tolić, Dubravka. 2011. <i>Akademsko pismo. Strategije i tehnike klasične retorike za suvremene studentice i studente</i>. Zagreb: Naklada Ljevak. 6. Panian, Željko, ur. 2005. <i>Englesko-hrvatski informatički enciklopedijski rječnik</i>, Zagreb: EPH. 7. Katunarić, Dražen, ur. 2009. <i>Kriza obrazovanja. Europski glasnik</i> 14. Zagreb: Hrvatsko društvo pisaca.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 12

Course	Material Culture of Dubrovnik
Course coordinator	Milovan Tatarin
Instructor(s)	Milovan Tatarin
Course status (obligatory or elective)	Elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	The course presents an overview of the history of Dubrovnik, with a special reference to the material culture of the city. Students are provided an overview of the overall political institutions of Dubrovnik, with all the recorded changes in their structure and all the important historical events that shaped changes in the material culture too.
Course objectives	To present an overview of the history of Dubrovnik, with an emphasis on topography and material culture.
Enrolment requirements	No requirements
Expected learning outcomes in the course	The students will be able to critically evaluate the entirety of Dubrovnik's cultural history. They will also be able to perceive changes in the material culture in specific examples. They will be able to use highly specialised topographic knowledge in the academic discourse of literary study, within the framework of more recent disciplines of literary geography and cultural studies, etc.
Course content	Introduction to the course. The founding of Dubrovnik: between legend and reality. The political order of Dubrovnik: from a commune to an aristocratic republic (structure of the population: nobility – citizens / <i>antunini</i> and <i>lazarini</i> / – plebeians; governance bodies of the Republic: rector, the Grand Council, the Senate, the Small Council; the flag and the coat of arms. Estate and kinship (Dubrovnik families, patrilineality, endogamy; <i>Specchio</i>). Diplomacy: delivering the tribute to the Porte. “The first death of Dubrovnik”: the earthquake of 6 April 1667 (Nikolica Bunić’s diary, an anonymous report on the earthquake, the letter of Vlaho Skvadri, Jakov Palmotić Dionorić: <i>Dubrovnik ponovljen</i>). City walls, towers and forts (Minčeta, Bokar, Revelin, Sveti Ivan), Lovrjenac, Pile Gate, Ploče Gate, <i>lazareti</i> (the quarantine). Stradun, Onofri Fountain, Small Fountain, Orlando. Monasteries (Franciscan monastery, Dominican monastery, convents). Church of the Holy Saviour, St. Blasius Church, St. Mary's Cathedral). Jesuit

	steps, Collegium Rhagusinum, Church of St. Ignatius. Rector's Palace. Sponza. Small churches. Summer houses. St. Blasius, Dubrovnik's patron saint.
Student obligations in the course	Regular attendance
Assessment and evaluation of student work	No exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Lonza, Nella. 1997. <i>Pod plaštem pravde</i>. Dubrovnik: Zavod za povijesne znanosti Hrvatske akademije znanosti i umjetnosti u Dubrovniku. 2. Janeković Römer, Zdenka. 1999. <i>Okvir slobode: dubrovačka vlastela između srednjovjekovlja i humanizma</i>. Zagreb – Dubrovnik: Zavod za povijesne znanosti Hrvatske akademije znanosti i umjetnosti u Dubrovniku. 3. de Diversis, Filip. 2004. <i>Opis slavnoga grada Dubrovnika</i>. Predgovor, transkripcija i prijevod s latinskoga Zdenka Janeković-Römer. Zagreb: Dom i svijet. 4. Vekarić, Nenad. 2009. <i>Nevidljive pukotine: dubrovački vlasteoski klanovi</i>. Zagreb – Dubrovnik: Hrvatska akademija znanosti i umjetnosti, Zavod za povijesne znanosti u Dubrovniku. 5. Razzi, Serafino. 2011. <i>Povijest Dubrovnika</i>. Dubrovnik: Matica hrvatska – Ogranak Dubrovnik. <p>Optional</p> <ol style="list-style-type: none"> 1. Samardžić, Radovan. 1983. <i>Veliki vek Dubrovnika</i>, Beograd: Prosveta. 2. Janeković Römer, Zdenka. 1994. <i>Rod i grad: Dubrovačka obitelj od XIII do XV stoljeća</i>. Dubrovnik: Zavod za povijesne znanosti Hrvatske akademije znanosti i umjetnosti u Dubrovniku. 3. Miović, Vesna. 2003. <i>Dubrovačka diplomacija u Istanbulu</i>. Zagreb – Dubrovnik: Hrvatska akademija znanosti i umjetnosti – Zavod za povijesne znanosti u Dubrovniku. 4. Brković, Ivana. 2009. <i>Vrijednosne konotacije povijesnih prostora u dubrovačkoj književnosti 17. stoljeća. Dani Hvarškoga kazališta 35</i> (Nazbilj i nahvao: etičke suprotnosti u hrvatskoj književnosti i kazalištu od Marina Držića do naših dana. U čast 500-obljetnice rođenja Marina Držića). Zagreb – Split: Hrvatska akademija znanosti i umjetnosti – Književni krug Split. 255–276. 5. Lonza, Nella. 2009. <i>Kazalište vlasti: ceremonijal i državni blagdani Dubrovačke Republike u 17. i 18. stoljeću</i>. Zagreb – Dubrovnik: Hrvatska akademija znanosti i umjetnosti – Zavod za povijesne znanosti u Dubrovniku. 6. Kralj Brassard, Rina. 2011. "Nikola (1673–1674), »komunsko dijete«". <i>Anali Zavoda za povijesne znanosti Hrvatske akademije znanosti i umjetnosti u Dubrovniku</i> XLIX. Zagreb – Dubrovnik: HAZU. 105–132.

	<p>7. Ćosić, Stjepan; Vekarić, Nenad. 2005. <i>Dubrovačka vlastela između roda i države: salamankezi i sorbonezi</i>. Zagreb – Dubrovnik: Hrvatska akademija znanosti i umjetnosti – Zavod za povijesne znanosti u Dubrovniku.</p> <p>8. Fališevac, Dunja. 2007. <i>Dubrovnik – otvoreni i zatvoreni grad: studije o dubrovačkoj književnoj kulturi</i>. Zagreb: Naklada Ljevak.</p> <p>9. Vekarić, Nenad. 2011–2013. <i>Vlastela grada Dubrovnika 1–4</i>, Zagreb – Dubrovnik: Hrvatska akademija znanosti i umjetnosti – Zavod za povijesne znanosti u Dubrovniku.</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 13

Course	Body and Perception: Transcultural Patterns of the Dramatic
Course coordinator	Leo Rafolt
Instructor(s)	Leo Rafolt
Course status (obligatory or elective)	Elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	Using a selection of interculturally relevant theatre plays the course will introduce the doctoral candidates to the contemporary anthropological, literary-theoretical, performing arts and other concepts of the body, the corporeal and perception, starting from the Cartesian legacy in theory and philosophy, to the phenomenology of perception, the theoretical premisses of interpretative, symbolic and medical anthropology, to the theories of somaesthetics and new phenomenological research in Japan, and theatre anthropology and performance theory.
Course objectives	To introduce students to the contemporary interdisciplinary concepts of the body, corporeality and perception, and connect them to the context of theatre anthropology and performance theory.
Enrolment requirements	No requirements
Expected learning outcomes in the course	The students in the course will develop the ability to critically evaluate the importance of the theoretical and philosophical legacy in the field, as well as the contemporary concepts of the body, corporeality and perception. Based on that, they will be able to examine new research in a variety of fields, and to broach new discussions. They will be able to use highly specialised knowledge for integrative research at the intersection of anthropology, theatre studies, psychology, philosophy, etc. One of the important learning outcomes in the course is the ability to form a critical relationship to the communication potential of the body in culture, and especially in its representational forms and/or manifestations.
Course content	Concepts of the body, corporeality and perception. Procedures in anthropology, literary study, and the performing arts. Phenomenology. Interpretative, symbolic and medical anthropology. Somaesthetics. New phenomenological research in Japan. Theatre anthropology. Performance theory.

Student obligations in the course	Regular attendance
Assessment and evaluation of student work	No exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Barba, Eugenio; Savarese, Nicola. 1999. <i>A Dictionary of Theatre Anthropology: The Secret Art of the Performer</i>. London – New York, Routledge. 2. Csordas, Thomas, 2003. <i>Embodiment and Experience</i>. London, Cambridge UP. 3. Douglas, Mary. 2004. <i>Čisto i opasno</i>. Zagreb: Algoritam. 4. Foucault, Michel. 1994. <i>Znanje i moć</i>. Zagreb: Globus. 5. Mauss, Marcel. 1998. <i>Sociologija i antropologija</i>, I-II. Beograd: XX vek. 6. Merleau-Ponty, Maurice. 1990. <i>Fenomenologija percepcije</i>. Sarajevo: Veselin Masleša. 7. Schechner, Richard. 2003. <i>Performance Theory</i>. London – New York: Routledge. 8. Yuasa, Yasuo. 1987. <i>The Body: Toward an Eastern Mind-Body Theory</i>. New York: SUNY. 9. Literature: Seneka, Tijest; Radovan Ivšić, Sunčani grad, Kralj Gordogan; Alfred Jarry, Kralj Ubu; Yukio Mishima, Gospođa de Sade; Wole Soyinka, Euripidove Bakantice; Tom Stoppard, Rosencrantz i Guildenstern su mrtvi <p>Optional</p> <ol style="list-style-type: none"> 1. Fraser, Mariam; Greco, Monica. 2005. <i>The Body</i>. London – New York: Routledge, 2. Schilling, Chris. 2005. <i>The Body and Social Theory</i>. London: Thousand oaks. 3. Turner, Bryan. 1984. <i>The Body and Society</i>. Oxford: Basil Blackwell. <p>(The students will be provided a more detailed list of optional literature in class, depending on their interests.)</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 14

Course	Popular Theatre
Course coordinator	Marijan Bobinac
Instructor(s)	Marijan Bobinac
Course status (obligatory or elective)	Elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	The course deals with different forms of popular theatre. It provides a theoretical clarification of the notions of the “people”, “popular theatre” (as a stage for a wider audience), and “popular play” (plays for or about the “people”), and the distinctions between these notions and the folk and elite dramatic forms. Special attention will be paid to the international significance of popular theatre and its presence in major European cities in the 18 th and 19 th centuries (Vienna, Paris, Venice). The perspective of theatre history will be then connected to a larger overview of the dramatic production written in earlier periods for popular theatre. Since the turn of the 20 th century popular plays (especially by more ambitious authors) increasingly make it to elite stages. The overview of popular drama will focus on German-language plays (Raimund, Nestroy, Horváth, Brecht, Turrini), but also on the Italian (commedia dell’arte, Goldoni, Fo), as well as the Croatian tradition in popular drama (Freudenreich, Tomić, Mesarić, Brešan).
Course objectives	Description of the various forms of popular theatre. Examination of the terminology of popular drama: people, popular theatre, popular play.
Enrolment requirements	No requirements
Expected learning outcomes in the course	Critical use of theories of popular drama. Perceiving the differences between folk and elite stage forms. Creation of new methods for a critical evaluation of theatrical forms of folklore provenance, and evaluation of integrative models of analysis of popular plays.
Course content	Popular theatrical forms. People. Popular theatre. Popular play. Differences between folklore and elite stage forms. Perspective of theatre history. Popular drama in the German language: Raimund, Nestroy, Horváth, Brecht, Turrini. Popular drama in the Italian language: commedia dell’arte, Goldoni, Fo. Popular drama in the Croatian language: Freudenreich, Tomić, Mesarić, Brešan.
Student obligations in the course	Regular attendance

Assessment and evaluation of student work	No exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Batušić, Nikola. 1976. <i>Hrvatska drama od Demetra do Šenoe</i>. Zagreb: Nakladni zavod Matica Hrvatske. 2. Batušić, Nikola. 1978. <i>Povijest hrvatskog kazališta</i>. Zagreb: Školska knjiga. 3. Bobinac, Marijan. 1991. <i>Otrovani zavičaj. Njemački pučki komad u dvadesetom stoljeću</i>. Zagreb: Cekade. 4. Bobinac, Marijan. 2001. <i>Puk na sceni. Studije o hrvatskom pučkom komadu</i>. Zagreb: Zavod za znanost o književnosti Filozofskog fakulteta Sveučilišta u Zagrebu. 5. Yates, W. Edgar. 1996. <i>Theatre in Vienna. A Critical History 1776–1995</i>. Cambridge: Cambridge University Press. <p>Optional</p> <ol style="list-style-type: none"> 1. Batušić, Nikola (ur.). 1986. <i>Hrvatska drama 19. stoljeća</i>. Split: Logos. 2. Klotz, Volker. 1976. <i>Dramaturgie des Publikums</i>. München – Wien: Hanser. 3. Klotz, Volker. 1980. <i>Bürgerliches Lachtheater. Komödie, Posse, Schwank, Operette</i>. München: Deutscher Taschenbuch-Verlag. 4. Machiedo, Višnja. 1987. <i>Komedija dell'arte</i>. Zagreb: Cekade. 5. McCormik, John. 1993. <i>Nineteenth Century's Popular Drama in France</i>. New York: Routledge. 6. Senker, Boris. 2000. <i>Hrestomatija novije hrvatske drame I. (1895–1940)</i>, Zagreb: Disput. 7. Senker, Boris. 2000. <i>Hrestomatija novije hrvatske drame II. (1940–1995)</i>, Zagreb: Disput.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 15

Course	European Romanticism
Course coordinator	Marijan Bobinac
Instructor(s)	Marijan Bobinac
Course status (obligatory or elective)	Elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	In contrast to the traditional understanding of Romanticism as a school, style, movement or current from the beginning of the 19 th century, the modern understanding of Romanticism represents a broad phenomenon that encompasses not only Romanticist currents in literature, the arts, philosophy, theology, historiography, and philology, but also the various spheres of everyday life. Starting from such assumptions, the course will not focus on a “search” for the substantial features of the period style, but it will seek to present Romanticism in the multiplicity of its phenomena, in their similarities and differences, and primarily in the efforts of the protagonists to react, in very different and often contradictory ways, to the historically specific challenges brought along by the ever more dynamic process of modernisation of European society since the mid-18 th century. Students in the course will contribute through their seminar papers and discussions from the perspectives of national literatures and cultures that they do research on.
Course objectives	Understanding the notion of Romanticism in a comprehensive and diversified way.
Enrolment requirements	No requirements
Expected learning outcomes in the course	Understanding the limitation of the traditional concept of the Romantic period. Analysing contemporary Romanticist phenomena. Using new methods for analysis of facts in literary periodization and factors of their canonization. Finally, creating one's own instruments for analysis of Romanticist culture.
Course content	Traditional understanding of European Romanticism. Different forms of romanticism in different national literatures. Different concepts of Romanticism(s). Romantic culture (G. Schulz). Modern macro-period. Literary periodization aspects of Romanticism and Romantic culture.
Student obligations in the course	Regular attendance

Assessment and evaluation of student work	No exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Bobinac, Marijan. 2012. <i>Uvod u romantizam</i>. Zagreb: Leykam. 2. Curran, Stuart (ed.). 1993. <i>The Cambridge Companion to British Romanticism</i>. Cambridge [England] – New York: Cambridge University Press. 3. Hoffmeister, Gerhart 1990. <i>Deutsche und europäische Romantik</i>. Stuttgart: Verlag J. B. Metzler. 4. Kremer, Detlef. 2001. <i>Romantik</i>. Stuttgart – Weimar: Metzler. 5. Van Tieghem, Philippe. 1948. <i>Le romantisme dans la littérature européenne</i>. Paris. 6. Užarević, Josip (ur.). 2008. <i>Romantizam i pitanja modernoga subjekta</i>. Zagreb: Disput. <p>Optional</p> <ol style="list-style-type: none"> 1. Puppo, Mario. 1994. <i>Il Romanticismo</i>. Milano: EDIS. 2. Roe, Nicholas (ed.). 2005. <i>Romanticism. An Oxford Guide</i>. Oxford: Oxford University Press. 3. Safranski, Rüdiger. 2007. <i>Romantik. Eine deutsche Affäre</i>. München – Wien: München : C. Hanser. 4. Schmitz-Emans, Monika. 2004. <i>Einführung in die Literatur der Romantik</i>. Darmstadt: Wissenschaftliche Buchgesellschaft. 5. Schulz, Gerhard. 2008. <i>Romantik. Geschichte und Begriff</i>. München: Beck.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 16

Course	Miroslav Krleža: Literary and Political Anthropology
Course coordinator	Suzana Marjanić
Instructor(s)	Suzana Marjanić
Course status (obligatory or elective)	Elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	Through lectures and class discussions, the course will examine Krleža's work between literature and politics (and their antithetical whirl) from the perspective of literary and political anthropology, on the occasion of the 120 th anniversary of Krleža's birth (1893/2013). Based on Stanko Lasić's reading, the centre of Krleža's paradigm is occupied by the protagonist seeking for meaning and an absolute, moving in the process from an authority figure (the Superior, for instance, Father – family, national, religious) towards a beloved person (Woman) – the transgression of the homo politicus into the homo eroticus. This archetype can be traced in all of Krleža's novels: <i>Vražji otok</i> (1923): father – Gabrijel – Ljiljana; <i>Povratak Filipa Latinovicza</i> (1932): mother – Filip – Bobočka; <i>Na rubu pameti</i> (1938): Domaćinski – Doktor – Jadviga; <i>Banket u Blitvi</i> (1938-1962): Barutanski – Nielsen – Karin; <i>Zastave</i> (1962-1968): father – Kamilo – Ana Borongay.
Course objectives	Examining the novelistic oeuvre of Miroslav Krleža, and its engagement between literature and politics.
Enrolment requirements	No requirements
Expected learning outcomes in the course	Students will develop an ability to analyse, interpret and critically evaluate Krleža's novels from the perspective of literary and political anthropology, and to examine Krleža's relationship to politics and literature. They will also be able to integrate highly sophisticated methods of different disciplines in the humanities and social sciences for the purpose of creating new analytical instruments for evaluating aspects of Croatian literary history.
Course content	Literary and political anthropology. Krleža's political engagement. Krleža's novelistic oeuvre: <i>Vražji otok</i> ; <i>Povratak Filipa Latinovicza</i> ; <i>Na rubu pameti</i> ; <i>Banket u Blitvi</i> ; <i>Zastave</i> .
Student obligations in the course	Regular attendance

Assessment and evaluation of student work	No exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Čale Feldman, Lada. 2006. "Znanost, prostor, vrijeme: obrisi (hrvatske) književne antropologije. Čovjek, prostor, vrijeme." <i>Književnoantropološke studije iz hrvatske književnosti</i>. Ur. Benčić, Živa; Fališevac, Dunja. Zagreb: Disput. 13-32. 2. Donat, Branimir. 2002. <i>O Miroslavu Krleži još i opet</i>. Zagreb: Dora Krupićeva. 3. Engelsfeld, Mladen. 1975. <i>Interpretacija Krležina romana "Povratak Filipa Latinovicza"</i>. Zagreb: Liber. 4. Hećimović, Branko. 1997. <i>Pod Krležinim kišobranom</i>. Zagreb: Znanje. 5. Žmegač, Viktor. 1986. <i>Krležini evropski obzori: djelo u komparativnom kontekstu</i>. Zagreb: Znanje. 6. Žmegač, Viktor. 1988. "Krleža i Nietzsche." <i>Republika</i> 5–6. 135–141. <p>Optional</p> <ol style="list-style-type: none"> 1. Aleksander, Irina. 2003. <i>Svi životi jedne ljubavi</i>. Zagreb: Hrvatsko filološko društvo: Naklada Jesenski i Turk. 2. Bošković-Stulli, Maja. 1986. <i>Usmeno pjesništvo u obzorju književnosti</i>. Zagreb: Nakladni zavod Matice hrvatske. 3. Flaker, Aleksandar. 1995. <i>Riječ, slika, grad: hrvatske intermedijalne studije</i>. Zagreb: HAZU. 4. Gašparović, Darko. 1977. <i>Dramatica krležiana</i>. Zagreb: Cekade. 5. Gerner, Eliza. 1993. <i>Oproštaj s Gvozdom. Razgovori s Krležom</i>. Zagreb: AGM. 6. Ladika, Ivo. 1940. <i>Krleža kao lirik</i>. Zagreb: K. naklada Orbis. 7. Lasić, Stanko. 1970. <i>Sukob na književnoj ljevici: 1928-1952</i>. Zagreb: Liber. 8. Lasić, Stanko. 1974. <i>Struktura Krležinih "Zastava"</i>. Zagreb: Liber.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 17

Course	Reading the Media
Course coordinator	Reana Senjković-Svrčić
Instructor(s)	Reana Senjković-Svrčić
Course status (obligatory or elective)	Elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	The course argues that all scholarly research, and especially in the humanities and social sciences (including research that covers the history and not only the present of a culture), is essentially determined by the context in which the research is carried out. In the light of the undeniable effect of the so-called “mass communications media” on the work of the imagination and formation of subjectivity in the postelectronic world (A. Appadurai), the course presents a chronological and thematic overview of the theories of “reading the media”, and provides a detailed account of the approaches of cultural studies and cultural anthropology to researching the “media and communications”, as well as the approaches based on them. The course examines the concepts of culture industry (Adorno and Horkheimer), interpretive cooperation (U. Eco), lived culture and structure of feeling (R. Williams), multiple modernities (Eisenstadt), liquid modernity (Z. Bauman), hybridization (H. Bhabha), etc.
Course objectives	To present theories of reading the media chronologically and thematically. To explain different approaches to researching the media and communications.
Enrolment requirements	No requirements
Expected learning outcomes in the course	Students will be able to critically evaluate the problems of the theory of reading the media, based on which they will be able to independently research the topic, as well as participate in the current debates on the related issues. In addition, the course will help students to create new instruments for researching similar problems, and to integrate their own methods into a broader context of academic research.
Course content	Theories of reading the media. Mass communications media. Imagination and subjectivity in the postelectronic world. Culture industries (Adorno and Horkheimer). Interpretive cooperation (U. Eco). Lived culture and structure of feeling (R. Williams). Multiple modernities (Eisenstadt). Liquid modernity (Z. Bauman). Hybridization (H. Bhabha).

Student obligations in the course	Regular attendance
Assessment and evaluation of student work	No exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Durham, Meenakshi Gigi; Kellner, Douglas M., ed. 2001 [2006]. <i>Media and Cultural Studies: Keywords</i>. Malden: Blackwell Publishing. <p>Optional</p> <ol style="list-style-type: none"> 1. Ang, Ian. 1996. <i>Living Room Wars. Rethinking media audiences for a postmodern world</i>. London – New York: Routledge. 2. Ginsburg, Faye D.; Abu-Lughod, Lila; Larkin, Brian. 2002. <i>Media Worlds. Anthropology on New Terrain</i>. Berkeley – Los Angeles – London: University of California Press. 3. LaCapra, Dominick. 2001. <i>Writing History, Writing Trauma</i>. Baltimore: Johns Hopkins University Press.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 18

Course	Narrative Poem: from Hugo to Šenoa
Course coordinator	Cvijeta Pavlović
Instructor(s)	Cvijeta Pavlović
Course status (obligatory or elective)	Elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	The course is focused on the period of Romanticism in Croatian literature in the context of world literature. An important refashioning of the hierarchy of literary genres happens during that period: in addition to the rise of the novel as a new literary form, the poetics of Romanticism displaces the classical epic form and gives preference to shorter narrative verse forms. Victor Hugo, Walter Scott, Heinrich Heine, Franjo Marković, August Šenoa and other writers in the Romantic period cultivate mixed forms (ballad, romance, legend and narrative poem), attaching special importance to the narrative poem as a “reduced” heroic epic, that is, the form that best corresponds to the needs of the new, broad readership at the time. This is an exceptionally important segment of the history of literary forms in Croatian literature, since the narrative poem outlived the poetics of Romanticism, and successfully continued over the entire 19 th century in Croatian literature.
Course objectives	To study the period of Romanticism in Croatian literature in the context of world literature, with an emphasis on changes in genre. Analyses of texts will show which narrative structures are dominant in the narrative poem in comparison with related prose and verse forms.
Enrolment requirements	No requirements.
Expected learning outcomes in the course	Critical use of theories of narrative poem. Recognising differences between nuances in definitions of the genre. Creation of new comparatist methods for critical evaluation of hybrid literary forms, and evaluation of integrative models of analysis of Romanticist texts.
Course content	Romanticism in Croatian literature. Refashioning of the hierarchy of genres. Mixed forms: ballad, romance, legend, and narrative poem. Authors: Victor Hugo, Walter Scott, Heinrich Heine, Franjo Marković, August Šenoa.
Student obligations in the course	Regular attendance

Assessment and evaluation of student work	No exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Fališevac, Dunja. 1997. "Žanrovi hrvatske narativne književnosti u stihu. Kaliopin vrt." Split: Književni krug. 7–27. 2. Fališevac, Dunja. 2003. "Poetološke i ideološke funkcije naracije u stihu u hrvatskoj književnoj kulturi Kaliopin vrt II," . Split: Književni krug. 7–25. 3. Pavlović, Cvijeta. 2005. <i>Priča u pjesmi</i>. Zagreb: Disput. 4. Slamnig, Ivan. <i>Predromantizam i romantizam. Svjetska književnost zapadnoga kruga</i>. Zagreb: Školska knjiga. 150–207. <p>Optional</p> <ol style="list-style-type: none"> 1. Brešić, Vinko. 1992. <i>Dragi naš Šenoa</i>. Zagreb: Međunarodni slavistički centar Hrvatske. 2. Dukić, Davor. 1998. <i>Figura protivnika u hrvatskoj epskoj povijesnoj epici</i>. Zagreb: Hrvatska sveučilišna naklada. 3. Pavličić, Pavao. 2007. <i>Jerolim Kavanjin: Bogatstvo i uboštvo. Epika granice</i>. Zagreb: Matica hrvatska. 287–335. 4. Pavlović, Cvijeta. 2006. <i>Šenoina poetika prevođenja</i>. Zagreb: Matica hrvatska. 5. Tomasović, Mirko. 1993. "Hrvatski Walter Scott, Komparatističke i romanističke teme." Split: Književni krug. 125–128. 6. Tomasović, Mirko. 1991. <i>Poeta zagradiensis. Poeti i začinjavci</i>. Dubrovnik: Matica hrvatska. 118–128.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 19

Course	Introduction to Intercultural Literature
Course coordinator	Zvonko Kovač
Instructor(s)	Zvonko Kovač
Course status (obligatory or elective)	Elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	The contemporary study of literature pays special attention to studying the phenomena of interculturalism, both in the intentional (cognitive) sense and in the empirical sense. The space of contacts of newer Croatian literature and culture with neighbouring Slavonic cultures is characterised by a specific interculturalism of its language medium, manifested in confessional, tradition and dialectal differentiations. For that reason the course will pay special attention to writers and texts with a boundary or dual belonging (S. Vraz, S. Matavulj, I. Ćipiko, Z. Kveder, S. Miličić, I. Andrić, I. Samokovlija, N. Simić, V. Desnica, M. Dizdar, M. Selimović, P. Vojnić-Purčar, B. Čosić, M. Kovač, J. Osti, D. Kekanović, I. Horozović, Dž. Karahasan, etc.), as well as the critical intercultural responses to texts and phenomena of an intercontextual provenance (divergence of the oeuvre, interculturalism in journals, comparatist criticism, etc.).
Course objectives	Theoretical study of intercultural phenomena. Connecting theories to the specific conditions of Croatian literature and culture. Studying intercultural phenomena in the oeuvre of writers with a dual belonging.
Enrolment requirements	No requirements
Expected learning outcomes in the course	To critically interpret and ultimately evaluate intercultural phenomena in an interdisciplinary context. To be able to recognise intercultural phenomena in specific text of newer Croatian literature. To help students integrate different methods of text analysis in the form of intercultural interpretation, and create the conditions for development of their own, new methods of analysis and transdisciplinary research instruments.
Course content	Intercultural phenomena. Newer Croatian literature in contact with other literatures. Writers: S. Vraz, S. Matavulj, I. Ćipiko, Z. Kveder, S. Miličić, I. Andrić,

	I. Samokovlija, N. Simić, V. Desnica, M. Dizdar, M. Selimović, P. Vojnić-Purčar, B. Čosić, M. Kovač, J. Osti, D. Kekanović, I. Horozović, Dž. Karahasan.
Student obligations in the course	Regular attendance
Assessment and evaluation of student work	No exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Selected texts by the authors mentioned in the course description, and texts of similar “authors with dual belonging” that the students will choose for their seminar papers. 2. Kovač, Zvonko. 2005. <i>Međuknjiževna tumačenja</i>. Zagreb: Biblioteka Književne smotre. 3. Visković, Velimir, ur. 2011. <i>Interkulturno-poredbeno izučavanje književnosti, Sarajevske sveske</i> 32-33. 77–200. URL:http://hr.scribd.com/doc/93120285/70106619-Sarajevske-Sveske-32-33-Small-1 (Accessed 3.3.2014.) 4. Chiellino, Carmine, ur. 2000. <i>Interkulturelle Literatur in Deutschland</i>. Stuttgart-Weimar: Metzler Verlag. <p>Optional</p> <ol style="list-style-type: none"> 1. Kovač, Zvonko. 2011. <i>Međuknjiževne rasprave: Poredbena i/ili interkulturalna povijest književnosti</i>, Beograd: Službeni glasnik. 2. <i>Meša Selimović – dijalog s vremenom na razmeđu svjetova</i>, 2011. Ur. Anđelković, Sava; Thomas, Paul-Louis Sarajevo: Šahinpašić. 3. <i>Filološke studije</i>, 2011. 6/2008(1–2), Zagreb: FF Press, http://philologicalstudies.org/index.php?option=com_content&task=view&id=136&Itemid=58 (Accessed 3.3.2014.) 4. Peti-Stantić, Anita, ur. 2009. <i>Treći hrvatsko-slovenski slavistički skup / Tretje hrvaško-slovensko slavistično srečanje</i>. Zagreb: FF press.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 20

Course	From the Perspective of Cultural Studies: Hybridization, Identity, Multiculturalism, Diaspora
Course coordinator	Boris Škvorc
Instructor(s)	Boris Škvorc
Course status (obligatory or elective)	Elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	<p>The course presents and examines important concepts in the field of culture theory and cultural studies. Cultural practices or discursive strategies of hybridization, identity construction, multicultural identities and diasporic positioning are read from the perspective of deconstruction. The focus is on their realisation in Croatian literature and other literatures and cultural practices. Following a theoretical explication, the central part of the course and seminars deals with specific readings of contemporary prose; the problems of hybridization and identity are addressed from the perspective of postcolonial theory as a potential “key” to reading postmodern identity hybridizations and their manifestations in local cultural and literary fields.</p> <p>Two Croatian novels will be deconstructed in the course, as well as one multicultural novel from the canon of so-called Western literature.</p>
Course objectives	To study the foundations of culture theory and cultural studies in order to analyse the problem of identity construction, multicultural identity and diasporic positioning in Croatian literature, other literatures and cultural practices.
Enrolment requirements	No requirements
Expected learning outcomes in the course	Students will be able to critically evaluate the questions of identity construction, multicultural identities and diasporic positioning. They will be able to recognize these notions in Croatian literature. They will be able to independently analyse or deconstruct Croatian and multicultural novels, and create new programmes for analysis and evaluation of literary texts and other works in a deconstructive key.
Course content	Culture theory and cultural studies. Deconstruction. Discursive strategies of hybridization. Identity constructions. Multicultural identities. Diasporic positioning. Reading contemporary prose.
Student obligations in the course	Regular attendance

Assessment and evaluation of student work	No exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Baker, Chris. 2006. <i>Cultural Studies. Theory and Practice</i>. London: Routledge. 2. Foucault, Michel. 1994. <i>Znanje i moć</i>. Zagreb: Globus. 3. Young, Robert J. C. 2003. <i>Postcolonialism</i>. Oxford: Oxford University Press. 4. Slemon, Stephen. 2006. <i>Postcolonial Critical Theories</i>. G. Castle: <i>Postcolonial Discourses. An Anthology</i>. Oxford: Blackwell Publishers. 5. Hall, Stuart. 2001. "Kulturalni studiji i njihovo teorijsko nasljeđe." <i>Quorum</i> 17/1. 182-200. <p>Optional</p> <ol style="list-style-type: none"> 1. Spivak, Gayatri Chakravorty. 1999. <i>A Critique of Postcolonial Reason: Towards a History of the Vanishing Present</i>. London. 2. Spivak, Gayatri Chakravorty. 2007. <i>Nacija i identitet</i>. Zagreb. 3. Bhabha, Homi. 2002. <i>Diseminacija – vrijeme, pripovijest i margine moderne nacije. Politika i etika pripovijedanja</i>. Ur. Biti, Vladimir. Zagreb: Hrvatska sveučilišna naklada. 4. Said, Edward William. 1999. <i>Orijentalizam</i>. Zagreb: Konzor 5. Škvorc, B. selected texts (Multikulturalizam, dijaspora i stereotipi; Okcident i Orijent: Osmanlije i islam prema kršćanstvu: Andrićevi franjevci u pričanju kolonijalne priče; etc.). 6. Three novels by the chosen authors (Andrić, Ugrešić, Bauer, Jergović, Z. Smith, S. Rushdie...)
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 21

Course	Literary Thematisation of Money
Course coordinator	Stipe Grgas
Instructor(s)	Stipe Grgas
Course status (obligatory or elective)	Elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	Considering the challenges brought forth by the current crisis, as well as the tenets of so-called new economic criticism, the course examines the ways in which literature thematises money as an element of the economic reality. Although money is regarded as the lifeblood of the economy, it is clear that we are witnessing frustration with its conceptualisations. The starting point of the course is the proposition that it is in the sphere of finance that ominous processes unfold which have transformed the human world, and about which literature can offer us insights that might compensate for the epistemological deficiency. Reading a series of Croatian literary texts, the course will focus on the ways in which authors thematised economic issues and incorporated them into their narratives. By overviewing different conceptualisations of money, the course will discuss the extent to which literature registers the issue of money appropriately, but also to what extent the literary thematisation can help us understand the character of money. The course seeks to show that the current period in finance shows that it is precisely the theoretical paradigms that are often charged with lack of real relevance that may offer an archive of knowledge that can elucidate the world affected by the processes of overall financialisation better than the discipline of economics.
Course objectives	To examine the ways in which literature thematises money. To study a number of texts in Croatian literature. To offer readings of literature that might compensate for the epistemological deficiency on the sphere of finance.
Enrolment requirements	No requirements.
Expected learning outcomes in the course	Students will be able to critically analyse the ways in which authors thematised economic issues and incorporated them into their narratives. Students will be able to connect theoretical concepts with interpretation of the texts. They will be able to discuss contemporary global and economic

	phenomena, and create their own research methods for so-called integrative and transdisciplinary analyses in the humanities.
Course content	Crisis of the contemporary period. New economic criticism. Literary thematisation of money. Conceptualisation of money.
Student obligations in the course	Regular attendance
Assessment and evaluation of student work	No exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Amato, Massimo; Fantacci Luca. 2012. <i>The End of Finance</i>. Cambridge – Malden, MA : Polity. 2. Bruce, Susan; Wagner Valeria, ed. 2007. <i>Fiction and Economy</i>. Basingstoke: Palgrave Macmillan. 3. Clune, Michael W. 2009. <i>American Literature and the Free Market 1945-2000</i>. Cambridge: Cambridge University Press, 4. De Goede, Marieke. 2001. <i>Virtue, Fortune, and Faith: A Genealogy of Finance</i>. Newcastle upon Tyne: University of Newcastle upon Tyne. 5. Simmel, Georg. 2003. <i>Filozofija novca</i>. Novi Sad: Izdavačka knjižarnica Zorana Stojanovića Sremski Karlovci. <p>Optional</p> <ol style="list-style-type: none"> 1. Grgas, Stipe. 2009. "Nosorog kapitala Richarda Powersa u osamdesetima." <i>Književna smotra</i> XLI. 5–12. 2. Grgas, Stipe. <i>Američki studiji danas: identitet, kapital, prostornost</i> (u tisku) 3. Stiegler, Bernard. 2010. <i>For a New Critique of Political Economy</i>. Cambridge – Malden, MA: Polity. 4. Woodmansee, Martha; Osteen, Mark. 1999. <i>The New Economic Criticism: Studies at the Intersection of Literature and Economics</i>. London – New York : Routledge. 5. Žunec, Ozren. 2012. "Kapitalizam i komunizam ili 'tvrda' i 'tekuća' modernost?". <i>Quorum</i> 28/1–3. 270–306.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 22

Course	Identity from the Perspective of the Spatial Turn
Course coordinator	Stipe Grgas
Instructor(s)	Stipe Grgas
Course status (obligatory or elective)	Elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	Regardless of whether identity is approached as a relational construct, as something that is constituted by difference from the Other, or a substantial category, it always involves the problem of space. This course examines the modalities of writing space into identity (self)construction. The course opens with a discussion of the theoretical apparatus for reflecting on space, and with a presentation of the basic assumptions of the spatial turn, after which it focuses on the elements of the spatial turn that are relevant to examination of what I call the national spatial imaginary. Focusing on Croatian identity, the course aims to examine the ways in which it has legitimised itself through spatial parameters, the changes in these parameters in a diachronic sequence, and the implications of elucidations of the spatial issue for the conceptualisation of Croatian identity. The course also aims to intervene into the established Croatian discourses on identity, some of which resort to unquestioning celebration of the identity and others to apodictic negation. Incorporation of geographic knowledge into an interdisciplinary approach to literary study helps shed new light on the chosen text corpus, offer a genealogical reconstruction of the (self)constitution of national identity, and open up the possibilities for critical examination of its current articulations.
Course objectives	To study modalities of writing space into identity (self)construction. To present the basic assumptions of the spatial turn. To examine the ways in which Croatian identity legitimised itself using spatial parameters.
Enrolment requirements	No requirements
Expected learning outcomes in the course	Based on the studied theoretical concepts of the spatial turn and identity formation models, students will be able to understand and recognise the shaping of Croatian identity in spatial terms.
Course content	Identity. Other. Writing space into identity (self)construction. The spatial turn. Genealogical reconstruction.

Student obligations in the course	Regular attendance
Assessment and evaluation of student work	No exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Bilgrami, Akeel. 2006. "Notes toward the definition of 'identity'." <i>Daedalus</i> 135/4. 2. Döring, Jörg; Thielmann, Tristan. 2008. <i>Spatial Turn: Das Raumparadigma in den Kultur- und Sozialwissenschaften</i>. Bielefeld: Transcript Verlag. 3. Lefebvre, Henri, 1996. <i>The Production of Space</i>. Oxford: Blackwell. 4. Petković, Nikola. 2010. <i>Identitet i granica: Hibridnost i jezik, kultura i građanstvo 21. stoljeća</i>. Zagreb: Naklada Jesenski i Turk. 5. Warf, Barney; Arias, Santa, ed. 2009. <i>The Spatial Turn: Interdisciplinary Perspectives</i>. London – New York: Routledge. <p>Optional</p> <ol style="list-style-type: none"> 1. Grgas, Stipe. 2006. <i>Kažnjavanje forme: irsko pjesništvo poslije Yeatsa</i>. Zagreb: Naklada MD. 2. Grgas, Stipe. 2008. "More kao mjesto ili prostornost mora." Petar Šegedin-Ozren Žunec, <i>S ove strane beskonačnosti: filozofiranje i more</i>. Zagreb: Demetra.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 23

Course	Narration and Memory: Croatian Novel of the 1960s and 1970s
Course coordinator	Tatjana Jukić-Gregurić
Instructor(s)	Tatjana Jukić-Gregurić
Course status (obligatory or elective)	Elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	The course focuses on the analysis of the Croatian novel in the 1960s and 1970s, and primarily novels by Antun Šoljan, Slobodan Novak and Ivan Slamnig, as preconditions for examination of the theoretical issues that derive from the complex encounter of narrative mechanisms and memory mechanisms. Especially provocative in this regard is the promise of the future in the substratum of Marxism, and the memory that it implies. The way in which the mentioned prose texts work through that promise, which is constitutive of socialism, anticipates the configurations of philosophy and psychoanalysis characteristic of critical theory in the 1990s and later, but also opens up the space for their reconceptualization. Since the secondary reading is largely not available in English translation, students should be well-versed in English (or German and French).
Course objectives	To examine the theoretical issues that derive from the complex encounter of narrative mechanisms and memory mechanisms, using as examples texts by the Croatian authors: Šoljan, Novak, Slamnig.
Enrolment requirements	No requirements
Expected learning outcomes in the course	Students will be able to connect sophisticated theoretical problems of so-called narrative mechanisms to novels from the recent period of Croatian literature. They will develop new knowledge on the integration of various (sub)disciplines of the humanities and social sciences for the purpose of creating their own analytical methodology (for instance, a narratological one).
Course content	Croatian novel of the 1960s and 1970s: Šoljan, Novak, Slamnig. Narrative mechanisms. Memory mechanisms. Marxism and so-called promise of the future. Socialism.
Student obligations in the course	Regular attendance
Assessment and evaluation of student work	No exam

Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Deleuze, Gilles. 1989. <i>Masochism: Coldness and Cruelty</i>. New York: Zone Books. (or the French edition) 2. Derrida, Jacques. 2002. <i>Sablasti Marxa. Stanje duga, rad tugovanja i nova Internacionala</i>. Zagreb: Hrvatska sveučilišna naklada. 3. Freud, Sigmund. 2005. <i>On Murder, Mourning and Melancholia</i>. London: Penguin. (or the German edition) 4. Jukić, Tatjana. 2011. <i>Revolucija i melankolija. Granice pamćenja hrvatske književnosti</i>. Zagreb: Naklada Ljevak. <p>Optional</p> <ol style="list-style-type: none"> 1. Biti, Vladimir, ur. 2002. <i>Politika i etika pripovijedanja</i>. Zagreb: Hrvatska sveučilišna naklada. 2. Biti, Vladimir. 2005. <i>Doba svjedočenja. Tvorba identiteta u suvremenoj hrvatskoj prozi</i>. Zagreb: Matica hrvatska. 3. Caruth, Cathy, ed. 1995. <i>Trauma. Explorations in Memory</i>. Baltimore – London: The Johns Hopkins University Press. 4. Derrida, Jacques. 1986. <i>Memoires for Paul de Man</i>. New York: Columbia University Press. (or the French edition) 5. Deleuze, Gilles. 1998. <i>Essays Critical and Clinical</i>. London – New York: Verso. (or the French edition) 6. Derrida, Jacques. 1998. <i>Archive Fever. A Freudian Impression</i>. Chicago – London: The University of Chicago Press. (or the French edition) 7. Felman, Shoshana; Laub, Dori. 1992. <i>Testimony. Crises of Witnessing in Literature, Psychoanalysis, and History</i>. New York – London: Routledge. 8. Kolanović, Maša. 2011. <i>Udarnik! Buntovnik? Potrošač...Popularna kultura i hrvatski roman od socijalizma do tranzicije</i>. Zagreb: Naklada Ljevak. 9. Nemeč, Krešimir. 2003. <i>Povijest hrvatskog romana od 1945. do 2000</i>. Školska knjiga: Zagreb. 10. Sprinker, Michael, ed. 1999. <i>Ghostly Demarcations: A Symposium on Jacques Derrida's Specters of Marx</i>. London – New York: Verso.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 24

Course	Narration and the Political
Course coordinator	Zrinka Božić Blanuša
Instructor(s)	Zrinka Božić Blanuša
Course status (obligatory or elective)	Elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	The course introduces students to different approaches to the politics of narration (and literature in general) through a selection of theoretical texts. By discussing the texts and giving a presentation on the topic of their seminar paper, they should acquire an understanding of the debate that has been going on for a while now among literary and culture theorists and philosophers.
Course objectives	The aim of the course is to elucidate the complex relationship between narration and the political.
Enrolment requirements	No requirements
Expected learning outcomes in the course	To critically interpret the sophisticated functioning of the most recent concepts in literary theory (and especially deconstruction, and critiques of it). To acquire an understanding of debates of contemporary theorists. To master the theory in order to participate in the debate, and to create new programmes for integration of different methods in the interpretation of texts.
Course content	Politics of narration. Politics of literature.
Student obligations in the course	Regular attendance
Assessment and evaluation of student work	No exam
Reading	Required <ol style="list-style-type: none"> 1. Arendt, Hannah. 1991. <i>Vita activa</i>. Zagreb. 2. Biti, Vladimir ur. 2002. <i>Politika i etika pripovijedanja</i>. Zagreb. 3. Bloch, Ernst; Lukacs, Georg; Brecht, Bertold; Benjamin, Walter; Adorno, Theodor. <i>Aesthetics and Politics</i>. London, 1977. 4. Cavarero, Adriana. 2000. <i>Relating Narratives: Storytelling and Selfhood</i>. London – New York. 5. Currie, Mark. 1998. <i>Postmodern Narrative Theory</i>. London.

	<p>Optional</p> <ol style="list-style-type: none"> 1. Adorno, Theodor. 1985. <i>Filozofsko-sociološki eseji o književnosti</i>. Zagreb 2. Agamben, Giorgio. 2004. <i>Ideja proze</i>. Zagreb. 3. Agamben, Giorgio. 1993. <i>The Coming Community</i>. Minneapolis. 4. Attridge, Derek. 2004. <i>The Singularity of Literature</i>. London – New York. 5. Benjamin, Walter. 1986. <i>Estetički ogledi</i>. Zagreb 6. Berman, Jessica. 2001. <i>Modernist Fiction, Cosmopolitanism, and the Politics of Community</i>. Cambridge. 7. Bhabha, Homi, ed. 1990. <i>Nation and Narration</i>. London – New York
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 25

Course	Media, Communications and National Memory in the Period of the Croatian National Revival
Course coordinator	Suzana Coha
Instructor(s)	Suzana Coha
Course status (obligatory or elective)	Elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	Based on the (post)modern theories of national identity (B. Anderson, E. Gellner, E. Hobsbawm) and the more or less compatible theories of the media and public opinion (J. Habermas, M. McLuhan), as well as theories of collective memory or cultural memory (M. Halbwachs, A. and J. Assmann), the course will analyse and interpret the processes of constructing and constituting Croatian national identity in the period of the Croatian National Revival.
Course objectives	To present the theories of national identity, and theories of the media and public opinion. To analyse and interpret the processes of Croatian national identity.
Enrolment requirements	No requirements
Expected learning outcomes in the course	Students will master sophisticated theoretical instruments for analysis and critical evaluation of identity, which will allow them to analyse the processes of identity formation on the example of Croatian literature. They will be able to use the acquired knowledge to create their own models of analysis.
Course content	Postmodern and modern theories of national identity. Media theories. Croatian national identity.
Student obligations in the course	Regular attendance
Assessment and evaluation of student work	No exam
Reading	Required 1. Anderson, Benedict. 1990. <i>Nacija: zamišljena zajednica. Razmatranja o porijeklu i širenju nacionalizma</i> . Zagreb: Školska knjiga.

	<ol style="list-style-type: none"> 2. Assmann, Jan. 2005. <i>Kulturno pamćenje. Pismo, sjećanje i politički identitet u ranim visokim kulturama</i>. Zenica: Vrijeme. 3. Gellner, Ernest. <i>Nacije i nacionalizam</i>. Politička kultura, Zagreb, 1998. 4. Hobsbawm, Eric J. 1993. <i>Nacije i nacionalizam. Program, mit, stvarnost</i>. Zagreb: Novi Liber. 5. Roberts, John Michael; Crossley, Nick. 2006. <i>After Habermas: New Perspectives on the Public Sphere</i>. Oxford – Malden, Blackwell Publishing. <p>Optional</p> <ol style="list-style-type: none"> 1. Alexander, Jeffrey C.; Eyerman, Ron; Giesen, Bernhard; Smelser, Neil J.; Sztompka, Piotr. 2004. <i>Cultural Trauma and Collective Identity</i>. Berkeley – Los Angeles – London: University of California Press. 2. Assmann, Aleida. 2002. <i>Rad na nacionalnom pamćenju. Kratka istorija nemačke ideje obrazovanja</i>. Beograd: Čigoja štampa – Knjižara Krug. 3. Gurevitch, Michael; Bennett, Tony; Curran, James; Woollacott, Janet, ed. 1995. <i>Culture, Society and the Media</i>. London – New York: Routledge. 4. Habermas, Jürgen. 1990. <i>Strukturwandel der Öffentlichkeit. Untersuchungen zu einer Kategorie der bürgerlichen Gesellschaft. Mit einem Vorwort zur Neuauflage 1990</i>. Frankfurt am Main: Suhrkamp Verlag. 5. Hobsbawm, Eric; Ranger, Terence, ed. 2003. <i>The Invention of Tradition</i>. Cambridge – New York: Cambridge University Press.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 26

Course	Mythology, Philology and Ideology: Myth as a Sacred, Ideological and Anarchic Story
Course coordinator	Suzana Marjanić
Instructor(s)	Suzana Marjanić
Course status (obligatory or elective)	Elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	<p>While myths in archaic times were told as part of rituals (<i>dromenon</i>), a certain change in the meaning of the word mythos occurred when the first Greek philosophers (Xenophanes for instance) criticised cognition based on myth, and opposed logos to mythos. The theme of the conflict between philosophy and mythology permeated Greek philosophy all the way up to its great systematisers Plato and Aristotle. Aristotle's definition of myth (in <i>Poetics</i>) as the "soul of tragedy" directed the subsequent meaning of the word mythos as story. Through six thematic units and using our common creative abilities, we shall interpret myth as a sacred, ideological and anarchic narrative. Contemporary study of Croatian mythology has been marked by R. Katičić and V. Belaj, who reconstructed the Croatian pantheon with the supreme deity of Perun the god of thunder within the framework of the Proto-Slavic religious system and its belonging to a broader Indo-European framework. On the basis of semiotic and philological studies of V. V. Ivanov and V. N. Toporov and Katičić's semiological-etymological approach, V. Belaj reconstructed the pagan components in Croatian folk customs and beliefs (in the book <i>Hod kroz godinu</i>, 1998) and traced out the contours of the mythical story of the god of vegetation whose life imitates the life of wheat.</p>
Course objectives	Through the six thematic units, the teacher will together with the doctoral candidates, and using common creative abilities, interpret myth as a sacred, ideological and anarchic story.
Enrolment requirements	No requirements.
Expected learning outcomes in the course	It is expected that students will master a complex theoretical interdisciplinary concept (mythology, philology and ideology) of the study of myth, and be able to critically interpret sophisticated mechanisms of the functioning of the most

	recent literary-theoretical concepts, especially those associated with theory of myth and critiques of it. They will acquire an overview of the debates of contemporary theorists of myth. They will master the theory needed to participate in the debates, and to create new ways of integrating different methods in interpretation of texts.
Course content	Theatre and ritual: the example of ancient Greek tragedy – the Cambridge school on the origin of theatre in fertility rites; Kirby’s shaman theory on the origin of theatre, that is, what do ritual and theatre have in common? Mask – the anthropological need for a disguise and the psychological need for putting on costumes / identity change; mask and its relationship to ancestors cult; everyday “mask” and the theatrum mundi metaphor. Myths of love: anthropology of love (Denis de Rougemont, Tea Škokić). Myths of the androgynous and hermaphrodite (M. Eliade): Virginia Woolf, Orlando (1928). Northrop Frye: <i>Anatomy of Criticism</i> (1957) – mythic and archetypal criticism, influence of Frazer and Jung; connecting mythology and ritual to psychology in understanding literature. Mythology of vampirism – literary and film representations. Boris Perić: <i>Vampir</i> (2006), and reactualisation of Valvasor’s record of the legend of the "vampire" Jure Grando from Kringa – the first vampire with a recorded name and surname in European history (Museum of the Vampire Jure Grando). Mythic aspects of ecofeminism (Mirela Holy and Marija Geiger Zeman) – ecofeminism and deep ecology; ecofeminist readings of Melville’s novel <i>Moby Dick</i> (Sanja Kajinić); ecofeminism and deconstruction of androcentric myths (Marti Kheel). Deconstruction of political myths and ethnomylths and myths in mass media, processes of political/ideological remythologisation (for instance, Roland Barthes, Ivan Čolović, Dunja Rihtman-Auguštin, Milivoj Solar, Ivo Žanić); conspiracy theories – myth or reality (alternative histories).
Student obligations in the course	Regular attendance
Assessment and evaluation of student work	No exam
Reading	<p>Obligatory</p> <ol style="list-style-type: none"> 1. Barthes, Roland. 1979. <i>Književnost – mitologija – semiologija</i>. Beograd: Nolit. 2. Belaj, Vitomir. 2007. <i>Hod kroz godinu. Pokušaj rekonstrukcije prahrvatskoga mitskog svjetonazora</i>. Zagreb: Golden marketing. 3. Bell, Catherine. 2009. <i>Ritual Theory, Ritual Practice</i>. Oxford – New York: Oxford University Press. (two chapters by choice) 4. <i>Encyclopedia of Witchcraft. The Western Tradition</i>. 2006. (ed. Richard M. Golden). Santa Barbara – Denver – Oxford: ABC-CLIO. (two encyclopaedia entries by choice) 5. Gimbutas, Marija. 1991. <i>The Language of the Goddess</i>. San Francisco: Harper & Row. (one chapter by choice) <p>Optional</p>

	<ol style="list-style-type: none"> 1. Baltrušaitis, Jurgis. 1991. <i>Fantastični srednji vijek: antičko i egzotizmi u gotičkoj umjetnosti</i>. Sarajevo: Svjetlost. 2. Bandić, Dušan. 1997. <i>Vampir u religijskim shvatanjima jugoslovenskih naroda. Carstvo zemaljsko i carstvo nebesko</i>. Beograd: Čigoja štampa, pp. 85-115. 3. Budimir, Milan. 1966. "Vampirizam u evropskoj književnosti." <i>Anali Filološkog fakulteta</i> 6. 269-273. 4. Campbell, Joseph. 2007. <i>Junak s tisuću lica</i>. Zagreb: Fabula nova. 5. Cassirer, Ernst. 1985. <i>Filozofija simboličkih oblika. Drugi deo. Mitsko mišljenje</i>. Novi Sad: NIŠRO Dnevnik, OOUR Izdavačka delatnost Novi Sad i Književna zajednica Novog Sada. 6. Cohen, Jeffrey Jerome. 1997. <i>Monster Culture (Seven Thesis). Monster Theory: Reading Culture</i>. Minneapolis, London: University of Minnesota Press. 3–25. 7. Durand, Gilbert. 1991. <i>Antropološke strukture imaginarnog</i>. Zagreb: August Cesarec. 8. Eliade, Mircea. 1985. <i>Šamanizam i arhajske tehnike ekstaze</i>. Novi Sad: Matica srpska. 9. Eliade, Mircea. 2007. <i>Mit o vječnom povratku</i>. Zagreb: Jesenski & Turk.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 27

Course	Eastern Modification of Postmodernism
Course coordinator	Jasmina Vojvodić
Instructor(s)	Jasmina Vojvodić
Course status (obligatory or elective)	Elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	The course deals with an analysis of distinctive features of eastern (Russian, Ukrainian and other Slavic literatures) and western modification of postmodernism (Western European and American). This distinction obtains in the theory and history of literature due to different periods of their emergence, and also their specific poetological characteristics. The course will examine specific thematic and stylistic features. Among primary texts most attention will be devoted to the novels and short stories of Victor Pelevin, Lyudmila Ulitskaya, Boris Akunin (Russian literature), Yurii Andrukhovych (Ukrainian literature), Slavenka Drakulić, Dubravka Ugrešić (Croatian literature), etc.
Course objectives	The course will examine the distinctive features of eastern and western modifications of postmodernism, based on an analysis of theoretical texts and primary texts (mostly prose ones). Special attention will be paid to Russian postmodernism because of its development and its popularity in the West.
Enrolment requirements	No requirements
Expected learning outcomes in the course	Students are expected to be able to critically evaluate theoretical concepts associated with postmodernism through reading a selection of primary literature. Based on acquired theoretical knowledge, students will be able to form their own methods for researching the most recent literary phenomena using an intercultural and comparatist key.
Course content	Eastern modification of postmodernism. Western modification of postmodernism. Specific thematic and stylistic features: eating related themes (devouring, selfeating, cannibalism, coprofagy) in texts by Russian and other Slavic writers; themes of the “political“ in the prose of the eastern modification of postmodernism (thematization of war; trauma of the Soviet era; idealisation of history); hybridity of prose; relationship with popular literature; presence in the media; disposition for film adaptations, etc.
Student obligations in the course	Regular attendance

Assessment and evaluation of student work	No exam
Reading	<p>Obligatory</p> <ol style="list-style-type: none"> 1. Lauer, Reinhard. 2009. <i>Povijest ruske književnosti</i>. Zagreb: Golden marketing – Tehnička knjiga. 2. Solar, Milivoj. 2005. <i>Retorika postmoderne. Ogledi i predavanja</i>. Zagreb: Matica hrvatska. 3. Ugrešić, Dubravka. 1989. <i>Pljuska u ruci (Antologija alternativne ruske proze)</i>. Zagreb: August Cesarec. 4. Vojvodić, Jasmina. 2012. <i>Tri tipa ruskog postmodernizma</i>. Zagreb: Disput. 5. Vahtel, Endru Baruh. 2006. <i>Književnost Istočne Evrope u doba postkomunizma. Uloga pisca u Istočnoj Evropi</i>. Beograd: Stubovi kulture. <p>Optional</p> <ol style="list-style-type: none"> 1. Connor, Steven, ed. 2004. <i>The Cambridge Companion to Postmodernism</i>. Cambridge: Cambridge University Press. 2. Ćepštein, Mikhail. 2005. <i>Postmodern v ruskoj literature</i>. Moskva: Vysšaja škola. 3. Hassan, Ihab. 1971. <i>The Dismemberment of Orpheus. Toward a Postmodern Literature</i>. New York: Oxford University Press. (Croatian translation: <i>Komadanje Orfeja: prema postmodernoj književnosti</i>, 1992). 4. Lugarić, Danijela. 2011. <i>Transfer u zagonetci / zagonetka transfera (the examples of Akunin's detective novels on Ćerast Fandorin)</i>. <i>Književna smotra</i> 159/1. Zagreb: HFD. 35–42. 5. Oraić Tolić, Dubravka. 2005. <i>Muška moderna i ženska postmoderna: rođenje virtualne kulture</i>. Zagreb: Ljevak. 6. Solar, Milivoj. 2005. <i>Laka i teška književnost. Predavanja o postmodernizmu i trivijalnoj književnosti</i>. Zagreb: Matica hrvatska. 7. Vojvodić, Jasmina, ur. 2010. <i>Kalendar. Zbornik radova</i>. Zagreb: FFPress. 8. Vojvodić, Jasmina, ur. 2010. <i>Hrana: Od gladi do prejedanja. Zbornik znanstvenih radova</i>. Zagreb: Disput.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 28

Course	Conflict and War: Interpreting Resistance
Course co-ordinator	Nenad Ivić
Instructor(s)	Nenad Ivić
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	The classical text is defined by its ability to resist (J. M. Coetzee). In every reading, text and reader are at war (P. Valery). The course foregrounds the conflict at the core of reading and interpretive practices (criticism and theory), which are validated even as they themselves validate certain configurations of the concepts such as philology, discourse, text, writing, translation, author, art, and deconstruction, in the texts of J. M. Coetzee, R. Barthes, M. Foucault, J.-L. Nancy, and J. Derrida.
Course objectives	Identifying the notions of conflict and war at the core of reading and interpretive practices.
Enrolment requirements	no requirements

Expected learning outcomes in the course	Doctoral candidates are expected to master theoretical notions and procedures needed to configure their own interpretations of selected texts. Critical interpretation of sophisticated mechanisms at work in the most recent currents in literary theory – especially those pertaining to deconstruction and its critique – and awareness of the issues in contemporary literary theory will stimulate doctoral candidates to create new programmes for integrating various methods in the interpretation of texts.
Course content	Conflict and war. Practice of reading and interpretation. Deconstructing texts.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Barthes, Roland. 2004. <i>Užitak u tekstu</i>, Zagreb: Meandar. 2. Coetzee, John Maxwell. 2002. "What is a classic." In: <i>Stranger shores. Essays 1986-1999</i>. London. 3. Derrida, Jacques. 2007. <i>Pisanje i razlika</i>, Sarajevo/Zagreb: Biblioteka Diskursi. 4. Foucault, Michel. 2002. <i>Riječi i stvari</i>. Zagreb: Golden marketing. 5. Nancy, Jean-Luc. 1996. <i>The Muses</i>. Stanford: Stanford University Press. <p>Optional</p> <ol style="list-style-type: none"> 1. Barthes, Roland. 1984. <i>Le bruissement de la langue. Essais critiques IV</i>, Paris: Seuil. 2. Coetzee, John Maxwell. 2009. <i>Summertime</i>, London: Harvil Secker.

	<p>3. Foucault, Michel. 1969. <i>L'Archéologie du savoir</i>, Paris: Gallimard.</p> <p>4. Nancy, Jean-Luc. 1979. <i>Ego sum</i>, Paris: Flammarion.</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 29

Course	Croatian Lyric Poetry: Theoretical Readings
Course co-ordinator	Tvrtko Vuković
Instructor(s)	Tvrtko Vuković
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	<p>The course offers an overview of the following problems: poetic representation (addressing, presentation, demonstration, advocating, exclusion) and identity formation; politics and ethics in lyric poetry; power/knowledge in poetic discourse and the idea of imagination; poetry and the concept of originality etc. Allowing for specific features in the poetics from symbolism to postmodernism, the following issues will be discussed: self-stylisation of the lyric self, the inscription of the authorial in the textual subject as an act of autobiographic self-validation, the role of narration in poetry, consequences of the dissolution of the central lyric consciousness, figures of melancholy, apostrophe, catachresis, prosopopeia and allegory, structural and rhetorical function of refrain, the role of self-referentiality and intertextuality, genres as frames of signification, etc. Readings include</p>

	the work of the most important Croatian poets from Matoš, through Slamnig and Dragojević, to Rešicki.
Course objectives	The course focuses on the interaction of contemporary literary and cultural theory and Croatian poetry from modernism to the present. The initial emphasis is on the changes in the study of lyric poetry from formalism to various recent inter-disciplinary contextual approaches.
Enrolment requirements	no requirements
Expected learning outcomes in the course	Doctoral candidates are expected to become proficient in applying theoretical insights in the interpretation of poetic works from Matoš to Rešicki. Doctoral candidates will also be encouraged to structure their own programmes for integrating various research (sub)disciplines within humanities and social sciences in order to create new, innovative methods of reading and interpretation.
Course content	Theoretical readings of lyric poetry. Poetic representation (addressing, presentation, demonstration, advocating, exclusion) and identity formation. Politics and ethics in lyric poetry. Power/knowledge in poetic discourse and the idea of imagination. Poetry and the concept of originality.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Reading	Required <ol style="list-style-type: none"> 1. Eagleton, Terry. 1987. <i>Književna teorija</i>. Zagreb: Sveučilišna naklada Liber. 2. Eagleton, Terry. 2007. <i>How to Read a Poem</i>. Oxford: Blackwell.

	<p>3. Easthope, Anthony, ed. 1991. <i>Contemporary Poetry Meets Modern Theory</i>. Toronto – Buffalo: University of Toronto Press.</p> <p>4. Vuković, Tvrtko. 2012. <i>Tko je u razredu ugasio svjetlo</i>. Zagreb: Meandarmedia.</p> <p>Optional</p> <p>1. Biti, Vladimir. 2000. <i>Pojmovnik suvremene književne teorije</i>. Zagreb: Matica hrvatska.</p> <p>2. Jurić, Slaven. 2006. <i>Počeci slobodnoga stiha</i>. Zagreb: FF Press.</p> <p>3. Perloff, Marjorie. 1991. <i>Radical Artifice: Writing Poetry in the Age of Media</i>, Chicago – London: University of Chicago Press.</p> <p>4. Rabaté, Dominique, ed. 1996. <i>Figures du sujet lyrique</i>, Paris.</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 30

Course	Croatian Novel in the Context of Popular Culture and Everyday Life under Yugoslav Socialism
Course co-ordinator	Maša Kolanović
Instructor(s)	Maša Kolanović
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	The course focuses on reading recent history of Croatian literature in the light of cultural studies, discussing the interrelation of the novel, popular culture, everyday life, and ideology in the second half of the 20 th century and in the present. Educating and training doctoral candidates in individual research, critical interpretation of analysed texts, and interdisciplinary work will be given particular prominence.
Course objectives	The aim of the course is to present the dynamic interrelation of the fields of literature, popular culture, media, and socio-political life, from the aftermath of World War II, through socialist Yugoslavia, up to the current processes of transition, by means of analysing representative Croatian novels and select media texts (feature and documentary film, commercials, music videos, television shows etc.).

Enrolment requirements	no requirements
Expected learning outcomes in the course	The course is devised as a platform for developing skills for individual research and interdisciplinary study and developing strategies of academic and other professional writing in the humanities and social sciences. Critical interpretation of the issues in recent literary theory – in particular those pertaining to cultural studies – and awareness of the problems involved would enable doctoral candidates to engage in theoretical discussion and create new programmes for integrating various methods in the interpretation of texts.
Course content	Reading recent history of Croatian literature in the light of cultural studies. The novel. Popular culture. Everyday life. 20 th century ideology.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Reading	<p>Required (depending on the research topic)</p> <ol style="list-style-type: none"> 1. Bagić, Krešimir i dr., ur. 2008. <i>Način u jeziku/Književnost i kultura pedesetih. Zbornik radova 36. seminara Zagrebačke slavističke škole</i>, Zagreb: Zagrebačka slavistička škola 2. Bagić, Krešimir, ur. 2006. <i>Raslojavanje jezika i književnosti. Zbornik radova XXXIV. Seminara Zagrebačke slavističke škole</i>, Zagreb: FF press 3. Bartlett, Djurdja. 2010. <i>Fashion East. The Spectre that Haunted Socialism</i>. Cambridge – Massachusetts – London: The MIT Press

	<p>4. Bren, Paulina; Neuburger, Mary. 2012. <i>Communism Unwrapped: Consumption in Cold War Eastern Europe</i>. New York: Oxford University Press</p> <p>5. Crowley, David; Reid, E. Susan, eds. 2000. <i>Style and Socialism: Modernity and Material Culture in Post-War Eastern Europe</i>, Oxford – New York: Berg</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 31

Course	Marin Držić between Poetics and Politics
Course co-ordinator	Milovan Tatarin
Instructor(s)	Milovan Tatarin
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	Although found and published in the 1930s, Držić's conspiratorial letters only became the focus of research interest in the 1950s, when Živko Jeličić related them to the first prologue in the comedy <i>Dundo Maroje</i> . His identification of <i>Ijudi nahvao</i> with the Ragusan aristocracy was accepted by Leo Košuta, Frano Čale, and Slobodan P. Novak, who interpreted Držić's comedies and pastorals, as well as his single tragedy, as subversive texts with a hidden political message. The course is devised to present a different interpretive framework in order to prove that after 1548 the cause of Držić's "conflict" with his hometown was due to poetics and not politics.
Course objectives	Analysis of key notions for the interpretation of Držić's work. The interpretive paradigm Ž. Jeličić – F. Čale – S. P. Novak. The lost <i>Pomet</i> . The first prologue in <i>Tirena</i> . The second prologue in <i>Tirena</i> . The first prologue in <i>Dundo Maroje</i> as a poetics.

Enrolment requirements	no requirements
Expected learning outcomes in the course	A detailed analysis of Držić's work will enable doctoral candidates to identify various interpretive strategies informing the creation of any canonical work of literature, such as the production of ideological structures in the text, its generic, stylistic and poetic features, the aesthetic devices employed etc. By mastering critical procedures for analysis of socio-cultural aspects of the literary work of Marin Držić as a specific example of an early modern, or more precisely renaissance, cultural artefact, candidates will be able to devise new analytic methods of inquiry in various media, texts or discourses, from theatre to literary history.
Course content	Marin Držić, ideological structures, aspects of his poetics, generic identification
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Košuta, Leo. 1968. "Pravi i obrnuti svijet u Držićevu <i>Dundu Maraju</i>." <i>Mogućnosti</i> 11, 12: 1356-1376, 1479-1502. 2. Čale, Frano. 1968. "Pometov makjavelizam: od umjetničke vizije do urotničke zbilje." In: <i>O književnim i kazališnim dodirima hrvatsko-talijanskim</i>. Dubrovnik: Matica hrvatska. 7-28. 3. Mrkonjić, Zvonimir. 1969. "O Držićevoj teatralnosti." In: <i>Marin Držić: zbornik radova</i>, ur. Ravlić, 447-475. 4. Čale, Frano. 1979, ²1987. <i>Marin Držić: Djela</i> (predgovor). Zagreb: Cekade

5. Prosperov Novak, Slobodan. 1984. *Planeta Držić*. Zagreb: Cekade
6. Čale Feldman, Lada. 2008. "Pomet – Greenblatov Jago?" In: Morana Čale i Lada Čale Feldman, *U kanonu*. Zagreb: Disput: 67-80.
7. Tatarin, Milovan. 2011. *Čudan ti je animao čovjek: rasprave o Marinu Držiću*. Zagreb – Dubrovnik: Hrvatska akademija znanosti i umjetnosti, Zavod za povijesne znanosti HAZU u Dubrovniku.

Optional

1. *Zbornik radova o Marinu Držiću*. 1996. Ur. Jakša Ravlić. Zagreb: Matica hrvatska.
2. Bogišić, Rafo. 1969. *Marin Držić sam na putu*. Zagreb: Hrvatska akademija znanosti i umjetnosti.
3. Kunčević, Lovro. 2007. "»Ipak nije na odmet sve čuti«: medičeski pogled na urotničke namjere Marina Držića." *Anali Zavoda za povijesne znanosti HAZU u Dubrovniku* XLV: 9-46.
4. Stojan, Slavica. 2007. *Slast tartare: Marin Držić u svakodnevnici renesansnog Dubrovnika*. Zagreb – Dubrovnik: Hrvatska akademija znanosti i umjetnosti, Zavod za povijesne znanosti u Dubrovniku
5. *Leksikon Marina Držića*. 2009. Ur. Slobodan P. Novak, Milovan Tatarin, Mirjana Mataija, Leo Rafolt. Zagreb: Leksikografski zavod Miroslav Krleža.
6. *Marin Držić – svjetionik dubrovačke renesanse*. 2009. Ur. Sava Anđelković i Paul-Louis Thomas. Zagreb: Disput.
7. *Dani Hvarškoga kazališta XXXV: Nazbilj i nahvao: etičke suprotnosti u hrvatskoj književnosti i kazalištu od Marina Držića do naših dana. U čast 500-obljetnice rođenja Marina Držića*. 2009. Zagreb – Split: Hrvatska akademija znanosti i umjetnosti, Književni krug.

	<p>8. <i>Držić danas: epoha i naslijeđe</i>. 2009. Ur. Cvijeta Pavlović i Vinka Glunčić-Bužančić. Split – Zagreb: Književni krug, Odsjek za komparativnu književnost Filozofskog fakulteta Sveučilišta u Zagrebu</p> <p>9. <i>Marin Držić: 1508-2008: zbornik radova s međunarodnoga znanstvenog skupa održanog 5-7. studenoga 2008. u Zagrebu</i>. 2010. Ur. Dunja Fališevac i Nikola Batušić. Zagreb: Hrvatska akademija znanosti i umjetnosti.</p> <p>10. Franić Tomić, Viktoria. 2011. <i>Tko je bio Marin Držić</i>. Zagreb: Matica hrvatska</p> <p>11. Čale Feldman, Lada. 2012. <i>U san nije vjerovati</i>. Zagreb: Disput.</p> <p>12. Fališevac, Dunja. 2013. <i>Slike starog Dubrovnika</i>. Zagreb: Matica hrvatska.</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 32

Course	Forms of Minimalist Literature
Course co-ordinator	Josip Užarević
Instructor(s)	Josip Užarević
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	The problem of minimalism in literature radically highlights the problem of the ways in which texts in general and literary texts in particular are structured and how they work. In the context of the study of literature and text theory, the course is conceived as a critique of the basic tenets of literary theory (art/non-art, the text as a totality, the status of tropes and figures, the problem of narrative, the problem of relating semantic-axiological universality to the singularity of works of art, etc.)
Course objectives	Doctoral candidates of literature are offered a fresh approach to the differences and similarities that obtain between artistic and non-artistic speech; an outline of the system of minimalist genres is also proposed.
Enrolment requirements	no requirements

Expected learning outcomes in the course	Doctoral candidates will be able to interpret critically the problems and notions under scrutiny, and. to apply the sophisticated mechanisms of the theories of minimalist literature, in particular the meta-generic terms and their critique. Due to the awareness of the current debates in the theories of minimalism, and having mastered theoretical tools for taking part in such discussions, they will be able to devise new individual programmes for integrating various methods in the interpretation of texts.
Course content	Minimalism in literature. How literature works. Art/Non-art. Text as a totality. The status of tropes and figures. The problem of narration. The problem of the relation of semantic-axiological universality to the singularity of works of art.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Jolles, Andre. 2000. <i>Jednostavni oblici</i>, Zagreb: Matica hrvatska. 2. Solar, Milivoj. 1980. <i>Ideja i priča</i>, Zagreb: Liber. 3. Škreb, Zdenko. 1968. "Sitni i najsitniji oblici književnosti." <i>Umjetnost riječi</i> XII. 39-48. 4. Škreb, Zdenko. 1983. "Mikrostrukture stila i književne forme." In: <i>Uvod u književnost</i>. Ur. Škreb, Zdenko; Stamać, Ante. Zagreb: Nakladni zavod Globus. 5. Užarević, Josip. 2005. "Maksimum minimuma. Minimalistički jezičnoumjetnički tekst." In: <i>Od fonetike do etike. Zbornik o sedamdesetogodišnjici prof. dr. Josipa Silića</i>. Ur. Pranjković, Ivo Zagreb: Disput.

	<p>Optional</p> <ol style="list-style-type: none"> 1. Barth, John. 1989. "Nekoliko reči o minimalizmu." <i>Gradina</i> 1. 145-152. 2. Džambo, Jozo. 1999. "<i>Maledicta ethnica</i>. O nacionalnim stereotipima i verbalnoj agresiji." In: <i>Dies academicus. Zbornik u čast dr. fra Ignacija Gavrana</i>. Zagreb: Udruga đaka franjevačke klasične gimnazije – Visoko. 3. Ćpštejn, M. 2000. <i>Slovo kak proizvodenie. O žanre odnoslovija</i>. Novyj mir 9. 204-215. 4. Gavran, Ignacije. 1962. <i>Bludna psovka. Povjesno-psihološka studija</i>, Sarajevo: Udruženje Dobri Pastir. 5. Užarević, Josip. 1999. "Fenomenologija psovke." <i>Republika</i> 5-6. 187-200. 6. Užarević, Josip. 2003. "Problem ponavljanja prekinutoga ponavljanja." <i>Književna smotra</i> 127/1. 37-44. 7. Užarević, Josip. 2006. "Protonarativ i narativ – poslovica i vic." <i>Umjetnost riječi</i> 2-3. 147-170.
<p>Methods of quality assurance</p>	<p>Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.</p>

COURSE NUMBER: 33

Course	Memory and Oral Narratives
Course co-ordinator	Evelina Rudan Kapec
Instructor(s)	Evelina Rudan Kapec
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures, workshops, tutorials, individual work
Course description	The course focuses on the various theoretical approaches to memory and remembrance (individual and collective, communicative and cultural), as well as on the modes of memory in oral narratives: generic memory on the formal level, recollection of specific <i>lieux de mémoire</i> on the level of content, the forms of memory relevant to the community (the primary community: the one in which the narratives are being told, and the secondary, research or scholarly, community: the one in which the narratives are being interpreted).
Course objectives	To inform the doctoral candidates of the various theoretical approaches to memory and remembrance within various disciplines (sociology, ethnology, anthropology, study of literature). To establish distinctions between individual and collective, communicative and cultural, memory and remembrance, at the level of the mechanism for forming and transferring oral narratives (fictional and non-

	<p>fictional: from traditional oral genres to slice-of-life stories). To analyse various forms of memory communities: the family community, the local community, the academic community, society as a whole. To detect strategies of memory as the cohesive elements of such communities and as strategies of resistance to 'official' narratives. To analyse the effects of textual forms on memory; to distinguish the genres of oral narratives with respect to segments of communicative and cultural memory, as well as note the mechanisms of oblivion on the level of prose oral genres as regards their content (subjects, motifs, and the like.)</p>
Enrolment requirements	no requirements
Expected learning outcomes in the course	<p>Doctoral candidates will be able to define and interpret various explanatory concepts of memory and remembrance and to apply those concepts in the analysis of oral narratives on the level of text, performance, and context. Candidates will also be able to analyse the genres of oral narratives in the perspective of communicative and cultural memory, and to explicate the mechanisms of memory and oblivion on the level of models for oral narratives in family communities, local communities, and in the society as a whole.</p>
Course content	<p>The art of memory (F.A. Yates). Oral remembrance (images and formulae), static and dynamic, reproduction and creation (Parry, Lord, formulae).</p> <p>The concepts of collective memory (M. Halbwachs) and place memory (P. Nora). Distinction between individual memory (as methods and processes for learning and repeated use of particular contents) and collective memory (as attempts on the part of a community to establish and retain particular contents). Distinction between individual and collective remembrance (recollections of individuals or communities).</p>

Distinction between communicative and cultural memory (J. Assmann) as two types of memory, of which the first type (communicative) takes in remembrances that have to do with recent past, belong to a group, are diffuse, and for the most part secured by the experience of transmission through three or four generations in the mode of biographical remembrance. The second type (cultural) is predicated upon focus on the fixed tractions of the past, such as symbolic figures as nodal points for organising remembrances. The latter type is characterised by ritual and ceremonial communication, its structure is differentiated, and it has special transmitters.

Analysis of various oral genres within the perspective of the distinction between communicative and cultural memory (fairytales, legends, autobiographical narratives, slice-of-life stories). To what extent are genres types of cultural memory, who are the specialised transmitters and in which genres are they important (protagonists/directors).

Analysis of groups – what is a group in narrative transmission; what kind of identity does it constitute and with respect to which community; the strategies of constituting identity in a community (horizontal and vertical), with respect to official narratives and in resistance to them. The communicative aspect of oral narratives as a means of instituting cohesive linkage among community members, genealogical catalogues in 'authentic' storytelling situations and their absence in research situations. The different form narratives take when told to members of the community and when told to researchers.

Analysis of *lieux de mémoire* which linger even when the framework of imagery in which they were embedded is lost. Micro-contextual knowledge and memory. Conditions of oblivion and memory.

Research feeding back into memory, its effect on the status of certain

	<p>genres, and on certain narrative subjects and motifs. Recollection of oral narratives in a written culture.</p> <p>Analysis will focus on oral narratives recorded in monographs (M. Lang, J. Lovretić, D. Ivanišević), the field work of the course co-ordinator, and the field work of the candidates.</p>
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Reading	<p>Required reading:</p> <ol style="list-style-type: none"> 1. Bošković-Stulli, Maja. ²2006. <i>Priče i pričanje. Stoljeća hrvatske usmene proze</i>, Zagreb: Matica hrvatska. 2. Connerton, Paul. 2004. <i>Kako se društva sjećaju</i>. Zagreb: Izdanja Antibarbarus. 3. Lacmann, Renate. 2002. <i>Phantasia / Memoria / Rhetorica</i>. Zagreb: Matica hrvatska. 4. Lang, Milan. 1992. <i>Samobor: Narodni život i običaji</i>. Zagreb, Samobor. 5. Lovretić, Josip. 1990. <i>Otok</i>. Vinkovci: Kulturno.informativni centar „Privlačica“. 6. Marks, Ljiljana. 2000. <i>Vekivečni Zagreb: Zagrebačke priče i predaje</i>. Zagreb: AGM 7. Yates, Frances. 2011. <i>Umijeće pamćenja</i>. Zagreb: Jesenski i Turk. <p>Optional reading:</p> <ol style="list-style-type: none"> 1. Bertoša, Miroslav. 2002. <i>Izazovi povijesnog zanata: Lokalna povijest i sveopći modeli</i>. Zagreb: Antibarbarus.

	<p>2. Božanić, Joško. 1992. <i>Komiške facende: Poetika i stilistika usmene nefikcionalne priče Komiže</i>. Split: Književni krug Split.</p> <p>3. Jambrešić Kirin, Renata. 2008. <i>Dom i svijet: O ženskoj kulturi pamćenja</i>. Zagreb: Centar za ženske studije.</p> <p>4. Marković, Jelena. 2012. <i>Pričanja o djetinjstvu: Život priča u svakodnevnoj komunikaciji</i>. Zagreb: Institut za etnologiju i folklorstiku.</p> <p>5. Marks, Ljiljana. 2004. Ban Josip Jelačić u hrvatskim usmenim predajama: između povijesti mita. <i>Narodna umjetnost: hrvatski časopis za etnologiju i folkloristiku</i> 41/1. 7 - 21.</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 34

Course	Satire, Parody, Travesty
Course co-ordinator	Lahorka Pleić Poje
Instructor(s)	Lahorka Pleić Poje
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures, seminars, tutorials, individual work
Course description	The course offers an overview of a peculiar body of work in Croatian literature: the texts written in early modern Dubrovnik described as satires, parodies, and travesties. The specific interest of these works lies in the unsettled nature of their function, i.e. whether these forms were used for subversive or legitimating tendencies.
Course objectives	To acquaint doctoral candidates with various forms of satire, parody and travesty, as well as to discuss the subversive or legitimating tendencies, and the function of such works in the context of early modern literature. Acquired skills and competencies should enable doctoral candidates to devise their own analytic paradigms and/or new methods of inquiry in the study of early modern culture.
Enrolment requirements	no requirements

Expected learning outcomes in the course	Doctoral candidates will master the body of Ragusan early modern literature in the modes of satire, parody, and travesty, and will be able to situate works and recognise their essential features, as well as to partake of the discussion of the function of such texts.
Course content	<p>Political and social satire in Dubrovnik. The poetry of Mavro Vetranović: political satire directed at the rulers of Venice, Perast, and Kotor; Paskoje Primović: the poem against the men of Korčula; satires and collective identities.</p> <p>Mavro Vetranović and Marin Kaboga: the utopian aspects of satire.</p> <p>Satire and parody combined: <i>Derviš, Gomnaida, Suze Marunkove</i>.</p> <p>Parody in the function of satire. Satire, parody, and travesty combined: the epic poems of Antun Gleđević.</p> <p>Marin Držić's <i>Grižula</i>: status and functions of parodic discourse.</p>
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Anonim, 1978. "Dubrovnik danju i noću." <i>Forum</i> 7-8. 2. Bahtin, Mihail. 1978. <i>Stvaralaštvo Fransoa Rablea i narodna kultura srednjeg veka</i>, Beograd: Nolit. 3. Držić, Marin. 1978. <i>Grižula</i>. In: <i>Djela</i>, Zagreb 4. Đurđević, Stijepo. Derviš. <i>Zbornik stihova XVII. stoljeća</i>, PSHK 10, Zagreb 1967. 5. Elliott, Robert 1966. <i>The Power of Satire. Magic, Ritual, Art</i>. Princeton. 6. Gleđević, Antun, <i>Djela</i>, SPH 15, Zagreb 1886. 7. Gleđević, Antun, <i>Pjesni slane</i>, Zagreb (forthcoming)

	<p>8. Husić, Snježana. 1996. "Antipetrarkizam Marina Držića suprotiv ljudima nahvao." <i>Mogućnosti</i> 7-9.</p> <p>9. Novak, Slobodan Prosperov. 1988. <i>Kad su đavli voljeli hrvatski</i>. Zagreb.</p> <p>10. Palmotić, Junije. 1927. <i>Palmotićeva Gomnaida</i>. GzPHK 10. Zagreb</p> <p>11. Pavličić, Pavao 1979. "Parodijski aspekti baroknih komičnih poema." In: <i>Rasprave o hrvatskoj baroknoj književnosti</i>. Split.</p> <p>12. Plejčić Poje, Lahorka. 2012. <i>Zaman će svaki trud: Ranonovovjekovna satira na hrvatskom jeziku u Dubrovniku</i>. Zagreb.</p> <p>13. Vetranović, Mavro. 1871. <i>Pjesme Mavra Vetranića Čavčića</i>. SPH 3. Zagreb : JAZU.</p> <p>Optional reading TBA</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 35

Course	Literary Regionalism
Course co-ordinator	Vinko Brešić
Instructor(s)	Vinko Brešić
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures, seminars and tutorials
Course description	<p>Since it comprises three languages and three alphabets (E. Hercigonja), and is habitually divided into two distinct periods – early, or pre National Revival, and recent, or post National Revival – Croatian literature has a rather complex identity. Owing to geographic and historical reasons, one of its features is a pronounced regionalism. It is because of this that, in establishing the continuity necessary for a unified national literature, Croatian literary history records not only the more or less noted presence but also the total absence of certain regions. The dispersive character of Croatian literature is a result of the decisive sway of geography and climate of its respective areas, as well as their social features, since various Croatian regions have in different historical periods been a part of diverse cultural spheres, which exerted varied degrees of influence. The cultural fragmentation of space has been simultaneously a factor</p>

	<p>of dissimilation and a factor of assimilation, because all Croatian regions exhibit marked traces of assorted traditional cultures interacting. One of the crucial issues in this regard is the character, or structure, of Croatian national literature; in particular, its relation to space, i.e. the effect of space on the formation of literary (the mainland vs. the Mediterranean) discourse. Differentiation along topographic lines notable of late in Croatian literature, within the framework of the so-called new regionalism, further foregrounds this problem. In the context of postmodernist globalisation, the processes of constructing national identity, which in any case can never be monolithic, let alone static, become pronounced against the backdrop of new assemblages.</p>
Course objectives	<p>The objective of the course is to demonstrate – using the example of Croatian literature – how the identity of history, of an area and of its cultural heritage is constructed, in order to explain that in the final analysis no identity is an identity of sameness but is rather founded upon a difference.</p>
Enrolment requirements	<p>no requirements</p>
Expected learning outcomes in the course	<p>The doctoral candidates are expected to master fairly complex theoretical assumptions of the notions of literature and identity, as well as to critically assess the aporias of identity and the factors underwriting its construction, and to apply the most recent analytical methods in analysing the process of production of Croatian literature.</p>
Course content	<p>The concepts of literary history; regionalism as a criterion; geography of Croatian literature – mediaeval (the coast), early modern and modern (the coast – the hinterland), recent (the mainland); South and North, the sea and the mainland; space and perception; continuity and identity; regional identities, literature of Dalmatia, literature of Slavonia; the identity of history, of an area and of its cultural heritage; quantitative and qualitative identity; new regionalism as a reaction to</p>

	globalisation and new universalism; local schools and local traditions and trends.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Brešić, Vinko. 2005. <i>Slavonska književnost i novi regionalizam</i>, Osijek: Matica hrvatska. 2. Foucault, Michel. 1966. "O drugim prostorima." <i>Glasje</i> 6. 8-14. 3. Grgas, Stipe, 1996. "Prostornost u društvenim znanostima." <i>Filozofska istraživanja</i> 1. 267-273. 4. Sekulić, Duško. 1997. "Prostor i identitet." <i>Erasmus</i> 19. 46-57. <p>Optional</p> <ol style="list-style-type: none"> 1. Fox, Jeremy. 2000. <i>Chomsky and Globalisation</i>. Cambridge: Cambridge University Press. 2. Gregory, Derek. 1994. <i>Geographical Imaginations</i>. Cambridge: Cambridge University Press. 3. Katičić, Radovan. 1994. <i>Mediteran i najranija hrvatska književnost. Knjiga Mediterana</i>. Split: Književni krug. 9-17 4. Matanović, Julijana. 1986. "Odnos nacionalne i regionalne književnosti." <i>Revija</i> 10. 45-48. 5. Sablić-Tomić, Helena; Rem, Goran. 2003. <i>Slavonski tekst hrvatske književnosti</i>. Zagreb: Matica hrvatska. 6. Skok, Joža. 1983. "Elementi za tvorbu poetike kajkavskog pjesništva na zavičajnim idiomima." <i>Radovi Zavoda za slavensku filologiju</i> 18. 51-63.

Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.
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COURSE NUMBER: 36

Course	Reading Croatian Literature through Its Mediums
Course co-ordinator	Vinko Brešić
Instructor(s)	Vinko Brešić
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures, workshops, exercises, tutorials
Course description	Starting from the assumption that national literature is a relatively ordered structure consisting of authors, works, and media, the course focuses on the ways in which the three principal models of Croatian literature (the mediaeval; early or pre National Revival; and recent or post National Revival) relate to the respective media in which these models are realised. The mediaeval model thus entails the natural media of stone and parchment, the early model requires the book, while the recent characteristically employs journals and magazines – printed as well as electronic. The technological features of respective media influence the structure of texts appreciably, the structure of literature circuitously, and the type of culture (oral, textual, visual) generated by the media positively. The role of the media is thus not

	merely passive, or mediating, but relatively important, or (inter)active.
Course objectives	To demonstrate in what ways do media and response factors influence the structure of literature
Enrolment requirements	Synopsis outline
Expected learning outcomes in the course	Doctoral candidates will be able to explicate the change of media as the cause underpinning the academic division of national literature into three models, to apply mastered skills and competences in recognising diverse forms of literary works and their classification with respect to the features of the media in which they appear, as well as to note which traits (e.g. narrative, characters, motivation, characterisation, description etc.) do literary works retain or lose (to a certain extent or completely) owing to the change of media.
Course content	“Natural” media, types of communication, authorship, and genres – from the Baška Tablet to the Missale Romanum Glagolitice of 1483. History of the book, printing and publishing, manuscripts and printed matter, original and copy, authors and audiences, the generic structure of early Croatian literature, from calendars to newspapers. Communication and democratisation; the new media image of the world; popular culture; the role of magazines in the production of new literary forms, genres, styles, devices, and professions. The media as a new criterion for organising national literature and culture; the relationship between print (book, calendar, magazine, journal) and electronic media (film, radio, TV, the Internet); journalisation and globalization; text and hypertext.
Student obligations in the course	regular attendance

Assessment and evaluation of student work	no exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Brešić, Vinko. 2005. <i>Čitanje časopisa. Uvod u studij hrvatske književne periodike 19. st.</i> Zagreb: Matica hrvatska. 2. Brešić, Vinko. 2012. "Zamućeno područje hrvatske književne historiografije: uvod u medijsko čitanje hrvatske književnosti." In: <i>Zbornik Komparativna povijest hrvatske književnosti XIV.</i> Ur. Pavlović, Cvijeta i dr., Split-Zagreb. 38- 45 3. Inglis, Fred. 1997. <i>Teorija medija.</i> Zagreb: Barbat – AGM. 4. Protrka Štimec, Marina. 2009. <i>Stvaranje književne nacije. Oblikovanje kanona u hrvatskoj književnoj periodici 19. stoljeća.</i> Zagreb: Filozofski fakultet. <p>Optional</p> <ol style="list-style-type: none"> 1. Batušić, Nikola. 1983. <i>Gavella – književnost i kazalište,</i> Zagreb: Grafički Zavod Hrvatske. 2. Horvat, Josip. 1962. <i>Povijest novinstva Hrvatske 1771 - 1939.</i> Zagreb: Stvarnost. 3. Kipphan, Helmut. 2001. <i>Handbook of Print Media. Technologies and Production Methodes.</i> Heidelberg: Springer. 4. McLuhan, Marshal. 1973. <i>Gutenbergova galaksija. Nastajanje tipografskog čoveka.</i> Beograd: Nolit. 5. Stipčević, Aleksandar. ²2006. <i>Povijest knjige.</i> Zagreb: Naklada Ljevak. 6. Žmegač, Viktor. 2010. <i>SMS eseji.</i> Zagreb: Profil multimedija.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 37

Course	Representation of Space in Early Modern Croatian Literature
Course co-ordinator	Ivana Brković
Instructor(s)	Ivana Brković
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures, workshops, tutorials, individual work
Course description	The course focuses on representations of literary space in early modern Croatian literature.
Course objectives	Doctoral candidates will be introduced to the epistemological presuppositions of the spatial turn and the notions of space in literary scholarship, to be used as starting points for interpreting representative texts of early modern Croatian authors. Taking into consideration literary space as a phenomenon of representation, the aim of analysis will be to detect the procedures for the discursive production of space on three interrelated levels: textual, intertextual, and contextual. Furthermore, literary spaces will be placed in the perspective of the formation of collective identities/alterities. Analysis will thus reveal literary spaces as bearers of multiple and complex meanings – literary, historical, (geo)political, social, religious, and

	cultural – generated by various types of discourse characteristic of Croatian culture but also of (Western) Europe in the early modern age.
Enrolment requirements	Command of English
Expected learning outcomes in the course	Doctoral candidates will be able to define and explicate the basic notions in recent theories of space in social sciences and humanities (the spatial turn, space, place, space as a cultural product, time-space, Thirdspace, heterotopy etc.). Candidates will further be able to apply relevant theoretical insights about literary space (literary space as a phenomenon of representation; actual and symbolic dimension of literary space; the structure of literary space, space and identity) in analysing literary texts. Candidates will be able to identify the peculiarities of literary space in the texts of early modern Croatian authors, and to interpret them in a wider context.
Course content	<p>1–2. Assumptions and definitions – the notions of place and space in contemporary social science and humanities (the spatial turn) – literary space in literary scholarship – literary space as a phenomenon of representation – spatial elements – "actual" and symbolic spaces in literature</p> <p>3–4. Directions for analysis of literary space in the texts by early modern Croatian authors – an example of spatial analysis: the structure of space in the novel <i>Planine</i> by Petar Zoranić</p> <p>5–6. Spaces of identity/alterity – identity and space – time and space: diachronic and synchronic dimension of literary space – landscape of memory, <i>lieux de mémoire</i>, ethnoscape – an example of spatial analysis: space identity in Ivan Gundulić's <i>Osman</i> and in Junije Palmotić's <i>Pavlimir</i></p> <p>7–8 . Spaces of alterity – an example of spatial analysis: spaces of the Other in Ivan Gundulić's <i>Osman</i> and in Jaketa Palmotić Dionorić's <i>Dubrovnik ponovljen</i></p>

	<p>9–10. Geocriticism – place as a spatial referent – the representation of Dubrovnik in local and foreign early modern authors</p> <p>11–12. Topology of sacred spaces in literature (Ivan Gundulić, <i>Suze sina razmetnoga</i>; Antun Kanižlić, <i>Sveta Rožalija</i>; Junije Palmotić, <i>Sveta Katarina od Sijene</i>)</p> <p>13–15. Models of gendered spaces in early modern Croatian literature (love poetry; Nikola Nalješković, <i>Komedija VI</i>; Junije Palmotić, <i>Captislava</i>; Ivan Gundulić, <i>Suze sina razmetnoga</i>)</p>
Student obligations in the course	classroom discussion, reading of assigned texts
Assessment and evaluation of student work	no exam
Reading	<p>Required</p> <p>Theory</p> <ol style="list-style-type: none"> 1. Robert Davis. 1998. "The Geography of Gender in the Renaissance." In: Brown, Judith; Davis, Robert, eds. <i>Gender and Society in Renaissance Italy</i>. Harlow. 19-38. 2. Lotman, Jurij. 2001. "Kompozicija verbalnog umjetničkog djela." In: <i>Struktura umjetničkog teksta</i> (Zagreb: Alfa, 2001), 280-379. 3. Lutwack, Leonard. 1984. <i>The Role of Place in Literature</i>. Syracuse: Syracuse University Press. 4. Westphal, Bertrand. 2011. <i>Geocriticism: Real and Fictional Spaces</i>. New York: Palgrave Macmillan. 5. Zoran, Gabriel. 1984. "Towards a Theory of Space in Narrative." <i>Poetics Today</i> 5/2: 309-335. <p>Literary Works</p> <ol style="list-style-type: none"> 1. Petar Zoranić, <i>Planine</i> 2. <i>Ljubavna lirika Ranjinina zbornika</i>

3. Ivan Gundulić, *Suze sina razmetnoga, Osman*
4. Junije Palmotić, Pavlimir; *Captislava; Sveta Katarina od Sijene*
5. Jaketa Palmotić Dionorić, *Dubrovnik ponovljen*
6. Antun Kanižlić, *Sveta Rožalija*
7. Nikola Nalješković, *Komedija VI.*

Optional – theory

1. Dennerlein, Katrin. 2009. *Naratologie der Raumes*. Berlin – New York: De Gruyter.
2. Foucault, Michel. 1996. "O drugim prostorima." *Glasje* 3/6: 8-14.
3. Hallet, Wolfgang; Neumann, Birgit, Hrsg., 2009. *Raum und Bewegung in der Literatur: Die Literaturwissenschaften und der Spatial Turn*. Bielfeld: transcript Verlag.
4. Miller, Joseph Hillis 1995. *Topographies*. Stanford: Stanford University Press.
5. Leerssen, Joep. 2007. "Identity/Alterity/Hybridity." In: Beller M.; Leerssen J. eds., *Imagology: The Cultural Construction and Literary Representation of National Characters: A Critical Survey*. Amsterdam – New York: Rodopi. 335-342.
6. Lefebvre, Henri. 2005. *The Production of Space*. Blackwell Publishing.
7. Said, Edward. 2000. Invention, Memory, and Place. *Critical Inquiry* 26/2: 175-192.
8. Soja, Edward. 1996. *Thirdspace: Journeys to Lost Angeles and Other Real-and- Imagined Places*. Oxford: Blackwell Publisher.
9. Tally, Robert, ed. 2011. *Geocritical Explorations: Space, Place, and Mapping in Literary and Cultural Studies*. New York: Palgrave MacMillan.
10. Würzbach, Natascha. 2001. "Erzählter Raum: Fiktionalen Baustein, kultureller Sinträger, Ausdruck der Geschlechterordnung." In: *Erzählen*

	<i>und Erzähltheorie im 20. Jahrhundert.</i> Hrsg. Helbig, J.; Heidelberg: Winter. 105-129.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 38

Course	Anthropological Study of Literature
Course coordinator	Leo Rafolt
Instructor(s)	Leo Rafolt
Course status (obligatory or elective)	Obligatory
Semester	2
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	The doctoral candidates taking the course will be given an introduction to the interdisciplinary mix which is, in the contemporary discourse of the humanities and social sciences, most often called literary anthropology, and which has emerged at the intersection of usually separate discourses of philology, anthropology and different types of cultural studies. The course will present the common sources of such a discipline, primarily the “theoretical” ones, that is, folkloristics, ethnology (ethnography), and cultural anthropology on the one hand and the aesthetics of reception (Hans Robert Jauss) on the other hand. The theoretical introduction is followed by an explication of the main themes and points of interest of literary anthropology and the related, often transplanted theoretical/interpretative models.
Course objectives	Introduction to the notion and methods of literary anthropology, as an interdisciplinary mix of the separate systems of philology, anthropology and cultural studies.
Enrolment requirements	No requirements
Expected learning outcomes in the course	Doctoral candidates should develop the ability to critically examine the highly sophisticated and theoretically heterogeneous terminology of literary anthropology, place this model into the context of disciplines in the humanities and social sciences, perceive connections to related theoretical models, and ultimately apply the acquired knowledge in terms of theory and interpretation. One of the important learning outcomes is integration of different methods of research and analysis, and ability to recognise the social commitment of literary study as such.
Course content	Literary anthropology: theoretical sources (folkloristics, ethnology, cultural anthropology, and aesthetics of reception). The problematics of literary anthropology. Points of interest in literary anthropology. Related theoretical/interpretative models.
Student obligations in the course	Regular attendance

Assessment and evaluation of student work	Essay or seminar paper
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Bennet, Tony. 1990. <i>Outside Literature</i>. London – New York: Routledge. 2. Čale Feldman, Lada. 2002. "Science, Space, Time: Contours of (Croatian) Literary Anthropology." <i>Narodna umjetnost</i>, 39/1. 75–96. 3. Geertz, Clifford. 1993. <i>The Interpretation of Cultures</i>. London: Fontana Press. 4. Iser, Wolfgang. 1993. <i>Prospecting: From Reader Response to Literary Anthropology</i>. Baltimore – London: The John Hopkins University Press. 5. Iser, Wolfgang. 2000. <i>The Fictive and the Imaginary: Charting Literary Anthropology</i>. Baltimore – London: The John Hopkins University Press. <p>Optional</p> <ol style="list-style-type: none"> 1. Biti, Vladimir. 1989. <i>Pripitomljavanje drugog: Mehanizam domaće teorije</i>. Zagreb: Filozofska istraživanja. 2. Biti, Vladimir. 1995. <i>Institucionalizacija semiotike u domaći akademski život. Trag i razlika: Čitanja suvremene hrvatske književne teorije</i>. Zagreb: Naklada MD. 3. Fried, István. 2006. <i>Imagološka pitanja. Kulturni stereotipi: Koncepti identiteta u srednjoeuropskim književnostima</i>. Ur. Oraić Tolić, Dubravka; Kulcsár Szabó, Ernő. Zagreb: FF Press. 4. Marcus, George; Fischer, Michael. 2003. <i>Antropologija kao kritika kulture: Eksperimentalni trenutak u humanističkim znanostima</i>. Zagreb: Breza. 5. Prica, Ines. 2001. <i>Mala europska etnologija</i>. Zagreb: Golden marketing. 6. Rapport, Nigel. 1997. <i>Transcendent Individual: Towards Literary and Liberal Anthropology</i>. London – New York: Routledge.
Methods of quality assurance	Monitoring of course quality and course delivery success in keeping with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 39

Course	Croatian Culture and Civilisation
Course co-ordinator	Stipe Botica
Instructor(s)	Stipe Botica
Course status (obligatory or elective)	Elective
Semester	1 – 5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures, workshops, consultation, individual work
Course description	The course will give a comparative presentation of Croatian cultural assets/values in an interdisciplinary context.
Course objectives	The objective of this course is to introduce students to the fact that culture (and civilization) is the sum of all material, spiritual and social assets/values which have been created by human society with the goal of improving and advancing human life. In instances where all of the former had been created in one space and among one people, they may be referred to by their national name. That is the nature of the context in which the syntagm “Croatian culture” operates. A multidisciplinary approach is necessarily taken to be the precondition to the reconstruction of the Croatian cultural/spiritual identity through an overview of the history of Croatian culture.
Enrolment requirements	Knowledge of the English language
Expected learning outcomes in the course	After successfully mastering the course, students will be able to define and explain the fundamental concepts connected to cultural research in Croatian philology. The students will also be qualified to identify all the particularities of the Croatian literary-cultural space and linguistic-cultural space and to interpret them with regards to the wider context.

Course content	<p>The following aspects will be taken into account: the roots of Croatian culture, prehistorical cultural assets in Croatian regions, heritage from the ancestral homeland, the migration of Croats to today's Croatia, their connection to Christianity, the cultural and civilizational complex in the Middle Ages (during the reign of national rulers and subsequently), the course of Croatian history and the creation of the key cultural monuments, the Glagolitic tradition, the Bible and the Croatian cultural tradition, the Renaissance in culture (literature, art, music), the course of stylistic formations in Croatian history (Baroque, the Enlightenment, Classicism, /Pre/Romanticism, the Croatian national and cultural revival, the Illyrian movement, Realism, Modernism in Croatian culture and the more significant streams in Croatian 20th century culture). The treatment of particular cultural and civilizational layers. Direct contact with certain cultural facts: image, reading, dialogue, visiting exhibits. The European (world) context of Croatian culture and civilization. The personal attitude towards cultural and civilizational goods: developing, nurturing, preserving and "living" Croatian culture. A critical stance towards scholarly literature (approached thematically).</p>
Student obligations in the course	Active participation in class, completing the required reading
Assessment and evaluation of student work	A paper on a subject connected to the course.
Reading	<p>Required reading</p> <ol style="list-style-type: none"> 1. Botica, S. Biblija i hrvatska kulturna tradicija. Zagreb, 1995. 2. Hrvatska i Europa 1-3. Ur. Ivan Supičić, HAZU and AGM, Zagreb, 1997 – 2002. 3. Rapacka, J. Leksikon hrvatskih tradicija. MH, Zagreb, 2002. 4. Šanjek, F. Kršćanstvo na hrvatskom prostoru. KS, Zagreb, 1996. 5. Umjetničko blago Hrvatske. Prir. R. Ivančević, "Motovun", 1993. <p>Optional reading</p> <ol style="list-style-type: none"> 1. Cambi, N. Antika. Naklada Ljevak, Zagreb, 2002. 2. Damjanović, S. Slovo iskona. MH, Zagreb, 2002. 3. Hunt, L. Nova kulturna historija. Naklada Ljevak, Zagreb, 2001. 4. Katičić, R. Literarum studia. MH, Zagreb, 1998. 5. Macan, T. Povijest hrvatskog naroda. Zagreb, 1992. 6. Mijatović, A. Iz riznice hrvatske povijesti i kulture. ŠK, Zagreb, 2001.

	<p>7. Simonić, A. Civilizacijske razmeđe znanja (Misterij kulture tijekom povijesti), knj. 1. Vitograf, Rijeka, 2000.</p> <p>8. Sykes, B. Sedam Evinih kćeri (Genetička povijest Europljana). Naklada Zadro, Zagreb, 2002.</p>
Methods of quality assurance	<p>Monitoring of course quality and the success of the course delivery in keeping with the quality assurance system of the University of Zagreb.</p> <p>Class self-evaluation and student questionnaire.</p>

COURSE NUMBER: 40

Course	Psychoanalytical Reading of Croatian Literature
Course coordinator	Tvrtko Vuković
Instructor(s)	Tvrtko Vuković
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	<p>In the broadest sense, the course is based on the theoretical foundations of Freudian and Lacanian psychoanalysis, and in a narrow sense, on implication-focused psychoanalytical literary criticism (Felman). Psychoanalysis is not a method to be applied to a literary text; rather, literature and psychoanalysis are mutually implicated and involve common problem complexes. The aim of the course is first to present the basics of Freudian and Lacanian psychoanalysis, and then to examine the modes of psychoanalytical reading of a literary text, to point out the differences of such an approach from other influential interpretation strategies, and to clarify the contribution of psychoanalysis to understanding reading, interpretation, authorship, signification, axiology, epistemology, representation and the politics of the very institution of literature. On the other hand, such an approach in turn points to the literary foundations of psychoanalysis as science, but also the literary foundations of all scientific knowledge. The analytical part of the course will comprise work on canonical prose, poetry and drama texts in Croatian literature from the period of realism to the present.</p>
Course objectives	<p>To provide an introduction into the basics of psychoanalytical theories, mostly those of Freud and Lacan, and the psychoanalytical reading of literature and culture. Based on that, to demonstrate the possibilities of psychoanalytical criticism on canonical Croatian novels from recent periods, in relation to questions of the instances of literature, authorship, reading, reader, identity, etc.</p>
Enrolment requirements	No requirements
Expected learning outcomes in the course	<p>Ability to critically examine sophisticated and far-reaching assumptions (for the humanities) of psychoanalytical theories, and to develop new models of psychoanalytical readings and interpretations of literary texts and cultural contents.</p>

Course content	Commonplaces of psychoanalysis: phantasm, self, sexuality. Introduction to the concepts of the imaginary and the symbolic. Psychoanalytical theories: Freud, Lacan. Critique of psychoanalytical reading: Felman. Freud's reading of culture. Psychoanalysis and literature.
Student obligations in the course	Regular attendance
Assessment and evaluation of student work	Essay or seminar paper
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Felman, Shoshana. 1982. <i>Turning the Screw of Interpretation. Literature and Psychoanalysis. The Question of Reading: Otherwise.</i> Baltimore — London: The Johns Hopkins University Press. 94—207. 2. Fink, Bruce. 2009. <i>Lakanovski subjekt.</i> Zagreb: KruZak. 3. Matijašević, Željka. 2006. <i>Sigmund Freud. Strukturiranje nesvjesnog: Freud i Lacan,</i> Zagreb: AGM. 4. Matijašević, Željka. 2011. <i>Uvod u psihoanalizu: Edip, Hamlet, Jekyll/Hyde.</i> Zagreb: Leykam. <p>Optional</p> <ol style="list-style-type: none"> 1. Elliott, Anthony. 2012. <i>Uvod u psihoanalitičku teoriju.</i> Zagreb: AGM. 2. Felman, Shoshana. 1987. <i>Jacques Lacan and Adventure of Insight,</i> Cambridge—London. 3. Vuković, Tvrtko. 2012. <i>Tko je u razredu ugasio svjetlo.</i> Zagreb: Meandarmedia. 4. Wright, Elizabeth. 1988. "Another Look at Lacan and Literary Criticism." <i>New Literary History</i> 3. 617–627. 5. Žižek Slavoj. 2013. <i>Gledanje iskosa: Uvod u Jacquesa Lacana uz popularnu kulturu.</i> Zagreb: Meandarmedia.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 41

Course	Reading the City
Course co-ordinator	Helena Sablić Tomić, PhD, Full professor
Instructor(s)	Helena Sablić Tomić, PhD, Full professor
Course status (obligatory or elective)	Elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	<p>In the course, the students will familiarize themselves with the spatial humanities, i.e. the inception of documenting research on spatial cognition. They will acquaint themselves with the proper reading of the city, its text (the representation of the city in Croatian literary works) and the recognition, understanding and mapping of the values which help create, discover and reconstruct the identities and events which bear significance to collective memory and official history and are in interrelationship with the action of the individual and the city. Space is analysed with the help of theories by Michel Foucault, Henri Lefebvre, Manuel Castells, Edward Soja, David Harvey, Marc Augé and Michel de Certeau, and the phenomenon of the city is examined through urban geography, urban anthropology, urban economics and the concept of creative cities.</p>
Course objectives	<p>a) Demarcate the fundamental concepts in the contemporary theory of space in social sciences and the humanities (space semiotics, space as a social and cultural product, the right to the city, place – non-place, The Third Space, utopias/heterotopias, anthropology of the city).</p>

	<p>b) Apply the theoretical literature concerning the literary space of the city.</p> <p>c) Analyse the literary space of the city as a representation phenomenon.</p> <p>d) Re-examine space and identity in the analysis of literary texts.</p>
Enrolment requirements	None
Expected learning outcomes in the course	Acknowledge, recognize and apply theoretical insights into the literary space of the city in text analysis.
Course content	<ol style="list-style-type: none"> 1. The fundamental notions in the contemporary interdisciplinary theory of space. 2. Identity and space. 3. The interrelationship between identity and city heritage. 4. The space of the Other. 5. Genius loci. 6. The city between remembrance and oblivion. 7. The concept of the right to the city. 8. The representation of the city, city life and urban experience in the works of Croatian literature (comparative analysis). 9. Multiculturalism and multifunctionality.
Student obligations in the course	Active participation in class and completing the required reading.
Assessment and evaluation of student work	The students' responsibilities in the course consist in regular class attendance, the production of an end-of-term paper which will they wil use to showcase and apply the knowledge acquired in the course and the fulfilment of all other tasks defined within the framework of the course.
Reading	Required reading

1. Pavličić, Pavao, Dunav: P.S. 1991.: vukovarske razglednice, Zagreb: Mozaik knjiga, 2016.
2. Vukelić, Vilma, Tragovi prošlosti: memoari, Zagreb: Nakladni zavod Matice hrvatske, 2003.
3. Šojat, Ivana, Unterstadt, Zaprešć: Fraktura, 2016.
4. Tulić, Tea, Maksimum jata, Zagreb: Sandorf, 2017.
5. Batušić, Nikola, Na rubu potkove: uspomene. Zagreb: Profil international, 2006.
6. Cvenić, Josip, I sve pustiš niz rijeku: priče, Pula: Nova Istra, Istarski ogranak hrvatskih književnika, 2008.
7. Sablić Tomić, Helena, U osječkom Nutarnjem gradu, Zagreb-Osijek: HAZU, 2017.
8. Osječka čitanka: sretne ulice (urednici Helena Sablić Tomić i Goran Rem), Osijek: Matica hrvatska, 2000.

Optional reading

1. Nemeč, Krešimir, Čitanje grada: urbano iskustvo u hrvatskoj književnosti, Zagreb: Naklada Ljevak, 2010.
2. Mišćević, Radovan, Fenomen grada, Zagreb: Naklada Mlinarec-Plavić, 2009.
3. Gulin Zrnić, Valentina, Kwartovska spika: značenja grada i urbani lokalizmi u Novom Zagrebu, Zagreb: Institut za etnologiju i folkloristiku, Naklada Jesenski i Turk, 2009.
4. Low, Setha, Promišljanje grada: studije iz nove urbane antropologije, Zagreb: Naklada Jesenski i Turk, 2006.
5. Sablić Tomić, Helena, Intimno i javno – suvremena hrvatska autobiografska proza, Zagreb: Naklada Ljevak, 2002.
6. Sablić Tomić, Helena, Kroćenje unutarnjeg nemira; ja, žena, prostor / Taming of restlessness: I, woman, space. Osijek: Akademija za umjetnost i kulturu, 2017.

	<p>7. Sablić Tomić, Helena, & Ileš, Tatjana, Grad između pamćenja i zaborava. U: Senker, B. (ur.) Dani hvarskog kazališta, vol. 37, Pamćenje, sjećanje, zaborav u hrvatskoj književnosti i kazalištu. Zagreb-Split, Hrvatska akademija znanosti i umjetnosti-Književni krug, 2011., str. 303-323.</p> <p>8. Sablić Tomić, Helena, & Mesić, Hrvoje, GENIUS LOCI osječkog Nutarnjeg grada // Lingua Montenegrina - časopis za jezikoslovna, književna i kulturna pitanja, XI/1 (21), 2018., 281-296.</p> <p>9. Mesić, Hrvoje, Prostorna humanistika: mapiranje nevidljivih prostora-spavača // Lingua Montenegrina: časopis za jezikoslovna, književna i kulturna pitanja, XI/2 (22), 2018, 22; 179-209.</p>
Methods of quality assurance	Internal evaluation on the doctoral study level. Keeping record of students' attendance at lectures and their fulfilment of course responsibilities. The application of the knowledge gained in the course through the production and presentation of an end-of-term paper.

LINGUISTIC MODULE

COURSE NUMBER: 1

Course	National Philology and Slavonic Studies
Course co-ordinator	Mateo Žagar
Instructor(s)	Mateo Žagar
Course status (obligatory or elective)	obligatory
Semester	1
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	Two segments of the Glagolitic heritage entail a dominant philological dimension: the complexity of language in which Glagolitic texts are written (the Croatian recension of Old Church Slavonic language; the hybrid Croatian-Old Church Slavonic language; and Croatian “vernacular” languages), and the characteristic use of three alphabets (Glagolitic, Cyrillic, Latin). Apart from the overview of the peculiarities of all Croatian vernaculars, specifically in the context of South-Slavonic mediaeval diversity, the focus will be on the variants peculiar to Croatian written culture – angular Glagolitic, and western (Croatian) Cyrillic. Both variants demonstrate clear developmental and functional peculiarities with respect to all other (South)Slavonic written cultures. Special attention will be paid to fostering awareness of the so-called “cultural spheres” within which mediaeval literacy

	developed in this area, and the problems arising from the (un)justified need to assign it an exclusive national appellation. The context of Latin literacy and the issue of regional vernacular and orthographic standardisation will be compared with the situation obtaining among other Slavonic peoples, especially those with which Croatian culture regularly came into contact in the Middle Ages.
Course objectives	The basic objective of the course is to introduce doctoral candidates to South Slavonic and general Slavonic context of Croatian national written culture, in particular in the mediaeval period, most recognisable by its Glagolitic heritage. The ultimate objective of the course is to acquaint candidates with the basic elements (Slavonic alphabets; the recension of Old Church Slavonic; Croatian as a Slavonic language) which include Croatian national philology into the Slavonic framework.
Enrolment requirements	no requirements
Expected learning outcomes in the course	In view of the critical survey of discussions of Croatian national philology, doctoral candidates will be able to move in wider areas of Slavonic philology. Methods learned in the course will be applicable in new contexts, particularly in the context of general Slavonic philology and the context of comparative Slavonic studies.
Course content	Croatian national written cultures. Glagolitic heritage. Philological structure. Slavonic alphabets. The recension of Old Church Slavonic. Croatian as a Slavonic language.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	Essay or seminar paper
Reading	Required

	<ol style="list-style-type: none"> 1. Eckhardt, Thorvi. 1989. <i>Azbuka</i>. Beč 2. Fučić, Branko. 1997. "Hrvatski glagoljski i ćirilski natpisi." In: <i>Hrvatska i Europa 1</i>. Ur. Supičić, Ivan. Zagreb: HAZU – AGM. 259-284 3. Hercigonja, Eduard. 1997. "Glagoljaštvo i glagolizam." In: <i>Hrvatska i Europa 1</i>. Ur. Supičić, Ivan. Zagreb: HAZU – AGM. 369-400 4. Hercigonja, Eduard. 2000. "Glagoljaštvo u razvijenom srednjovjekovlju." In: <i>Hrvatska i Europa 2</i>. Ur. Hercigonja, Eduard. Zagreb: HAZU – AGM.169-226 5. Žagar, Mateo. 2013. <i>Uvod u glagoljsku paleografiju 1</i>. Zagreb: Institut za hrvatski jezik i jezikoslovlje. 6. Katičić, Radoslav. 2013. <i>Hrvatski jezik</i>. Zagreb: Školska knjiga. <p>Optional</p> <ol style="list-style-type: none"> 1. Damjanović, Stjepan. 1995. <i>Jazik otačaski</i>. Zagreb: Matica hrvatska. 2. Damjanović, Stjepan. 2008. <i>Jezik hrvatskih glagoljaša</i>. Zagreb: Matica hrvatska. 3. Hercigonja, Eduard. 2006. <i>Tropismena i trojezična kultura hrvatskoga srednjovjekovlja</i>. Zagreb: Matica hrvatska. 4. Bičanić, Ante. 2009. <i>Povijest hrvatskoga jezika 1</i>. Zagreb: Društvo za promicanje hrvatske kulture i znanosti Croatica. 5. Bičanić, Ante. 2011. <i>Povijest hrvatskoga jezika 2</i>. Zagreb: Društvo za promicanje hrvatske kulture i znanosti Croatica. 6. Bičanić, Ante. 2013. <i>Povijest hrvatskoga jezika 3</i>. Zagreb: Društvo za promicanje hrvatske kulture i znanosti Croatica.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 2

Course	Croatian Language in a Comparative Perspective
Course co-ordinator	Stjepan Damjanović
Instructor(s)	Stjepan Damjanović
Course status (obligatory or elective)	Obligatory
Semester	1
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	The course situates the Croatian language in a comparative perspective, beginning with its Proto-Slavic origins through various points of influence in linguistic history.
Course objectives	To situate the Croatian language in a comparative perspective by tracing its historical development. Furthermore, to highlight the role of foreign elements as an enticement and model.
Enrolment requirements	no requirements
Expected learning outcomes in the course	Comparative linguistic perspective is a mode of comprehending unilingualism and plurilingualism, as well as of achieving language proficiency. An essential outcome of the course is the evaluation of new facts and principles in Slavonic studies and the integration of diverse fields in social sciences and humanities in view of developing new methods of inquiry.

Course content	Unilingualism and plurilingualism. Proto-Slavic origins of Croatian. Indigenous peoples between the Danube, the river Drava, and the Adriatic, and their influence on the Croatian language. Contacts with Christianity and the Latin language. Cyril and Method in the Croatian tradition and Old Church Slavonic in Croatian books. Historical conditions of Turkish, Hungarian, German, and Italian influence. Present day situation and the central place of English. Other languages in Croatian expressivity: foreign elements as enticement and model.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	essay or seminar paper
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Brozović, Dalibor. 2008. <i>Povijest hrvatskoga književnoga i standardnoga jezika</i>. Zagreb: Školska knjiga. 2. Katičić, Radoslav. 1999. "Drugi jezici u povijesti hrvatskoga." In: <i>Na kroatističkim raskrižjima</i>. Zagreb: Hrvatski studiji. 35-44. 3. Katičić, Radoslav. 1999. "Etnogeneza hrvatskoga naroda. Ime podrijetlo i jezik Hrvata." In: <i>Na kroatističkim raskrižjima</i>. Zagreb: Hrvatski studiji. 7-19. 4. Matasović, Ranko. 2008. <i>Poredbenopovijesna gramatika hrvatskoga jezika</i>, Zagreb: Matica hrvatska. 5. Samardžija, Marko. 2006. "Hrvatski kao povijesni jezik i klasifikacija njegovih nestandardnih i substandardnih idioma." In: <i>Hrvatski kao povijesni jezik</i>. Zaprešić: vlast. nakl. 13-25. <p>Optional</p> <ol style="list-style-type: none"> 1. Filipović, Rudolf. 1978. "Očuvanje materinskog govora naših iseljenika u SAD pod pritiskom jezika prestiža." In: <i>Iseljništvo</i>

	<p><i>naroda i narodnosti Jugoslavije i njegove uzajamne veze s domovinom</i>. Zagreb: Zavod za migracije i narodnosti. 530-539.</p> <p>2. Krasić, Stjepan. 2004. <i>Pape i hrvatski književni jezik u XVII. stoljeću</i>. Zagreb – Čitluk: Matica hrvatska.</p> <p>3. Matasović, Ranko. 2011. <i>Jezična raznolikost svijeta</i>. Zagreb: Algoritam.</p> <p>4. Neweklowski, Gerhard. 1978. <i>Die kroatischen Dialekte des Burgenlandes und der angrenzender Gebiete</i>, Wien: Verlag der Österreichischen Akademie der Wissenschaften.</p> <p>5. Peti-Stantić, Anita. 2008. <i>Jezik naš i/ili njihov</i>. Zagreb: Srednja Europa.</p> <p>6. Sočanac, Lelija. 2004. <i>Hrvatsko-talijanski jezični dodiri</i>. Zagreb: Nakladni zavod Globus.</p> <p>7. Škaljić, Abdulah. 1985. <i>Turcizmi u srpskohrvatskom/hrvatskosrpskom jeziku</i>. Sarajevo: Svjetlost.</p> <p>8. Vince, Zlatko. 2002. <i>Putovima hrvatskoga književnog jezika</i>. Zagreb: NZMH.</p> <p>9. Vončina, Josip. 1988. <i>Jezična baština. Lingvostilistička hrestomatija hrvatske književnosti od kraja 15. do početka 19. stoljeća</i>. Split: Književni krug.</p> <p>10. Katičić, Radoslav. 2013. <i>Hrvatski jezik</i>. Zagreb: Školska knjiga.</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 3

Course	Contemporary Linguistic Theories
Course co-ordinator	Milena Žic Fuchs, Branimir Belaj
Instructor(s)	Milena Žic Fuchs, Branimir Belaj
Course status (obligatory or elective)	Obligatory
Semester	2
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	The course presents current scope of linguistic theory ranging from European structuralism through constructivist approach to grammar to cognitive linguistics.
Course objectives	To introduce doctoral candidates to the range of current linguistic theory.
Enrolment requirements	no requirements
Expected learning outcomes in the course	Having become acquainted with the entire scope of current linguistic theory, doctoral candidates should be able to carry out complex linguistic research and analyses. The highly sophisticated insights of linguistic theory should be relied upon in developing methods of linguistic description (for instance, of the Croatian language).
Course content	European structuralism (F. de Saussure, R. Jakobson, A. Martinet, L. Hjelmslev), with a discussion of the Young Grammarians; American

	<p>traditional linguistics (F. Boas, E. Sapir, B. Whorf), American structuralism (L. Bloomfield); generative grammar (brief overview from the early theories to the minimalist programme); generative and interpretive semantics; functional syntax (traditional functionalism); interdisciplinary subfields of linguistics (in particular, sociolinguistics and pragmalinguistics); constructivist approach to grammar and cognitive linguistics.</p>
Student obligations in the course	regular attendance
Assessment and evaluation of student work	essay or seminar paper
Reading	<p>Required:</p> <ol style="list-style-type: none"> 1. Croft, William, Cruse, Alan D. 2004. <i>Cognitive Linguistics</i>. Cambridge University Press: Cambridge 2. Glovacki-Bernardi, Zrinjka. i dr. 2001. <i>Uvod u lingvistiku</i>. Zagreb: Školska knjiga. 3. Mihaljević, Milan. 1998. <i>Generativna sintaksa i semantika</i>. Zagreb: Hrvatsko filološko društvo. 4. Saussure, Ferdinand de. 2000. <i>Tečaj opće lingvistike</i>. Institut za hrvatski jezik i jezikoslovlje: Zagreb 5. Žic Fuchs, Milena. 2009. <i>Kognitivna lingvistika i jezične strukture: engleski present perfect</i>. Globus: Zagreb <p>Optional:</p> <ol style="list-style-type: none"> 1. Bugarski, Ranko. 1975. <i>Lingvistika o čoveku</i>, Beograd: Čigoja štampa – XX. vek. 2. Dik, Simon C. 1978. <i>Functional Grammar</i>. Amsterdam: North Holland 3. Ivić, Milka. 1978. <i>Pravci u lingvistici</i>. Ljubljana: Državna založba Slovenije.

	<ol style="list-style-type: none"> 4. Jakobson, Roman. 2008. <i>O jeziku</i>. Zagreb: Disput 5. Katičić, Radovan. 1963. "Danska strukturalistička škola (Glosematika)." <i>Suvremena lingvistika</i> 2. 64-82 6. Vinja, Vojmir. 1969. Ferdinand de Saussure: Kurs opće lingvistike i sociološka škola. <i>Suvremena lingvistika</i> 2. 3-25 7. Žic Fuchs, Milena. 1991. "Jezici američkih Indijanaca i jezična istraživanja." <i>Književna smotra</i> 81-82, 25-30 8. Žic Fuchs, Milena. 1991. <i>Znanje o jeziku i znanje o svijetu</i>. SOL: Zagreb
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 4

Course	Croatian Grammar
Course co-ordinator	Ivo Pranjković
Instructor(s)	Ivo Pranjković
Course status (obligatory or elective)	Obligatory
Semester	2
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	Since the study of grammar has a long and rich tradition in Croatian philology, a number of topics in phonology (description of sounds and phonemes in Croatian, syllable pattern of Croatian, accentual system and accentual types of Croatian), morphophonology (typology of sound change), morphology (inflectional and derivational morphology, morphological universals, morphological categories, word classes in Croatian, inflected words in Croatian and their categories), and syntax of the Croatian language (syntactic functions, syntagmatic structure, grammatical sentence structure, morphosyntactic categories and their relation to referential categories, agreement), will be analysed, problematised, and examined.
Course objectives	The study of various topics and analytic traditions in relation to all linguistic levels of the Croatian language, candidates will master a

	variety of theoretical competencies and skills in solving practical problems.
Enrolment requirements	no requirements
Expected learning outcomes in the course	Doctoral candidates are expected to comprehend the fundamental issues in Croatian grammar and to develop logical, abstract, analytical, critical, divergent, and associative thinking. Candidates will further become aware of the need to implement recent linguistic insights into Croatian linguistics and master the principles of writing scholarly and research papers. Candidates will be able to comprehend, analyse, summarise, and critically assess academic texts as well as to make use of modern information and communication technologies in their research. Candidates will be able to make interdisciplinary use of acquired skills and competencies in related academic fields, as well as to individually devise new ways for solving linguistic problems under diverse aspects of inquiry.
Course content	Linguistic levels. Grammar. Problems. Deviation from the norm. Grammatical categories.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	essay or seminar paper
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Babić, Stjepan. 2002. "Tvorba riječi u hrvatskom književnom jeziku." In: <i>Velika hrvatska gramatika. Knjiga druga</i>. Zagreb: HAZU – Nakladni zavod Globus. 23-64 2. Babić, Stjepan; Brozović, Dalibor; Škarić, Ivo; Težak, Stjepko. 2007. "Glasovi i oblici hrvatskoga književnoga jezika." In: <i>Velika hrvatska gramatika</i>. Zagreb: Nakladni zavod Globus.

	<ol style="list-style-type: none"> 3. Barić, Eugenija i dr. 2005. <i>Hrvatska gramatika</i>. Zagreb: Školska knjiga. 4. Brozović, Dalibor. 2007. <i>Fonologija hrvatskoga književnog jezika</i>. Zagreb: Nakladni zavod Globus. 5. Delaš, Helena. 2013. <i>Hrvatska preskriptivna akcentologija</i>. Zagreb: Pergamena. <p>Optional</p> <ol style="list-style-type: none"> 1. Babić, Zrinka. 1991. <i>Generativni opis konjugacijskih oblika</i>. Zagreb: Hrvatsko filološko društvo. 2. Bauer, Laurie. 2003. <i>Introducing Linguistic Morphology</i>. Edinburgh: Edinburgh University Press. 3. Booij, Geert. 2007. <i>The Grammar of Words: An Introduction to Morphology</i>. Oxford: Oxford University Press. 4. Škarić, Ivo. 2009. <i>Hrvatski izgovor</i>. Zagreb: Nakladni zavod Globus 5. Trask, Robert Lawrence. 1992. <i>A Dictionary of Grammatical Terms in Linguistics</i>. London – New York: Routledge. 6. Trask, Robert Lawrence. 1996. <i>A Dictionary of Phonetics and Phonology</i>. London – New York: Routledge. 7. Trask, Robert Lawrence. 2005. <i>Temeljni lingvistički pojmovi</i>. Zagreb: Školska knjiga. 8. Turk, Marija. 1992. <i>Fonologija hrvatskoga jezika (raspodjela fonema)</i>. Rijeka – Varaždin: Izdavački centar Rijeka – Tiskara Varaždin.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 5

Course	Semantics
Course co-ordinator	Milena Žic Fuchs, Zrinka Jelaska
Instructor(s)	Milena Žic Fuchs, Zrinka Jelaska
Course status (obligatory or elective)	Obligatory
Semester	3
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	<p>Students are first presented with a detailed survey of the beginnings of the study of semantic phenomena; the course then proceeds with an overview of traditional European structuralism; and concludes with the presentation of the most recent findings of cognitive linguistics.</p> <p>The course consists of three main parts: semantics of isolated lexemes, relations between lexemes on the paradigmatic level, and the relation between semantics and syntax. Basic traditional notions, such as homonymy, synonymy, polysemy, and antonymy, will be explicated, with traditional understanding of these notions receiving special attention in the light of more recent interpretations. Analysis will focus on both traditional and recent approaches to the relations obtaining between lexemes on the paradigmatic level, with particular emphasis on the semantic interaction of lexemes and their complex semantic relations. On the syntagmatic level, the aim is to introduce</p>

	<p>students to the so-called grammatical meaning, i.e. the semantic interaction of parts of the sentence. Candidates will also be instructed in the latest approaches to metaphor and metonymy, which pertain to the semantic phenomena in isolated lexemes, but also have an important role to play in the so-called grammatical meaning. All topics will be studied from the point of view of various theoretical assumptions since the objective of the course is to present students with diverse possibilities in interpreting semantic phenomena. Language will be presented as one of the means for categorising the experience of life and the world. Two divergent approaches in the study of meaning will be outlined: from notion to word and from word to notion. Candidates will be introduced to the problem of meaning and with theoretical approaches to meaning. Prototype theory will receive special attention. Candidates will be encouraged to explore semantic relations among words, using actual examples. The various manners of analysing the meaning of words, especially synonyms, are introduced in order to enable candidates to carry out individual research in the semantic relations that obtain not only among words but also among grammatical structures. One of the principal objectives is to demonstrate that even the most insignificant linguistic differences can affect the meaning of a sentence or (a part of) the text.</p>
Course objectives	<p>The objective is to instruct doctoral candidates in different theories of semantic phenomena, which are encountered on all levels of linguistic analysis. The further objective is to demonstrate that one and the same semantic phenomenon can be approached from a variety of theoretical points of view. This approach is devised not only in order to highlight the complexity of semantic phenomena in language, but also to demonstrate that these phenomena can be studied in different ways. Since semantic phenomena obtain on all levels of linguistic analysis, the objective is to foreground the importance of</p>

	meaning irrespective of the actual level of analysis in the future research of the candidates.
Enrolment requirements	no requirements
Expected learning outcomes in the course	A variety of approaches to the analysis of the meaning of words, in particular synonyms, is presented in order to enable candidates to carry out individual research in the semantic relations that obtain not only among words but also among grammatical structures. One of the principal objectives is to demonstrate that even the most insignificant linguistic differences can affect the meaning of a sentence or (a part of) the text. Doctoral candidates will develop logical, abstract, analytical, critical, divergent, and associative thinking and become aware of the need to implement recent linguistic insights into Croatian linguistics. They will further be able to comprehend, analyse, summarise, and critically assess academic texts as well as to make use of modern information and communication technologies in their research. Having mastered the principles of writing scholarly and research papers, candidates will be able to make interdisciplinary use of acquired skills and competencies in related academic fields, but also to individually devise new ways for solving linguistic problems under diverse aspects of inquiry.
Course content	Semantics. Word and meaning. From notion to word. From word to notion.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	essay or seminar paper
Reading	Required 1. Lyons, J. 1977. <i>Semantics, Vol I/II</i> , Cambridge University Press.

2. Ullman, S. 1962. *Semantics: an Introduction to the Science of Meaning*. Basil Blackwell & Matt Ltd.
3. Žic-Fuchs, Milena. 1991. *Znanje o jeziku i znanje o svijetu*. Zagrebu: SOL.
4. Geld, Renata. 2006. "Konceptualizacija i vidovi konstruiranja značenja: temeljne kognitivnolingvističke postavke i pojmovi." *Suvremena lingvistika* 62. 183-211.
5. Jelaska, Zrinka. 2008. "Ljubiš li me? Ti znaš da te volim: o bliskoznačnicama i raznoznačju." In: *Babićev zbornik - o 80. obljetnici života*. Ur. Mirković, S. Slavonski Brod: Ogranak MH, 125-170.
6. Tabakowska, Elżbieta. 2005. *Gramatika i predočavanje*, Zagreb: FFpress.

Optional

1. Baldinger, K. 1980. *Semantic Theory – Towards a Modern Semantics*, Basic Blackwell, Oxford.
2. Cruse, D.A. 1986. *Lexical Semantics*, Cambridge University Press.
3. Frawley, W. 1992. *Linguistic Semantics*, Lawrence Erlbaum Associates Publishers.
4. Handke, J. 1995. *The Structure of the Lexicon, Human versus Machine*, Mouton de Gruyter.
5. Lehrer, A. 1974. *Semantic Fields and Lexical Structure*. London: North Holland.
6. Nida, E. A. 1975. *Componential Analysis of Meaning – An Introduction to Semantic Structures*. The Hague: Mouton.
7. Pustejovsky, J. 1993. *Semantics and the Lexicon*. Kluwer Academic Publishers.
8. Wierzbicka, A. 1985. *Lexicography and Conceptual Analysis*. Ann Arbor, Karoma Publishers.

	<p>9. Galetić, Vedran; Jelaska, Zrinka. 2011. "Tipizacija i formalna kvantifikacija prototipnosti u ovladavanju jezikom." <i>Lahor: časopis za hrvatski kao materinski, drugi i strani jezik</i> VI/11: 39-64.</p> <p>10. Raffaelli, Ida. 2000. "Neki vidovi kognitivne semantike u rekonstrukciji semantičkih struktura." <i>Suvremena lingvistika</i> 49/50. 125-141.</p> <p>11. Taylor, John. 2003. <i>Linguistic Categorization</i>. Oxford: Oxford University Press.</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 6

Course	Text, Discourse, Pragmatics
Course co-ordinator	Zrinjka Glovacki-Bernardi, Bernardina Petrović
Instructor(s)	Zrinjka Glovacki-Bernardi, Bernardina Petrović
Course status (obligatory or elective)	obligatory
Semester	3
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	<p>The course focuses on current trends and methods in text linguistics and discourse analysis and is intended as an introduction to recent approaches to text as a unit of communication. Special attention is given to the pragmalinguistic approach to text and discourse.</p> <p>Semantic aspects in the interpretation of statements, pragmatic aspects of semantic relations, semantic-pragmatic categories as a means of text analysis and pragmatic-semantic relations in communication will also be discussed.</p>
Course objectives	Relevant theories and assumptions in the analysis of various types of texts and discourses will be analysed and their functioning in actual communicative situations highlighted.
Enrolment requirements	no requirements

Expected learning outcomes in the course	<p>Doctoral candidates will analyse current trends and methods in text linguistics and discourse analysis. It is to be expected that this would improve their own discursive skills and enhance their research abilities in the context of discourse analysis and approach to the text in general. Candidate will be able to devise, organise, and propose research projects on related linguistic topics, to interpret research results, to understand the interdependence of methods and findings, and critically evaluate their own insights and conclusions as well as those of others. On a higher level, they will be able to assess recent linguistic theories and models, and take part in the formation of standard usage by means of a critical discussion of its effects.</p>
Course content	<p>Discourse analysis. Approaching texts. Interpretation of statements. Pragmatic aspects of semantic relations. Semantic-pragmatic categories. Communication.</p>
Student obligations in the course	<p>regular attendance</p>
Assessment and evaluation of student work	<p>essay or seminar paper</p>
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. De Beaugrande, Robert-Alain; Dressler, Wolfgang Ulrich. 2010. <i>Uvod u lingvistiku teksta</i> [prev. Nikolina Palašić]. Zagreb: Disput. 2. Brown, Gillian; Yule, George. 1983. <i>Discourse Analysis</i>. Cambridge University Press. 3. Cutting, Joan. 2002. <i>Pragmatics and Discourse</i>, Routledge: London, New York. 4. Glovacki-Bernardi, Zrinjka. 1990. <i>O tekstu</i>, Zagreb: Školska knjiga. <p>Optional</p>

	<ol style="list-style-type: none"> 1. Gee, James Paul. ²2005. <i>An introduction to discourse analysis: Theory and method</i>. New York: Routledge. 2. Halliday, M. A. K. 2002. <i>Linguistic studies of text and discourse</i>. New York: Continuum. 3. Levinson, Stephen. 1983. <i>Pragmatics</i>. Cambridge: Cambridge University Press. 4. <i>Tekstom o tekstu: Zbornik studentskih radova s kolegija Tekstna lingvistika</i> [gl. ur. Bernardina Petrović], Zagreb: Filozofski fakultet Sveučilišta u Zagrebu.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 7

Course	Diversity of Croatian Dialects
Course co-ordinator	Boris Kuzmić
Instructor(s)	Boris Kuzmić
Course status (obligatory or elective)	obligatory
Semester	4
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	Doctoral candidates are taught how to draw up a scholarly monograph on the phonological, morphological, syntactic, lexicological, stylistic or onomastic problems in the study of pre National Revival texts, i.e. of organic dialects in the Čakavian, Štokavian, Kajkavian and trilingual (hybrid) variants of Croatian. Special attention is given to the alphabet in which the original text was published or written, and to the writing of textual commentary and preparing the critical apparatus for new editions of pre National Revival texts belonging to various functional styles of the Croatian language.
Course objectives	The objective of the course is to train doctoral candidates in a practical use of the knowledge gained in previous courses in diachronic linguistics.

Enrolment requirements	no requirements
Expected learning outcomes in the course	<p>Doctoral candidates are expected to draw up a scholarly monograph comprising linguistic analysis of pre National Revival texts. Candidates will develop logical, abstract, analytical, critical, divergent, and associative thinking and become aware of the need to implement recent linguistic insights into Croatian linguistics. Having mastered the principles of writing scholarly and research papers, they will also be able to comprehend, analyse, summarise, and critically assess academic texts as well as to make use of modern information and communication technologies in their research. Doctoral candidates will be able to make interdisciplinary use of acquired skills and competencies in related academic fields, but also to individually devise new ways for solving linguistic problems under diverse aspects of inquiry.</p>
Course content	<p>Preparatory work for writing a scholarly monograph. Application of insights in diachronic linguistics. The alphabet of the original text. Textual commentary. Critical apparatus. Pre National Revival texts.</p>
Student obligations in the course	regular attendance
Assessment and evaluation of student work	essay or seminar paper
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Frančić, Anđela; Kuzmić, Boris. 2009. <i>Jazik horvatski: Jezične raščlambe starih hrvatskih tekstova</i>. Zagreb: Hrvatska sveučilišna naklada. 2. Lisac, Josip. 2004. <i>Hrvatska dijalektologija 1: Hrvatski dijalekti i govori štokavskoga narječja i hrvatski govori torlačkog narječja</i>. Zagreb: Golden marketing – Tehnička knjiga.

	<ol style="list-style-type: none"> 3. Lisac, Josip. 2009. <i>Hrvatska dijalektologija 2: Čakavsko narječje</i>. Zagreb: Golden marketing – Tehnička knjiga. 4. Lončarić, Mijo. 1996. <i>Kajkavsko narječje</i>, Zagreb: Školska knjiga. 5. Menac-Mihalić, Mira; Celinić, Anita. 2012. <i>Ozvučena čitanka iz hrvatske dijalektologije + DVD</i>, Zagreb: Knjigra. <p>Optional</p> <ol style="list-style-type: none"> 1. Brozović, Dalibor; Ivić, Pavle. 1988. "Jezik, srpskohrvatski/ hrvatskosrpski, hrvatski ili srpski." In: <i>Enciklopedija Jugoslavije</i>, Zagreb: Jugoslavenski Leksikografski zavod Miroslav Krleža 2. Finka, Božidar. 1971. Čakavsko narječje. <i>Čakavska rič</i> 1. 41-71. 3. Ivšić, Stjepan. 1934. Jezik Hrvata kajkavaca. <i>Ljetopis JAZU</i> 48, Zagreb. 4. Lukežić, Iva. 2012. <i>Zajednička povijest hrvatskih narječja: 1. Fonologija</i>. Zagreb: Hrvatska sveučilišna naklada: Filozofski fakultet u Rijeci: Katedra Čakavskoga sabora Grobnišćine.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 8

Course	Language Policy and Language Planning
Course co-ordinator	Krešimir Mićanović
Instructor(s)	Krešimir Mićanović
Course status (obligatory or elective)	obligatory
Semester	4
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	<p>The course focuses on the basic issues in language policy and language planning, a multidisciplinary research area in which the study of the status and corpus politics and planning is inseparable from the socio-political and cultural context of implementation of language policy and language planning. Special attention will be given to: levels of language planning; objectives and motives in language planning; language policy and national identity; codification/standardisation/prescription; models for standardisation of European languages. Croatian standard language usage, the history of its formation, and the status and function of standard language usage in modern Croatian society will be analysed in detail.</p>
Course objectives	To introduce doctoral candidates to the basic issues in language policy and language planning. To present historically of the formation of the

	Croatian standard language and discuss critically the function of standard language in modern Croatian society.
Enrolment requirements	no requirements
Expected learning outcomes in the course	The study of sophisticated theoretical notions in language policy and language planning will enable doctoral candidates to develop logical, abstract, analytical, critical, divergent, and associative thinking, as well as to become aware of the need to implement recent linguistic insights into Croatian linguistics. Having mastered the principles of writing scholarly and research papers, candidates will be able to comprehend, analyse, summarise, and critically assess academic texts as well as to make use of modern information and communication technologies in their research. Candidates will further be able to make interdisciplinary use of acquired skills and competencies in related academic fields, but also to individually devise new ways for solving linguistic problems under diverse aspects of inquiry.
Course content	Language policy. Language planning. Corpus politics. Socio-political and cultural context. Croatian standard language usage.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	essay or seminar paper
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Cooper, Robert L. 1989. <i>Language Planning and Social Change</i>. Cambridge: Cambridge University Press. 2. Kaplan, Robert; Baldauf, Richard. 1997. <i>Language Planning: From Practice to Theory</i>. Clevedon, Philadelphia, Toronto, Sydney, Johannesburg: Multilingual Matters Ltd.

	<ol style="list-style-type: none"> 3. Mićanović, Krešimir 22008. <i>Hrvatski s naglaskom: standard i jezični varijeteti</i>. Zagreb: Disput. 4. Spolsky, Bernard. 2004. <i>Language Policy</i>. Cambridge: University Press. 5. Wright, Sue 2010. <i>Jezična politika i jezično planiranje. Od nacionalizma do globalizacije</i>. Zagreb: Fakultet političkih znanosti Sveučilišta u Zagrebu. <p>Optional</p> <ol style="list-style-type: none"> 1. Brozović, Dalibor. 2006. <i>Neka bitna pitanja hrvatskoga jezičnog standarda</i>. Zagreb: Školska knjiga. 2. Brozović, Dalibor. 1970. <i>Standardni jezik</i>. Zagreb: Matica hrvatska. 3. Peti-Stantić, Anita; Langston, Keith. 2013. <i>Hrvatsko jezično pitanje danas: Identiteti i ideologije</i>. Zagreb: Srednja Europa. 4. Ricento, Thomas, ed. 2007. <i>An introduction to Language Policy: Theory and Method</i>. Malden: Blackwell. 5. Samardžija, Marko. 2012. <i>Hrvatski jezik i pravopis od ujedinjenja do kraja Banovine Hrvatske 1918-1941</i>. Zagreb: Školska knjiga. 6. Škiljan, Dubravko. 1988. <i>Jezična politika</i>. Zagreb: Naprijed.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 9

Course	Academic Discourse and Scholarly Texts
Course co-ordinator	Lada Badurina
Instructor(s)	Lada Badurina
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	<p>The theoretical and methodological framework is devised to encompass functional stylistics, systematic functional linguistics, and the theories in discourse analysis. Critical discourse analysis is singled out for special attention.</p> <p>Academic discourse is analysed according to the degree of discursive specialisation: features and levels of academic discourse and other forms of professional writing studied. The notion of communication in scholarship discussed in depth.</p>
Course objectives	To study academic discourse under several theoretical and methodological aspects. To discuss the notion of classification in traditional functional stylistic and in select current approaches to classifications of discourse. To present a survey of all types of texts.
Enrolment requirements	no requirements

Expected learning outcomes in the course	Detailed analysis of academic discourse and types of texts, as well as of the principles of writing scholarly and research papers, will help doctoral candidates with their own scholarly production. Candidates will develop logical, abstract, analytical, critical, divergent, and associative thinking and become aware of the need to implement recent linguistic insights into Croatian linguistics. They will be able to comprehend, analyse, summarise, and critically assess academic texts as well as to make use of modern information and communication technologies in their research. Candidates will be able to make interdisciplinary use of acquired skills and competencies in related academic fields, but also to individually devise new ways for solving linguistic problems under diverse aspects of inquiry.
Course content	Critical discourse analysis. Academic discourse – definition of the term. Degrees of discursive specialisation. Academic discourse and professional writing. Communication in scholarship. Levels of academic discourse. Traditional classification (in functional stylistics): academic functional style. Linguistic features of the academic style. The issue of objectivity and subjectivity. Planes of linguistic realisation: speech and writing. Organisation of the text (spoken and written) and its structure. Text and parallel text: function and organisation of footnotes. Intertextuality: quotation and paraphrase. Types of academic texts: study, monograph, treatise, review, essay, research paper, scholarly production (e.g. doctoral dissertation) etc. Academic and professional writing (classification). Polemics in academic discourse. Analysis of actual academic and professional texts. Formal linguistic features, structure and organisation of the text. Thesis presentation and development; argumentation.
Student obligations in the course	regular attendance

Assessment and evaluation of student work	no exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Halliday, M. A. K. 1993. <i>Writing Science: Literacy and Discursive Power</i>, University of Pittsburgh Press. 2. Katnić-Bakaršić, Marina. 2012. <i>Između diskursa moći i moći diskursa</i>, Zagreb – Sarajevo: Naklada Zoro. 3. Kovačević, Marina; Badurina, Lada. 2001. <i>Raslojavanje jezične stvarnosti</i>, Rijeka: Izdavački centar. 4. Oraić Tolić, Dubravka. 2011. <i>Akademsko pismo</i>, Zagreb: Naklada Ljevak. 5. Silić, Josip. 2006. <i>Funkcionalni stilovi hrvatskoga jezika</i>, Zagreb: Disput. <p>Optional</p> <ol style="list-style-type: none"> 1. Badurina, Lada. 2008. <i>Između redaka: Studije o tekstu i diskursu</i>. Zagreb – Rijeka: Hrvatska sveučilišna naklada – Izdavački centar Rijeka. 2. Badurina, Lada. 2010. "Polemičnost i polemike Ive Pranjkovića." In: <i>Jezična skladanja: Zbornik o šezdesetogodišnjici prof. dr. Ive Pranjkovića</i>. Ur. Badurina, Lada; Mihaljević, Vine. Zagreb: Udruga đaka Franjevačke klasične gimnazije. 69-83. 3. Badurina, Lada; Palašić, Nikolina. 2010. "Ispod teksta: bilješka o fusnoti." <i>Riječki filološki dani 8: Zbornik radova</i>. Rijeka. 451-464. 4. Gačić, Milica. 2001. <i>Pisanje i objavljivanje znanstvenih i stručnih radova</i>, Zagreb: Ministarstvo unutarnjih poslova RH – Policijska akademija. 5. Matešić, Mihaela. 2010. "O sažetku opširno." <i>Riječki filološki dani 8: Zbornik radova</i>. Rijeka. 465-476.

Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.
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COURSE NUMBER: 10

Course	Methods in Orthographic Standardisation
Course co-ordinator	Lada Badurina
Instructor(s)	Lada Badurina
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	The course presents an overview of the methods still in use in orthographic standardisation and codifying of orthographic norms. Select orthographic topics used to explain the relation of language to orthography. A brief survey of the history of the standardisation of Croatian orthography.
Course objectives	To determine the impact of the codifying of orthographic norms. To analyse the interaction of orthography and language.
Enrolment requirements	no requirements
Expected learning outcomes in the course	Doctoral candidates will become aware of the crucial interdependence of language and orthography and of the relation of norms to the natural laws of language. Theoretical discussion will enable candidates to master the orthographic norms. They will be able to devise, organise, and propose research projects on related

	linguistic topics, to interpret research results on a higher level, to understand the interdependence of methods and results, as well as to critically evaluate their own insights and findings as well as those of others. On a higher level, they will be able to assess recent linguistic theories and models, and take part in the formation of standard usage by means of a critical discussion of its effects.
Course content	Linguistic levels and language planes (planes of language realisation). Orthographic norms in relation to language norms (planes of linguistic realisation). Orthography and language: the verbal in orthography (examples drawn from select orthographic topics – punctuation, hyphenation/word division). The structure of orthographic dictionaries. Structure of orthographic manuals and their use. Orthographic standardisation; codifying the orthographic norms. A brief survey of the history of the standardisation of Croatian orthography.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Literatura	<p>Required</p> <ol style="list-style-type: none"> 1. Badurina, Lada. 1996. <i>Kratka osnova hrvatskoga pravopisanja: metodologija rada na pravopisu</i>. Rijeka: Izdavački centar Rijeka. 2. Badurina, Lada. 2009. "O metodologiji rada na pravopisu: hrvatska iskustva." In: <i>Njegoševi dani 1, zbornik radova</i>. Ur. Bečanović, T. Nikšić: Univerzitet Crne Gore, Filozofski fakultet. 275-285.

	<p>3. Badurina, Lada; Matešić, Mihaela. 2011. "Jezik i pravopis: teorijsko-metodološki pristup pravopisnom normiranju." <i>Croatica et Slavica Iadertina</i> VII/I. 17-31.</p> <p>4. Pranjković, Ivo. 2006. "Hrvatska pravopisna norma u zadnjem desetljeću 20. stoljeća. Uvodna predavanja." <i>Četvrti hrvatski slavistički kongres</i>, Varaždin – Čakovec. 47-62.</p> <p>Optional</p> <p>1. Badurina, Lada. 2006. "Hrvatska pravopisna norma u 20. stoljeću." In: <i>Hrvatski jezik u XX. Stoljeću</i>. Ur. Samardžija, Marko; Pranjković, Ivo. Zagreb: Matica hrvatska. 145-158.</p> <p>2. Badurina, Lada. 2010. "Standardizacijski procesi u 20. stoljeću." In: <i>Povijest hrvatskoga jezika / Književne prakse sedamdesetih: Zbornik radova 38. seminara Zagrebačke slavističke škole</i>, Ur. Mićanović, Krešimir. Zagreb: Zagrebačka slavistička škola. 69-101.</p> <p>3. Badurina, Lada; Pranjković, Ivo; Silić, Josip, ur. 2009. <i>Jezični varijeteti i nacionalni identiteti: Prilozi proučavanju standardnih jezika utemeljenih na štokavštini</i>. Zagreb: Disput.</p> <p>4. Matešić, Mihaela. 2006. <i>Odnos ortoepije i ortografije u hrvatskome jeziku: doktorska disertacija</i>. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu.</p> <p>5. Mićanović, Krešimir. 2006. <i>Hrvatski s naglaskom: Standard i jezični varijeteti</i>. Zagreb: Disput.</p> <p>6. Pranjković, Ivo. 1997. <i>Jezikoslovna sporenja</i>. Zagreb: Konzor.</p> <p>7. Pranjković, Ivo. 2008. <i>Sučeljavanja: Polemički dueli oko hrvatskoga jezika i pravopisa</i>. Zagreb: Disput.</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 11

Course	Cognitive Linguistics and the Croatian Language – Theory and Application
Course co-ordinator	Milena Žic Fuchs, Branimir Belaj
Instructor(s)	Milena Žic Fuch, Branimir Belaj
Course status (obligatory or elective)	Elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	<p>The course comprises two parts. The first thematic unit situates cognitive linguistics in the context of the history of linguistics. Its foundations and the reasons for its appearance in reaction to the decades-long dominance of formalist approaches discussed. In addition to establishing the overall theoretical framework the, the general introduction to cognitive linguistics entails also discussion of prototypes theory and the two theories of cognitive-conceptual analysis of figurative verbal expressions – the conceptual metaphor and metonymy theory (CMT) and the conceptual integration theory (CIT). The second thematic unit focuses on cognitive grammar and construction grammar in general and their application to the grammatical structure of the Croatian language.</p>

	<p>Basic differences between generative grammar and constructivist approaches; usage-based model of grammatical description, semantic roles in functional syntaxes and in constructivist approaches. The basics of cognitive grammar introduced. Its application in phonology, morphosyntax, and morphology of the Croatian language – cognitive analysis of the Croatian passive voice, noun phrases, impersonal sentences, direct and indirect object, subject, verbal prefixes and prepositions; topic-focus segregation – organisation of foreground and background (trajector and landmark).</p>
Course objectives	<p>The course Cognitive Linguistics and the Croatian Language – Theory and Application will instruct doctoral candidates in the basic terms in cognitive linguistics and most of its subfields: conceptual metaphor and metonymy theory (CMT), prototypes theory, conceptual integration theory (CIT), and construction grammar.</p>
Enrolment requirements	<p>no requirements</p>
Expected learning outcomes in the course	<p>Doctoral candidates will become proficient in the methods of cognitive linguistics and therefore able to apply the fundamentals of cognitive linguistics in phonology, morphosyntax, and word formation in Croatian. Students will develop logical, abstract, analytical, critical, divergent, and associative thinking, and will become aware of the need to implement recent linguistic insights into Croatian linguistics. They will be able to comprehend, analyse, summarise, and critically assess academic texts as well as to make use of modern information and communication technologies in their research. Having mastered the principles of writing scholarly and research papers, students will be able to make interdisciplinary use of acquired skills and competencies in related academic fields, but also to individually devise new ways for solving linguistic problems under diverse aspects of inquiry.</p>

Course content	Objectivist and cognitive approach to categories. Theory of prototypes. Radial categorisation and semantic networks in lexico semantics. Knowledge of the world (encyclopaedic knowledge) as the basis for semantic analysis. Conceptual and conventional metaphor and metonymy. Cognitive domains (basic and abstract; primary and secondary). The schematic and the specific in language. Distinction between formal and functional approaches to grammar.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Literatura	<p>Required</p> <ol style="list-style-type: none"> 1. Belaj, Branimir; Tanacković Faletar, Goran. 2014. <i>Kognitivna gramatika hrvatskoga jezika: imenska sintagma i sintaksa padeža</i>. Zagreb: Disput. 2. Lakoff, George. 1987. <i>Women, Fire, and Dangerous Things: What Categories Reveal about the Mind</i>. Chicago: University Press 3. Lakoff, George; Johnson, Mark. 1980. <i>Metaphors We Live By</i>. Chicago: The University of Chicago Press. 4. Taylor, John 1989. <i>Linguistic Categorization: Prototypes in Linguistic Theory</i>. Oxford: Oxford University Press. 5. Taylor, John. 2002. <i>Cognitive Grammar</i>. Oxford: Oxford University Press. 6. Žic Fuchs, Milena. 1991. <i>Znanje o jeziku i znanje o svijetu</i>. SOL: Zagreb 7. Žic Fuchs, Milena. 2009. <i>Kognitivna lingvistika i jezične strukture: engleski present perfect</i>. Globus: Zagreb <p>Optional</p>

	<ol style="list-style-type: none"> 1. Belaj, Bramimir. 2008. <i>Jezik, prostor i konceptualizacija: Shematična značenja hrvatskih glagolskih prefiksa</i>. Osijek: Grafika. 2. Croft, William; Cruse, Alan D. 2004. <i>Cognitive Linguistics</i>. Cambridge: Cambridge University Press. 3. Fauconnier, Gilles; Turner, Mark. 2003. <i>The Way We Think, Conceptual Blending and the Mind's Hidden Complexities</i>, paperback edition. New York: Basic Books. 4. Goldberg, Adele 1995. <i>Constructions: A Construction Grammar Approach to Argument Structure</i>. Chicago: University of Chicago Press. 5. Kövecses, Zoltán. 2005. <i>Metaphor in Culture: Universality and Variation</i>. Cambridge: Cambridge University Press. 6. Langacker, Ronald. 1987. <i>Foundations of Cognitive Grammar, vol. 1</i>. Stanford University Press. 7. Langacker, Ronald. 1991. <i>Foundations of Cognitive Grammar, vol. 2</i>. Stanford University Press. 8. Žic Fuchs, Milena. 1992-1993. "Konvencionalne i pjesničke metafore." <i>Filologija</i> 20-21, 585-593.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 12

Course	Croatian Dialects: Past and Present
Course co-ordinator	Stjepan Damjanović
Instructor(s)	Stjepan Damjanović
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	The levels of linguistic research and the system of disciplines that take the Croatian language as their object of study are essential foundations for any type of philological analysis. It is vital for all philological approaches to determine the standard language as a historical reality. The notions of norm and codifying in the history of the Croatian language and the origins of standard language discussed.
Course objectives	To instruct doctoral candidates in the levels of linguistic inquiry and introduce them to the system of disciplines studying the Croatian language. To demonstrate that Croatian dialects currently in use should be studied against the backdrop of the analysis of the dialects used in the past.
Enrolment requirements	no requirements

Expected learning outcomes in the course	The survey of the periodisation of the history of Croatian and of the history of standard language will make it possible for doctoral candidates to study Croatian dialects, those of the past as well as those still in use. Candidates will be able to develop criteria for classifying Croatian dialects, to study their spread, and to highlight their principal linguistic features. Candidates will be able to devise, organise, and propose research projects on related linguistic topics, to interpret research results on a higher level, to understand the interdependence of methods and results, as well as to critically evaluate their own insights and findings as well as those of others. On a higher level, they will be able to assess recent linguistic theories and models, and take part in the formation of standard usage by means of a critical discussion of its effects.
Course content	Levels of linguistic research. The standard language as a historical reality. Philology and the Croatian language. Historical stylistics. Standardisation and codifying. Sources for the study of the history of Croatian. Origins of standard language. Periodisation. Croatian dialects: criteria for classification, their spread, their basic linguistic features.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Literatura	<p>Required</p> <ol style="list-style-type: none"> 1. Finka, Božidar. 1971. "Čakavsko narječje." <i>Čakavska rič</i> 1. 11-71 2. Junković, Zvonimir. 1972. "Jezik Antuna Vramca i podrijetlo kajkavskoga dijalekta: dijakronijska rasprava." <i>Rad JAZU</i> 363. Zagreb.

	<ol style="list-style-type: none"> 3. Katičić, Radoslav. 2013. <i>Hrvatski jezik</i>. Zagreb: Školska knjiga. 4. Lisac, Josip. 2004. <i>Hrvatska dijalektologija 1: Hrvatski dijalekti i govori štokavskoga narječja i hrvatski govori torlačkog narječja</i>. Zagreb: Golden marketing – Tehnička knjiga. 5. Moguš, Milan. 21995. <i>Povijest hrvatskoga književnoga jezika</i>. Zagreb: Globus. 6. Vince, Zlatko. 32002. <i>Putovima hrvatskoga književnog jezika</i>. Zagreb: Nakladni zavod Matica Hrvatske. <p>Optional</p> <ol style="list-style-type: none"> 1. Brozović, Dalibor. 1979. "Hrvatski jezik, njegovo mjesto unutar južnoslavenskih jezika, njegove povijesne mijene kao jezika hrvatske književnosti." In: <i>Hrvatska književnost u evropskom kontekstu</i>. Ur. Flaker, Aleksandar; Pranjić, Krunoslav. Zagreb: Zavod za znanost o književnosti Filozofskog fakulteta Sveučilišta u Zagrebu: Sveučilišna naklada Liber. 2. Hercigonja, Eduard. 1983. <i>Nad iskonom hrvatske knjige</i>. Zagreb: Sveučilišna naklada Liber. 3. Lukežić, Iva. 1990. <i>Čakavski ikavsko-ekavski dijalekt</i>. Rijeka: Izdavački centar Rijeka. 4. Malić, Dragica. 2002. <i>Na izvorima hrvatskoga jezika</i>. Zagreb: Matica hrvatska. 5. Moguš, Milan. 1977. <i>Čakavsko narječje: fonologija</i>. Zagreb: Školska knjiga. 6. Šimunović, Petar. 1987. "Antroponimijski sustav Povaljske listine i Povaljskoga praga." <i>Brački zbornik</i> 15. 134-149. 7. Vončina, Josip. 1988. <i>Jezična baština</i>. Split: Književni krug.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 13

Course	Croatian Onomastics
Course co-ordinator	Anđela Frančić
Instructor(s)	Anđela Frančić
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	The course focuses on the basics of Croatian onomastics and the impact of anthroponyms, ethnonyms, and toponyms in language. Drawing on select examples, all linguistic and extra-linguistic information recorded of onomastic signs demonstrated.
Course objectives	To introduce doctoral candidates to the basics of Croatian onomastics. To instruct them in the methods of onomastic research.
Enrolment requirements	no requirements
Expected learning outcomes in the course	Introductory lectures will provide doctoral candidates with the means to differentiate and define the basic onomastic notions and recognise onomastic categories. They are expected to apply the acquired theoretical skills in their own onomastic research. Candidates will be able to devise, organise, and propose research projects on related linguistic topics, to interpret research results on a higher level, to

	understand the interdependence of methods and results, and critically evaluate their own insights and findings as well as those of others. On a higher level, they will be able to assess recent linguistic theories and models, and take part in the formation of standard usage by means of a critical discussion of its effects.
Course content	Anthroponymy. Etnonymy. Toponymy. The origin of anthroponyms, ethnonyms, and toponyms. Diachronic and synchronic status of anthroponyms, ethnonyms, and toponyms. Formal structure of anthroponyms, ethnonyms, and toponyms. Phonological, morphological, lexical, and prosodic features of anthroponyms, ethnonyms, and toponyms. Morphosyntactic structure of anthroponyms, ethnonyms, and toponyms. Integration of anthroponyms, ethnonyms, and toponyms in standard language. Adjectives formed from anthroponyms, ethnonyms, and toponyms. Onomastics as a factor in establishing the cultural and historical features of a people. Stylistic role of anthroponyms, ethnonyms, and toponyms in literary works.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Literatura	<p>Required</p> <ol style="list-style-type: none"> 1. Frančić, Anđela. 2002. <i>Međimurska prezimena</i>. Zagreb: Institut za hrvatski jezik i jezikoslovlje. 2. Skok, Petar. 1950. <i>Slavenstvo i romanstvo na jadranskim otocima: toponomastička ispitivanja</i>. Zagreb: Jadranski institut Jugoslavenske akademije znanosti i umjetnosti 3. Šimunović, Petar. 1985. <i>Naša prezimena</i>, Zagreb: NZMH <p>Optional</p>

	<ol style="list-style-type: none"> 1. Barac-Grum, Vida. 1990. "Gorskokotarski toponimijski sustavi u usporedbi sa sjevernoprimorskim." <i>Rasprave Zavoda za jezik</i> 16. 2. Jurišić, B. 1964. "Iz primorske toponimike zadarskog i šibenskog područja." <i>Primorski zbornik</i> 2. 3. Menac-Mihalić, Mira. 1982. "Sustav osobnih imena Milne na otoku Braču." <i>Onomastica jugoslavica</i> 10. Zagreb. 4. Moguš, Milan. 1966. "Toponimika u prvim zemljišnim knjigama bivšeg senjskog kotara." <i>Hrvatski dijalektološki zbornik</i> 2. 5. Šimunović, Petar. 1972. "Toponimija otoka Brača." <i>Brački zbornik</i> 2. 6. Šimunović, Petar. 1976. "Toponimija Istarskog razvoda." <i>Onomastica jugoslavica</i> 6. 7. Šupuk, Ante. 1981. <i>O prezimenima, imenima i jeziku starog Šibenika</i>. Šibenik: Muzej grada Šibenika. 8. Vinja, Vojmir. 1950. <i>Romanski elementi u govorima i toponomastici otoka Korčule: doktorska disertacija</i>, Zagreb: Filozofski fakultet.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 14

Course	Synonymy in Croatian
Course co-ordinator	Zrinka Jelaska
Instructor(s)	Zrinka Jelaska
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	The course presents issues in general semantic theory on the example of the Croatian language. The system of Croatian synonyms presented.
Course objectives	To introduce doctoral candidates to the differences among select Croatian near-synonyms. To enable candidates to carry out individual research in the field of synonymy. To instruct candidates in writing dictionary entries for a thesaurus of Croatian synonyms.
Enrolment requirements	no requirements
Expected learning outcomes in the course	Doctoral candidates will become versed in semantic theoretical notions, but will also master the total system of synonyms in Croatian, which will facilitate communication processes of all kinds. Candidates will develop logical, abstract, analytical, critical, divergent, and associative thinking and become aware of the need to implement

	<p>recent linguistic insights into Croatian linguistics. They will be able to comprehend, analyse, summarise, and critically assess academic texts as well as to make use of modern information and communication technologies in their research. Having mastered the principles of writing scholarly and research papers, doctoral candidates will be able to make interdisciplinary use of acquired skills and competencies in related academic fields, but also to individually devise new ways for solving linguistic problems under diverse aspects of inquiry.</p>
Course content	<p>Words. Meaning. Types of synonymy: identity, near-identity, similarity. Synonyms. Absolute synonyms. Denotational synonyms. Stylistic synonyms. Cognitive semantic description. Text analysis. Dictionaries for language learning. Research approach to words.</p>
Student obligations in the course	<p>regular attendance</p>
Assessment and evaluation of student work	<p>no exam</p>
Literatura	<p>Required</p> <ol style="list-style-type: none"> 1. Jelaska, Zrinka. 2007. "Načela određivanja sinonima." <i>Filološke studije</i> 5. Skopje - Perm - Ljubljana - Zagreb: Sveučilište Sv. Ćirila i Metoda, Skoplje. 209-220. 2. Jelaska, Zrinka. 2008. "Ljubiš li me? Ti znaš da te volim: o bliskoznačnicama i raznoznačju." In: <i>Babićev zbornik – o 80. obljetnici života</i>. Ur. Mirković, S. Slavonski Brod: Ogranak MH, 125-170. 3. Petrović, Bernardina. 2005. <i>Sinonimija i sinonimičnost u hrvatskome jeziku</i>. Zagreb: Hrvatska sveučilišna naklada. 4. Šarić, Ljiljana; Wittschen, Wiebke. 2008. <i>Rječnik sinonima</i>. Zagreb: Jesenjski i Turk. <p>Optional</p>

	<ol style="list-style-type: none"> 1. Bratanić, Maja. 1991. <i>Rječnik i kultura</i>. Zagreb: SOL. 2. Jelaska, Zrinka; Novak, Ines. 2006. "Čemu: inačnost glasovnoga nazivlja." <i>Filologija</i> 46/47. 131-149. 3. Nation, Paul. 2001. <i>Learning Vocabulary in Another Language</i>. Cambridge: Cambridge University Press. 4. Nikolić-Hoyt, Anja. 2004. <i>Konceptualna leksikografija</i>. Zagreb: Hrvatska sveučilišna naklada. 5. Tabakowska, Elżbieta. 2005. <i>Gramatika i predočavanje: uvod u kognitivnu lingvistiku</i>. Zagreb: FF-press. 6. Tafra, Branka. 1996. "Blisko značni odnosi u leksiku." <i>Filologija</i> 26. 73-84. 7. Taylor, John. 2003. <i>Linguistic Categorization</i>. Oxford: Oxford University Press. 8. Žic-Fuchs, Milena. 1991. <i>Znanje o jeziku i znanje o svijetu</i>. Zagrebu: SOL.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 15

Course	Colour Terms in Croatian
Course co-ordinator	Zrinka Jelaska
Instructor(s)	Zrinka Jelaska
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	Colour terms are one of the most popular research topics. The course begins with presenting the entire interdisciplinary field of research and then proceeds to introduce doctoral candidates to colour terms in Croatian. The means by which specific colours are denoted and the meaning of particular words denoting colours examined. The objective is to demonstrate the features of the Croatian lexicon and the means by which it is extended or altered. The role of words denoting colours in diverse fields of language use, from literature to marketing, will also be analysed in detail.
Course objectives	To present colour terms as an interdisciplinary area of study and to introduce doctoral candidates to colour terms in Croatian in particular.
Enrolment requirements	no requirements

Expected learning outcomes in the course	Doctoral candidates will be introduced to the relevance of colour terms in Croatian and will be able to make interdisciplinary use of acquired skills and competencies in related academic fields, but also to individually devise new ways for solving linguistic problems under various aspects of inquiry. The possible fields of application range from literary writing to the discourse of advertising .
Course content	Theories o colour terms. Colour terms in Croatian. Meaning of colours. Meaning of terms. Means of lexicon extension. Application to language phenomena.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Literatura	<p>Required</p> <ol style="list-style-type: none"> 1. Babić, Zrinka. 1991. "Suprotnost i sklad u pripovijedanju Ive Kozarčanina." <i>Radovi Filozofskog fakulteta Sveučilišta u Zagrebu</i>, 45-60. 2. Čendo, Kristina; Jelaska, Zrinka. 2013. "Paleta boja u Krležinu romanu Povratak Filipa Latinovicza." <i>Croatica</i> 57: 213-253. 3. Jelaska, Z. 2005. "The Words for Colors in Croatian: Different Means of Lexicon Extension." <i>Zbornik radova</i>, V/5, Zadar, 7-25. 4. Marković, Ivan. 2009. "O hrvatskim riječima za boju." In: <i>Uvod u pridjev</i>. Zagreb: Disput. 249-272. <p>Optional</p> <ol style="list-style-type: none"> 1. Gulešić Machata, Milvia, Machata, Martin. 2007. "Boje u hrvatskim i slovačkim kolokacijama." <i>Riječ: časopis za slavensku filologiju</i> 13/2. 99-107.

	<p>2. Hardin, C. L.; Muffin Luisa, ed. 1997. <i>Color Categories in Thought and Language</i>. Cambridge: Cambridge University Press.</p> <p>3. Opašić, Maja; Spicijarić, Nina. 2010. "Prilog kontrastivnoj analizi frazema sa sastavnicom boje u hrvatskoj, talijanskoj i njemačkoj frazeologiji." <i>Fluminensia</i> 22/1. 121-136.</p> <p>4. Wyler, Siegfried 1992. <i>Colour and Language: Colour Terms in English</i>. Tuebingen: Gunter Narr Verlag.</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 16

Course	Adverbs in Croatian Glagolitic Texts
Course co-ordinator	Tanja Kuštović
Instructor(s)	Tanja Kuštović
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	Adverbs are uninflected words denoting modifications of verbal action. Since adverbs are a catch-all category they can be derived from various bases. The assumption that adverbs are uninflected questioned. Students will analyse the differences in the use of adverbs in liturgical and non-liturgical Croatian Glagolitic texts and study the diverse means of word formation with respect to adverbs in Old Church Slavonic texts. Specific problem of words classified as adverbs while actually pertaining to other grammatical categories discussed in detail.
Course objectives	To identify adverbs in Croatian Glagolitic texts. To question the assumption that adverbs are uninflected. To note the variety of uses of adverbs in diverse discourses in Croatian Glagolitic texts.
Enrolment requirements	no requirements

Expected learning outcomes in the course	<p>Doctoral candidates will be able to identify adverbs in Croatian Glagolitic texts and to discuss competently whether adverbs are uninflected. Candidates will be able to devise, organise, and propose research projects on related linguistic topics, as well as to interpret research results on a higher level, to understand the interdependence of methods and results, and critically evaluate their own insights and findings as well as those of others. On a higher level, they will be able to assess recent linguistic theories and models, and take part in the formation of standard usage by means of a critical discussion of its effects.</p>
Course content	
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Babić, Stjepan. 1989. "Jesu li prilozi promjenljive riječi?" <i>Jezik</i> 36/3, 63-67. 2. Hudeček, Lana. 1990. "Nepromjenljive riječi u <i>Misalu po zakonu rimskoga dvora</i> iz 1483. godine." <i>Rasprave Zavoda za jezik</i> sv. 16. 67-85. 3. Hudeček, Lana; Vukojević, Luka. 2005. "Sastavljeno i rastavljeno pisanje priloga kao pravopisni lingvistički problem." In: <i>Od fonetike do etike</i>. Ur. Pranjković, Ivo. Zagreb: Disput, 99-122. 4. Ivšić, Stjepan. 1970. <i>Slavenska poredbena gramatika</i>. Zagreb: Školska knjiga. 5. Kordić, Snježana. 2002. <i>Riječi na granici punoznačnosti</i>. Zagreb: Hrvatska sveučilišna naklada.

Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.
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COURSE NUMBER: 17

Course	Linguistic Features of Old Croatian Legal Texts
Course co-ordinator	Boris Kuzmić
Instructor(s)	Boris Kuzmić
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	<p>The course focuses on the most relevant linguistic features of Croatian legal monuments dating from the period between the 13th and 18th century, including deeds, purchase agreements, donations, codes, statutes, perambulations, tribal/clan court rulings, wills and testaments, numerous rules of various church orders etc. Legal texts written in the Čakavian, Štokavian, and Kajkavian dialect are analysed on the phonological (vocalism and consonantism), morphological (declension, conjugation, uninflected forms), syntactic (case in syntax; expressing the categories of possession; clitic and negation placement in a sentence; Church Slavonic and Roman constructions; congruence and syndetic structures in the dual and in the plural), as well as on the lexical and stylistic level (loan-words; technical terms; phrasemes; the influence of oral literature; dialogues; direct and indirect speech;</p>

	individualisation; stylistic synonyms; tropes and figures, structure of public documents etc.).
Course objectives	To examine the most relevant linguistic features of old Croatian legal monuments (13 th – 18 th century).
Enrolment requirements	no requirements
Expected learning outcomes in the course	Introduction to the features of old Croatian legal monuments and practical work in linguistic analysis will enable doctoral candidates to individually study unexamined old legal texts. Candidates will be able to devise and propose research projects on related linguistic topics, to interpret research results on a higher level, to understand the interdependence of methods and results, as well as to critically evaluate their own insights and findings as well as those of others. On a higher level, they will be able to assess recent linguistic theories and models, and take part in the formation of standard usage by means of a critical discussion of its effects.
Course content	Croatian legal monuments: purchase agreements, donations, codes, statutes, perambulations, tribal/clan court rulings, wills and testaments, numerous rules of various church orders (13 th – 18 th century). Linguistic analysis of legal monuments written in the Čakavian, Štokavian, and Kajkavian dialect.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Reading	Required <ol style="list-style-type: none"> 1. Hercigonja, Eduard. 1990. "Neke jezično-stilske značajke <i>Vinodolskoga zakona</i> (1288) i <i>Krčkoga (Vrbanskoga) statuta</i> (1388)." <i>Slovo</i> 39-40. 87-125.

	<ol style="list-style-type: none"> 2. Junković, Zvonimir. 1968. "Jezik <i>Poljičkoga statuta</i>." <i>Poljički zbornik</i> 1. 117-132. 3. Kuzmić, Boris. 2001. "Jezik <i>Veprinačkog zakona (1507)</i>." <i>Fluminensia</i> 1-2. 1-24. 4. Putanec, Valentin. 1982. "Jezik <i>Dekretuma (1574)</i> Ivana Pergošića." <i>Hrvatski dijalektološki zbornik</i> 6. 269-277. 5. Šepić, Ante. 1953. "Jezik hrvatskih općinskih statuta istarskih i primorskih: prilog historičkoj gramatici hrvatskog jezika." <i>Rad JAZU</i> 295. 5-40. <p>Optional</p> <ol style="list-style-type: none"> 1. Bratulić, Josip. 1976. "Iz problematike proučavanja hrvatskih pravnih spomenika kao spomenika književnosti." <i>Slovo</i> 25-26. 363-382. 2. Hercigonja, Eduard. 1986. "<i>Acta croatica</i> kao predmet književnomedievističkog studija." <i>Filologija</i> 14. 109-122. 3. Kuštović, Tanja. 2004. "Prilozi u Istarskom razvodu." In: <i>Glagoljica i hrvatski glagolizam</i>. 617-624. 4. Moguš, Milan. 1988. "Jezik prijevoda <i>Senjskoga statuta</i>." <i>Senjski zbornik</i> 13. 51-56.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 18

Course	Language and Identity
Course co-ordinator	Krešimir Mićanović
Instructor(s)	Krešimir Mićanović
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	<p>The course presents an overview of the ways in which, on the one hand, language identity is determined (how varieties are classified as a single language), and, on the other, the means by which languages/varieties express identity. The course focuses on the following issues: what is identity; identity and the functions of language; types of language identity; multilingualism and the choice of identity; language and identities – individual, social, national. The role frequently accorded languages in the formation of national identity, i.e. in the processes of standardisation and nation formation in the (South)Slavonic area, will receive special attention. The aim is to demonstrate that it is precisely the standard language/variety that determines which variety will be given the status of language, i.e. that standard language/variety can influence decisively how varieties are classified as a single language.</p>

Course objectives	To present the methods for determining language identity and the ways in which languages or varieties are used to express identity.
Enrolment requirements	no requirements
Expected learning outcomes in the course	Doctoral candidates will comprehend the notion of language identity and develop logical, abstract, analytical, critical, divergent, and associative thinking. Students will become aware of the need to implement recent linguistic insights into Croatian linguistics, and will also be able to comprehend, analyse, summarise, and critically assess academic texts as well as to make use of modern information and communication technologies in their research. Having mastered the principles of writing scholarly and research papers, candidates will be able to make interdisciplinary use of acquired skills and competencies in related academic fields, as well as to individually devise new ways for solving linguistic problems under diverse aspects of inquiry. Finally, students will be able to discuss, analyse, and present the relations that obtain between standard language and varieties.
Course content	Language identity. Varieties of language. Functions of identity. Types of language identity. Multilingualism and the choice of identity. Language and identities – individual, social, national.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Literatura	Required <ol style="list-style-type: none"> 1. Edwards, John. 2009. <i>Language and Identity</i>. Cambridge: Cambridge University Press. 2. Joseph, John E. 2004. <i>Language and Identity: National, Ethnic, Religious</i>. Palgrave Macmillan.

	<p>3. Mićanović, Krešimir. ² 2008. <i>Hrvatski s naglaskom: standard i jezični varijeteti</i>. Zagreb: Disput.</p> <p>4. Škiljan, Dubravko. 2002. <i>Govor nacije: jezik, nacija, Hrvati</i>. Zagreb: Golden marketing.</p> <p>5. Wright, Sue 2010. <i>Jezična politika i jezično planiranje. Od nacionalizma do globalizacije</i>. Zagreb: Fakultet političkih znanosti Sveučilišta u Zagrebu</p> <p>Optional</p> <p>1. Badurina, Lada; Pranjković, Ivo; Silić, Josip ur. 2009. <i>Jezični varijeteti i nacionalni identiteti: prilozi proučavanju standardnih jezika utemeljenih na štokavštini</i>. Zagreb: Disput.</p> <p>2. Brozović, Dalibor. 2006. <i>Neka bitna pitanja hrvatskoga jezičnog standarda</i>. Zagreb: Školska knjiga.</p> <p>3. Katičić, Radoslav. 1992. "Identitet jezika." In: <i>Novi jezikoslovni ogledi</i>. Zagreb: Školska knjiga. 35-54.</p> <p>4. Katičić, Radoslav. 2013. <i>Hrvatski jezik</i>. Zagreb: Školska knjiga.</p> <p>5. Peti-Stantić, Anita. 2008, <i>Jezik naš i/or njihov: vježbe iz poredbene povijesti južnoslavenskih standardizacijskih procesa</i>. Zagreb: Srednja Europa.</p> <p>6. Žanić, Ivo. 2007. <i>Hrvatski na uvjetnoj slobodi: jezik, identitet i politika između Jugoslavije i Europe</i>. Zagreb: Fakultet političkih znanosti Sveučilišta u Zagrebu.</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 19

Course	Word Stress in Croatian
Course co-ordinator	Krešimir Mićanović
Instructor(s)	Helena Delaš
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	<p>The course comprises four larger areas of study in accentology: word stress in nouns, word stress in adjectives, word stress in verbs, and word stress in other parts of speech. The emphasis is on the paradigmatic and typological norms. The principal objective of the course is to enable students to comprehend the system of word stress rules in standard Croatian usage – its origins and organisation. Specific Croatian prosodic situation with respect to various systems and subsystems in the Croatian language analysed. The claim that word stress rules are systematic corroborated. The point that Croatian standard usage is a model to be used according to the needs of communicative situations highlighted.</p>
Course objectives	<p>To comprehend word stress rules in compliance with standard usage in Croatian. To substantiate the claim that word stress is systematic.</p>

Enrolment requirements	no requirements
Expected learning outcomes in the course	Doctoral candidates will master the system of word stress rules in standard usage and will be able to make use of it in accordance with specific needs in communication. Students will further be able to devise, organise, and propose research projects on related linguistic topics, as well as to interpret research results on a higher level, understand the interdependence of methods and results, and critically evaluate their own insights and findings as well as those of others. On a higher level, they will be able to assess recent linguistic theories and models, and take part in the formation of standard usage by means of a critical discussion of its effects.
Course content	Word stress in nouns. Word stress in adjectives. Word stress in verbs. Word stress in other parts of speech. Paradigmatic and typological norms.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Literatura	<p>Required</p> <ol style="list-style-type: none"> 1. Anić, V. (1991. i kasnija izd.) <i>Rječnik hrvatskoga jezika</i>. Zagreb: Novi Liber. 2. Barić, Eugenija i dr. 2005. <i>Hrvatska gramatika</i>. Zagreb: Školska knjiga. (chapters: "Prozodijski sustav," "Uloga prozodijskih jedinica," "Pomicanje naglasaka," "Pregledi sklonidbe po morfološko-naglasnim tipovima") 3. Ivšić, Stjepan. 1911. "Prilog za slavenski akcenat, p. o." <i>Rad JAZU</i> 187.

	<p>4. Kapović, Mate. 2008. "Razvoj hrvatske akcentuacije." <i>Filologija</i>, 51.</p> <p>5. Vukušić, Stjepan; Zoričić, Ivan; Grasselli-Vukušić, Marija. 2007. <i>Naglasak u hrvatskome književnom jeziku</i>. Zagreb: Nakladni zavod Globus.</p> <p>Optional</p> <p>1. Babić, Stjepan. ²1991. <i>Tvorba riječi u hrvatskom književnom jeziku: nacrt za gramatiku</i>. Zagreb: HAZU – Globus.</p> <p>2. Barić, Eugeniya i dr. 1999. <i>Hrvatski jezični savjetnik</i>. Zagreb: Institut za hrvatski jezik i jezikoslovlje – Pergamena – Školske novine.</p> <p>3. Benešić, Julije. 1949. <i>Hrvatsko-poljski rječnik</i>. Zagreb: Nakladni zavod Hrvatske.</p> <p>4. Delaš, Helena. 1913. <i>Hrvatska preskriptivna akcentologija</i>. Zagreb: Pergamena.</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 20

Course	Lexicography of Croatian Dialects
Course co-ordinator	Mira Menac Mihalić
Instructor(s)	Mira Menac Mihalić
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	<p>Lectures present an overview of methods in lexicographic research, specifically, models for description of non-standard dialects.</p> <p>Methodological procedures for field work in collecting lexical data: various types of questionnaires (target, general), recorded speech samples, observations during the stay among native speakers.</p> <p>Methods for processing collected data. Methods of analysis and interpretation of data. Analysis encompasses: establishing stress inventory and distribution, morphological features, determining meaning etc.</p>
Course objectives	To present methods in lexicographic research.
Enrolment requirements	no requirements

Expected learning outcomes in the course	<p>Doctoral candidates will engage in critical discussion of methods in lexicographic research. Having mastered methods and procedures presented, students will be able to carry out field work in lexicographic research, as well as to devise, organise, and propose research projects on related linguistic topics. Candidates will be able to interpret research results on a higher level, to understand the interdependence of methods and results, and critically evaluate their own insights and findings as well as those of others. On a higher level, they will be able to assess recent linguistic theories and models, and take part in the formation of standard usage by means of a critical discussion of its effects. .</p>
Course content	<p>Methods in lexicographic research. Models for description of non-standard dialects. Methodological procedures for field work. Methods of analysis and interpretation of data.</p>
Student obligations in the course	<p>regular attendance</p>
Assessment and evaluation of student work	<p>no exam</p>
Literatura	<p>Required</p> <ol style="list-style-type: none"> 1. Brozović, Dalibor. 1997. "Narječja hrvatskoga jezika." In: <i>Hrvatski leksikon 2</i>. Zagreb: Leksikografski zavod Miroslav Krleža. 155-156 2. Lisac, Josip. 2004. <i>Hrvatska dijalektologija 1: Hrvatski dijalekti i govori štokavskoga narječja i hrvatski govori torlačkog narječja</i>. Zagreb: Golden marketing – Tehnička knjiga. 3. Lončarić, Mijo. 1996. <i>Kajkavsko narječje</i>, Zagreb: Školska knjiga. 4. Moguš, Milan. 1977. <i>Čakavsko narječje: fonologija</i>. Zagreb: Školska knjiga.

	<p>Optional</p> <p>various dictionaries of local or regional dialects, e.g.:</p> <ol style="list-style-type: none"> 1. Berezina Matoković, Dobrila, 2004. <i>Ričnik velovareškega Splita</i>. Zagreb: Denona. 2. Čuljat, Marko. 2004. <i>Ričnik ličke ikavice</i>. Gospić: Lik@ press. 3. Jurišić, Blaž. 1973. <i>Rječnik govora otoka Vrgade</i>, 2. dio, Zagreb: JAZU.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 21

Course	Linguistic Geography
Course co-ordinator	Mira Menac Mihalić
Instructor(s)	Mira Menac Mihalić
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	Lectures present actual findings in linguistic geography. Methods of inquiry analysed: models for representing linguistic phenomena on maps and their interpretation. Methodological procedures for field work in collecting data: various types of questionnaires (target, general). In seminars, actual linguistic material interpreted and linguistic relations obtaining between collected speech data analysed. Interpretation of available maps and drawing new ones.
Course objectives	To present a brief survey of the state of linguistic geography. To master research methods in linguistic geography.
Enrolment requirements	no requirements
Expected learning outcomes in the course	Studying the examples from linguistic cartography, doctoral candidates will develop logical, abstract, analytical, critical, divergent, and associative thinking and become aware of the need to implement

	<p>recent linguistic insights into Croatian linguistics. Students will be able to analyse, summarise, and critically assess academic texts as well as to make use of modern information and communication technologies in their research. Having mastered the principles of writing scholarly and research papers, candidates will be able to make interdisciplinary use of acquired skills and competencies in related academic fields, as well as to individually devise new ways for solving linguistic problems under diverse aspects of inquiry. Candidates will learn to use and devise questionnaires and to interpret and draw new linguistic maps.</p>
Course content	<p>Linguistic geography. Methods of inquiry. Models for representing linguistic phenomena on maps. Field work. Types of questionnaires: target, general.</p>
Student obligations in the course	<p>regular attendance</p>
Assessment and evaluation of student work	<p>no exam</p>
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Brozović, Dalibor. 1997. "Narječja hrvatskoga jezika." In: <i>Hrvatski leksikon 2</i>. Zagreb: Leksikografski zavod Miroslav Krleža. 155-156 2. Lisac, Josip. 2004. <i>Hrvatska dijalektologija 1: Hrvatski dijalekti i govori štokavskoga narječja i hrvatski govori torlačkog narječja</i>. Zagreb: Golden marketing – Tehnička knjiga. 3. Lončarić, Mijo. 1996. <i>Kajkavsko narječje</i>. Zagreb: Školska knjiga. 4. Moguš, Milan. 1977. <i>Čakavsko narječje: fonologija</i>. Zagreb: Školska knjiga.

	<p>5. <i>Obščeslavjanskij lingvističeskij atlas: vstupitel'nyj vypusk: obščije principy, spravočnyje materialy.</i> Moskva 1978. (optional, max. 10 entries)</p> <p>Optional</p> <p>1. <i>Obščeslavjanskij lingvističeskij atlas: materialy i issledovanija</i> Moskva: Nauka 1 - 1965; 2 - 1968; 3 - 1969/1970; 4 - 1970/1972; 5 - 1971/1974; 6 - 1972/1974; 7 - 1973/1975; 8 - 1974/1976; 9 - 1975/1977; 10 - 1976/1978; 11 - 1977/1979; 12 - 1978/1980; 13 - 1979/1981; 14 - 1980/1982.. 21 - 1991/1993/1996;</p> <p>2. <i>Obščeslavjanskij lingvističeskij atlas, serija fonetiko-grammatičeskaja, vypusk 4b, refleksy *i, *o. Vtoričnyje glasnyje.</i> Skopje 2003;</p> <p>3. <i>Obščeslavjanskij lingvističeskij atlas, serija fonetiko-grammatičeskaja, vypusk 4 a, refleksy *ь, *б.</i> Zagreb 2006. (2007)</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 22

Course	Generative Approach to the Linguistic System
Course co-ordinator	Milan Mihaljević
Instructor(s)	Milan Mihaljević
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	<p>The course introduces students to the basics of generative grammar and generative understanding of language. Principal topics:</p> <ol style="list-style-type: none">1. Chomsky's revolution in linguistics: natural science approach to language and the Galilean style of linguistic inquiry; change in point of view and the object of research; linguistic faculty as a discrete mental organ specialised in language; language is not a system of signs but a process of production.2. Structure of linguistic faculty: structure and nature of represented levels of PF and LF (phonetic, semantic, and morphosyntactic features); structure of computational system in respective models of generative grammar (early systems of transformation rules; principles and parameters theory; the minimalist program); methods of representing syntactic structures.

Course objectives	To introduce doctoral candidates to the basics of generative grammar and generative understanding of language.
Enrolment requirements	no requirements
Expected learning outcomes in the course	To master the notions in generative grammar. To comprehend the historical development of linguistics and its methodological turns. Doctoral candidates will be able to use computational system of generative grammar and represent syntactic structures in compliance with its rules and principles. Candidates will develop logical, abstract, analytical, critical, divergent, and associative thinking and become aware of the need to implement recent linguistic insights into Croatian linguistics. They will also be able to comprehend, analyse, summarise, and critically assess academic texts as well as to make use of modern information and communication technologies in their research. Having mastered the principles of writing scholarly and research papers, candidates will be able to make interdisciplinary use of acquired skills and competencies in related academic fields, as well as to individually devise new ways for solving linguistic problems under diverse aspects of inquiry.
Course content	Generative grammar. Generative understanding of language. Chomsky's revolution. Point of view in research altered. Productivity. Structure of represented levels. Representation of syntactic structures.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Reading	Required

	<ol style="list-style-type: none"> 1. Chomsky, Noam. 1995. <i>The Minimalist Program</i>. Cambridge, MA: The MIT Press. 2. Mihaljević, Milan. 1998. <i>Generativna sintaksa i semantika</i>. Zagreb: HFD. 3. Mihaljević, Milan. 2005. <i>Minimalistička sintaksa</i>. Mimeographed lecture notes. 4. Ouhalla, Jamal. ²1999. <i>Introducing Transformational Grammar: From Principles and Parameters to Minimalism</i>. London: Edward Arnold Publishers. 5. Radford, Andrew. 2004. <i>Minimalist Syntax</i>. Cambridge: Cambridge University Press. <p>Optional</p> <ol style="list-style-type: none"> 1. Chomsky, Noam. 1957. <i>Syntactic Structures</i>. The Hague: Mouton. 2. Chomsky, Noam. 1965. <i>Aspects of the Theory of Syntax</i>. Cambridge, MA: The MIT Press. 3. Chomsky, Noam. 1972. <i>Studies on Semantics in Generative Grammar</i>. The Hague: Mouton. 4. Chomsky, Noam. 1981. <i>Lectures on Government and Binding</i>. Dordrecht: Foris. 5. Freidin, Robert. 1992. <i>Foundations of Generative Syntax</i>. Cambridge, MA: The MIT Press. 6. Haegeman, Liliane. 1994. <i>Introduction to Government & Binding Theory</i>. Oxford: Blackwell.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 23

Course	Comparative History of Standardisation Processes: Croatian and Related Cultural and Language Communities
Course co-ordinator	Anita Peti-Stantić
Instructor(s)	Anita Peti-Stantić
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	Doctoral candidates are introduced to the basic notions and methods in contemporary comparative linguistics, in particular in its sociolinguistic component. The comparative approaches in linguistics and sociolinguistics as its branch and the comparative approaches in history explained by way of introduction. The notions of linguistic community as an imaginary community and the relation obtaining between literary and/or standard language and the dialectal basis and/or textual superstructure analysed. Special attention will be paid to the issues of language policy and language planning; the status and corpus of literary and/or standard language; as well as of multilingualism and bilingualism in Croatian cultural and language community in the course of history and today. In accordance with the interests of candidates, more detailed analyses of the influence of

	liturgical texts, changes in educational systems or of the centres of print culture on the history of standardisation processes in Croatian and related South Slavonic languages will be presented in seminars.
Course objectives	To introduce the notions and methods in contemporary comparative linguistics, in particular in its sociolinguistic component.
Enrolment requirements	no requirements
Expected learning outcomes in the course	To recognise and become proficient in the comparative approach in linguistics and sociolinguistics. Students will develop logical, abstract, analytical, critical, divergent, and associative thinking and become aware of the need to implement recent linguistic insights into Croatian linguistics, and will be able to comprehend, analyse, summarise, and critically assess academic texts as well as to make use of modern information and communication technologies in their research, having mastered the principles of writing scholarly and research papers. Doctoral candidates will be able to make interdisciplinary use of acquired skills and competencies in related academic fields, but also to individually devise new ways for solving linguistic problems under diverse aspects of inquiry. Candidates will further acquire skills and competencies enabling them to discuss and analyse sociolinguistic phenomena within the framework of the history of standardisation processes in Croatian and related South Slavonic languages.
Course content	Notions and methods in contemporary comparative linguistics. Linguistic community. Standard language. Dialect. Textual superstructure. Language policy. Language planning. Multilingualism and bilingualism in Croatian cultural and language community.
Student obligations in the course	regular attendance

Assessment and evaluation of student work	no exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Anderson, Benedict. 1990. <i>Nacija: zamišljena zajednica</i>. Zagreb: Školska knjiga. 2. Cooper, Robert. 1996 <i>Language Planning and Social Change</i>. Cambridge, New York: Cambridge University Press. 3. Matasović, Ranko. 2001. <i>Uvod u poredbenu lingvistiku</i>. Zagreb: Matica hrvatska. 4. Peti-Stantić, Anita. 2008. <i>Jezik naš i/or njihov: vježbe iz poredbene povijesti južnoslavenskih standardizacijskih procesa</i>. Zagreb: Srednja Europa. 5. Wright, Sue. 2004. <i>Language Policy and Language Planning, From Nationalism to Globalisation</i>. New York: Palgrave Macmillian. <p>Optional</p> <ol style="list-style-type: none"> 1. Greenberg, Robert D. 2005. <i>Jezik i identitet na Balkanu</i>. Zagreb: Srednja Europa. 2. Katičić, Radoslav. 1971. <i>Jezikoslovni ogledi</i>. Zagreb: Školska knjiga. 3. Mazower, Mark. 2003. <i>Balkan: Kratka povijest</i>. Zagreb: Srednja Europa. 4. Peti-Stantić, Anita, ur. 2008. <i>Identitet jezika jezikom izrečen: Zbornik rasprava s Okruglog stola o knjizi Roberta D. Greenberga Jezik i identitet na Balkanu</i>. Zagreb: Srednja Europa. 5. Schjerve, Rosita Rindler, ed. 2003. <i>Diglossia and Power</i>. Hague: Mouton de Gruyter.

	<p>6. Schenker, Alexander; Stankiewicz, Edward, ed. 1980. <i>The Slavonic Literary Languages, Formation and Development</i>. New Haven: Yale Concilium on International and Area Studies.</p> <p>7. Stone, Gerald; Worth, Dean, ur. 1985. <i>The Formation of the Slavonic Literary Languages</i>. UCLA Slavic Studies, vol. 11.</p> <p>8. Žanić, Ivo. 2007. <i>Hrvatski na uvjetnoj slobodi: jezik, identitet i politika između Jugoslavije i Europe</i>. Zagreb: Fakultet političkih znanosti.</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 24

Course	Anthropological Linguistics
Course co-ordinator	Ivan Marković
Instructor(s)	Ivan Marković
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction	lectures, tutorials, individual work
Course description	The course presents the interdisciplinary interests of anthropological linguistics and its select recent achievements in general and with respect to Croatian language in particular. Origins and development of human language. Defining features and nature of human language. Linguistic universals. Special meanings expressed in language (time and space, colour, family relationships). Social and cultural stratification of language with related topics (ritual languages, proscribed languages, cursing, taboo, jokes, wordplay). Language as a means of self-understanding with related topics (anthropocentric language, urbanity). Mixing languages and language death.
Course objectives	To introduce doctoral candidates to interdisciplinary interests of anthropological linguistics and its select recent achievements in general and with respect to Croatian language in particular. Having acquired necessary theoretical competencies as well as practical skills, and having become proficient in the use of metalanguage and relevant analytical methods, candidates will be able to situate specific linguistic problems in Croatian in the perspective of anthropological linguistics.
Enrolment requirements	no requirements

<p>Expected learning outcomes in the course</p>	<p>The course will enable students to approach Croatian using the new interdisciplinary method which interconnects and places in a different perspective diverse topics in anthropology, sociolinguistics, psycholinguistics, comparative linguistics, and semantics, such as language universals, early language acquisition, or language development. The course has two aims. First, to present the subject matter doctoral candidates are already familiar with in a new light. Second, to introduce students to topics and readings they would not have encountered in other courses.</p>
<p>Course content</p>	<ol style="list-style-type: none"> 1. Introductory. Anthropological linguistics. Topics. Man – Culture – Language – Writing. 2. Evolution of language. Evolution of human race. Origins and development of human language. 3. Nature of human language. Defining features of human language. Nature of verbal sign and grammar. Linguistic universals – Phonological – Morphological – Syntactic – Semantic. Taxonomy – Partonomy. Metaphor – Metonymy. 4. World in language I. Time and space in language. Time and space in metaphor. 5. World in language II. Family and relatives in language. Colours in language. 6. Stratification of language I. Uses and functions of language. Varieties in language. Cultural and social stratification in language. 7. Stratification of language II. Ritual languages. Proscribed languages – Taboo – Cursing – Euphemisms. 8. Stratification of language III. Sex and gender in language. Male and female language. 9. Stratification of language IV. Language and the ridiculous/comic – Jokes. Wordplay. Language and lies. 10. Man in language I. Myself and other in language – Person – Social deictic signs – Urbanity.

	<p>11. Man in language II. Anthropocentric language. Anthropocentric metaphor.</p> <p>12. Man in language III. Cultural determination. Language in contact. Mixing languages. Language death.</p>
Student obligations in the course	regular attendance and seminar paper.
Assessment and evaluation of student work	seminar paper
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Foley, William A. 1997. <i>Anthropological Linguistics: An introduction</i>. Malden, MA – Oxford, UK: Blackwell Publishers Ltd. 2. Marković, Ivan. 2014. <i>Predavanja iz antropološke lingvistike</i>. Mimeographed lecture notes. http://omega.ffzg.hr. 3. Matasović, Ranko. 2005. <i>Jezična raznolikost svijeta: podrijetlo, razvitak, izgledi</i>. Zagreb: Algoritam. <p>Optional</p> <ol style="list-style-type: none"> 1. Benveniste, Émile. 2005 [1969]. <i>Riječi indoeuropskih institucija</i>. Prev. Vojmir Vinja. Zagreb: Disput. 2. Danesi, Marcel. 2004. <i>A Basic Course in Anthropological Linguistics</i>. Toronto: Canadian Scholars' Press. 3. Greenberg, Joseph H. – Charles A. Ferguson – Edith A. Moravcsik (eds.) 1978. <i>Universals of Human Language</i>. Vol. 1-4. Stanford, CA: Stanford University Press. 4. Hockett, Charles F. 1973. <i>Man's Place in Nature</i>. New York: McGraw-Hill. 5. Jespersen, Otto. 1922. <i>Language: Its Nature, Development and Origin</i>. London: George Allen & Unwin.

	<p>6. Karavanić, Ivor – Ivor Janković. 2009. <i>Osvit čovječanstva: počeci našega biološkog i kulturnog razvoja</i>. Zagreb: Školska knjiga.</p> <p>7. Moore, Jerry D. 2002. <i>Uvod u antropologiju: teorije i teoretičari kulture</i>. Prev. Gordana V. Popović. Zagreb: Jesenski i Turk.</p> <p>8. Wierzbicka, Anna. 1992. <i>Semantics, Culture, and Cognition: Universal Human Concepts in Culture-Specific Configuration</i>. Oxford – New York: Oxford University Press.</p> <p>9. Wierzbicka, Anna. 1997. <i>Understanding Cultures Through Their Key Words: English, Russian, Polish, German, and Japanese</i>. Oxford – New York: Oxford University Press.</p> <p>10. Wierzbicka, Anna. 2003 [1991]. <i>Cross-cultural Pragmatics: The Semantics of Human Interaction</i>. Second edition. Berlin – New York: Mouton de Gruyter.</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 25

Course	Croatian in the Context of Contact Linguistics
Course co-ordinator	Ivo Pranjković
Instructor(s)	Ivo Pranjković
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	The course is predicated upon contact linguistics and theories of language interaction. Due to the history of Croatia and the evolution of Croatian language, such theories are of paramount importance for the study of the specific features of Croatian language resulting from its contacts with German, Italian, Hungarian, Latin, Turkish, English and French. Loan-words are the outcome of historical contact in current language usage. The kinds of loan-words and their status in Croatian and the forms of language borrowing surveyed.
Course objectives	To offer an overview of language interaction and the basics of language contact theory by means of a detailed analysis of the history, forms, and outcomes of the contacts that obtained between Croatian and German, Italian, Hungarian, Latin, Turkish, English, and French.

Enrolment requirements	no requirements
Expected learning outcomes in the course	Having mastered theories of language borrowing, doctoral candidates will be able to recognise loan-words and the import of such verbal phenomena. Candidates will also be able to devise, organise, and propose research projects on related linguistic topics, to interpret research results critically, to understand the interdependence of methods and results, and to evaluate their own insights and findings as well as those of others. On a higher level, they will be able to assess recent linguistic theories and models, and take part in the formation of standard usage by means of a critical discussion of its effects.
Course content	Historical overview of the study of language interaction. Basic theories of language in contact. Croatian in contact: history, types, and outcomes of its contacts with the German, Italian, Hungarian, Latin, Turkish, English, and French language. Language contact and language borrowing. Reasons, forms, and trajectories of borrowing. Loan-word adaptation. Status of loan-words in Croatian in general and in Croatian standard language in particular. Types of language borrowing and loan-words.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Reading	Required <ol style="list-style-type: none"> 1. Filipović, Rudolf. 1986. <i>Teorija jezika u kontaktu: uvod u lingvistiku jezičnih dodira</i>. Zagreb: Školska knjiga – JAZU. 2. Filipović, Rudolf. 1990. <i>Anglicizmi u hrvatskom or srpskom jeziku: Porijeklo - razvoj - značenje</i>. Zagreb: Školska knjiga – JAZU.

	<p>3. Franolić, Branko. 1975. <i>L'influence de la langue française en Croatie</i>. Paris.</p> <p>4. Kovačec, August. 1967. "Bilingvizam i aloglotski utjecaji na morfosintaktičku strukturu jezika." <i>Suvremena lingvistika</i> 4. 101-114.</p> <p>5. <i>Zbornik Zagrebačke slavističke škole</i>. Zagreb, 2001, 105-190.</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 26

Course	Grammatical Categories
Course co-ordinator	Ivo Pranjković
Instructor(s)	Ivo Pranjković
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	The categorial structure of language enables it to be learned, whether as a first or as a second language. The course focuses on the importance of the notion of grammatical categories and presents in detail a system of categories and their features.
Course objectives	To explicate in depth the nature and properties of grammatical categories. To present a detailed typology of grammatical categories.
Enrolment requirements	no requirements
Expected learning outcomes in the course	Doctoral candidates will comprehend the total extent of the notion of grammatical categories. In addition to in-depth analysis and comprehension of the notion of category, candidates will improve their competence in Croatian and become able to devise and program new methods of inquiry in exploring grammatical categories and the notion of language as categorial in general.

Course content	Nature and properties of grammatical categories. Semantic and grammatical categories. Modes of expressing categorial meanings. Typology of grammatical categories (morphological categories, word classes, and syntactic categories). Categories: nominal (gender, number, case, person, definiteness, animate/inanimate, degree) and verbal (person, tense, mood, voice). "Internal" categories of the verb (aspect and transitivity). Word classes. Syntactic categories (sentence structure constituents) and syntactic constructions.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Literatura	Required: <ol style="list-style-type: none"> 1. Aristotel. 1992. <i>Kategorije</i>. Zagreb: HSN. 2. Jakobson, Roman. 2008. <i>O jeziku</i>. Zagreb: Disput 3. Katičić, Radoslav. 1971. <i>Jezikoslovni ogledi</i>. Zagreb: Školska knjiga. 4. Kordić, Snježana. 2002. <i>Riječi na granici punoznačnosti</i>. Zagreb: SNL. 5. Kovačević, Miloš. 1988. <i>Uzročno semantičko polje</i>. Sarajevo: Svjetlost. 6. Mihaljević, Milan. 1998. <i>Generativna sintaksa i semantika</i>. Zagreb: HFD. 7. Žic-Fuchs, Milena. 1991. <i>Znanje o jeziku i znanje o svijetu</i>. Zagrebu: SOL.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 27

Course	Croatian Lexicography
Course co-ordinator	Marko Samardžija
Instructor(s)	Marko Samardžija
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	The course focuses on lexicography in general and on the history of lexicography and lexicology in Croatia in particular. A detailed overview of basic lexicographic manuals: types of dictionaries, thesauri and encyclopaedic dictionaries. The survey of the development of lexicography in Croatia will demonstrate the crucial role of dictionaries in the evolution of Croatian literary and standard language.
Course objectives	To explicate the notions of lexicography and lexicology and to present an overview of the development of lexicography in Croatia.
Enrolment requirements	no requirements

Expected learning outcomes in the course	<p>Doctoral candidates will master the basic terms in lexicography and lexicology and become aware of the key role dictionaries played in the evolution of Croatian literary and standard language. Candidates will be able to devise, organise, and propose research projects on related linguistic topics; to interpret research results on a higher level, to understand the interdependence of methods and results, and critically evaluate their own insights and findings as well as those of others. On a higher level, they will be able to assess recent linguistic theories and models, and take part in the formation of standard usage by means of a critical discussion of its effects.</p>
Course content	<p>Lexicography. Lexicography and lexicology. Types of dictionaries. Thesauri and encyclopaedic dictionaries. Diachronic and synchronic dictionaries. Defining dictionaries. Monolingual and bilingual dictionaries. The development of lexicography in Croatia. The role of Croatian dictionaries in the evolution of Croatian literary and standard language. (Croatian) dictionaries and the norms of (Croatian) standard language.</p>
Student obligations in the course	<p>regular attendance</p>
Assessment and evaluation of student work	<p>no exam</p>
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Budmani, Pero. 1885. "Pogled na istoriju naše gramatike i leksikografije do 1835. godine." <i>Rad JAZU</i> 80. 165-185. 2. Hartmann, R. R. K. 1998. <i>Dictionary of Lexicography</i>. London – New York : Routledge. 3. Musulin, Stjepan 1959. "Hrvatska i srpska leksikografija." <i>Filologija</i> 2. 41-63.

	<p>4. Melvinger, Jasna. <i>Leksikologija</i> (mimeographed lecture notes). Osijek, 1984.</p> <p>5. Samardžija, Marko. 1998. <i>Hrvatski jezik 4</i>. Zagreb: Školska knjiga.</p> <p>6. Tafra, Branka. 2005. <i>Od riječi do rječnika</i>. Zagreb: Školska knjiga.</p> <p>(Optional reading TBA)</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 28

Course	From Phraseology to Phraseodidactics
Course co-ordinator	Ivana Vidović Bolt
Instructor(s)	Ivana Vidović Bolt
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	<p>By way of introduction, the development of phraseology as a relatively young linguistic discipline is described, and its basic theoretical tenets presented. Drawing on diverse textual sources, the ability to recognise idiomatic structures tested and the difference between non-idiomatic and idiomatic structures demonstrated.</p> <p>Detailed description of all features of the idiomatic phrase as a basic unit of a phraseologic language system. Idioms (phrasemes) are analysed under three aspects: the structural, which establishes the deployment of elements in an idiomatic phrase, its extension and lexical content, as well as its principal syntactic element; the syntactic, which defines the functions of an idiomatic phrase and the possibilities for its use in context; and the semantic, which provides the framework for study of the degree of desemantisation in idiomatic phrases, their meaning, motivation, and iconicity. The</p>

	<p>frequency of idiomatic phrases in particular thematic-semantic groups or concepts highlighted. Paradigmatic substitution and variation as two divergent types of altering the phraseological unit.</p> <p>Croatian phraseography, its beginnings, development, and achievements, surveyed. The structure of dictionary entry in Croatian monolingual and multilingual dictionaries of idioms discussed.</p> <p>The degree of equivalence established by comparing Croatian idioms with phrasemes in other languages. The manner of compiling a bilingual dictionary of idioms demonstrated.</p>
Course objectives	<p>To present a survey of the development of phraseology and its theoretical tenets. To test the ability to recognise idiomatic phrases and to point out the difference between non-idiomatic and idiomatic structures, using examples from various sources. To offer an overview of phraseodidactic publications in Croatia and abroad. To present current models of research in phraseology, with a critique of their role in the teaching process. To assess the possibilities for introducing new phraseological content into teaching material.</p>
Enrolment requirements	<p>no requirements</p>
Expected learning outcomes in the course	<p>Having mastered the basics of phraseology, students will be able to analyse and study idiomatic phenomena in language. Candidates will be able to devise, organise, and propose research projects on related linguistic topics; to interpret research results on a higher level, to understand the interdependence of methods and results, and critically assess their own insights and findings as well as those of others. On a higher level, candidates will be able to evaluate recent linguistic theories and models.</p>
Course content	<p>Development of phraseology. Distinction between non-idiomatic and idiomatic structures. Degree of desemantisation in idiomatic phrases. Meaning, motivation, and iconicity. Paradigmatic substitution and</p>

	variation in idiomatic phrases. Croatian phraseography. The structure of dictionary entry.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Fink-Arsovski, Željka. 2002. <i>Poredbena frazeologija – pogled izvana i iznutra</i>. Zagreb: FF-press. 2. Menac, Antica. 2007. <i>Hrvatska frazeologija</i>. Zagreb: Knjigra. 3. Menac-Mihalić, Mira. 2008. "Frazeologija A. B. Šimića." In: <i>Zbornik radova s Međunarodnoga znanstvenog skupa o hrvatskom književniku Antunu Branku Šimiću</i>. Drinovci. 255-268. 4. Vidović Bolt, Ivana. 2011. <i>Životinjski svijet u hrvatskoj i poljskoj frazeologiji I</i>. Zagreb: Hrvatska sveučilišna naklada. 5. Vidović Bolt, Ivana. 2013. "O mogućnostima poučavanja i usvajanja hrvatskih frazema." In: <i>Prvi, drugi, ini jezik: hrvatsko-makedonske usporedbe. Zbornik</i>. Ur. Cvikić, Lidija; Petroska, Elena. Zagreb: Hrvatsko filološko društvo. 252-264. <p>Optional</p> <ol style="list-style-type: none"> 1. Kodrić, Ana; Vidović Bolt, Ivana. 2011. "Otkrivanje skrivenoga u hrvatskim i poljskim nacionalnim frazemima." In: <i>Slavenski jezici u usporedbi s hrvatskim II</i>. Ur. Sesar, Dubravka. Zagreb: FF press. 271-277. 2. Menac, Antica; Menac-Mihalić, Mira. 2011. <i>Frazeologija splitskoga govora s rječnicima</i>. Zagreb: Institut za hrvatski jezik i jezikoslovlje.

	<p>3. Menac-Mihalić, Mira. 2005. <i>Frazeologija novoštokavskih ikavskih govora u Hrvatskoj s rječnikom frazema i značenjskim kazalom s popisom sinonimnih frazema</i>. Zagreb: Institut za hrvatski jezik i jezikoslovlje i Školska knjiga.</p> <p>4. Menac-Mihalić; Mira, Maresić, Jela. 2008. <i>Frazeologija križevačko-podravskih kajkavskih govora s rječnicima</i>. Zagreb: Institut za hrvatski jezik i jezikoslovlje.</p> <p>5. Vidović Bolt, Ivana. 2009. "Poljsko-hrvatski frazeološki rječnik on-line." In: <i>Slavenski jezici u usporedbi s hrvatskim I</i>. Ur. Sesar, Dubravka. Zagreb: FF-press. 177-185.</p>
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 29

Course	Linguistic Culture and Prague School of Linguistics
Course co-ordinator	Petar Vuković
Instructor(s)	Petar Vuković
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	<p>The groundwork for linguistic culture as a special field of linguistic research was laid in the 1930s by the Prague Linguistic Circle. In response to radical linguistic purism, members of the Circle offered a programme for enlightened and organised care of standard language usage and public verbal communication based on functionalist and structuralist methodology. By way of introduction, classical works by the members of the Prague Circle on purism (R. Jakobson), elastic stability (V. Mathesius), functional differentiation of literary language (B. Havránek), and the relation of standard language to the language of literature (J. Mukařovský) will be discussed. The course will proceed with an overview of the modifications that the programme underwent in its reception in other countries in the latter half of the 20th century: in Slovakia (J. Ružička, J. Dolník), Croatia (Lj. Jonke, D. Brozović),</p>

	<p>Slovenia (B. Urbanič, J. Toporišič), Poland (H. Kurkowska, D. Buttler), and East Germany (J. Scharnhorst, E. Ising), but also in the Czech Republic itself (F. Daneš, P. Sgall). In conclusion, theories of minimal intervention (V. Cvrček) and theories of language management (B. Jernudd, J. Neustupný), advanced in the wake of the classical teachings of the Prague Circle, as well as the latest theoretical developments in Poland (A. Markowski) and Germany (N. Janich) will be presented. While lectures will put the emphasis on the theory of linguistic culture, in seminar discussions and in their final papers doctoral candidates will explore the possibility for its application in resolving practical problems in language and communication.</p>
Course objectives	To present the history, work, and the impact of the Prague Linguistic Circle, as well as the subsequent development of its theories and their application in literary and linguistic circles throughout Europe.
Enrolment requirements	no requirements
Expected learning outcomes in the course	To comprehend the notions of linguistic culture. To relate the teaching of the Prague Linguistic Circle to the situation in Croatian linguistic scholarship. To solve practical problems in language and communication. To integrate the notions of linguistic culture in the wider context of humanities and social sciences.
Course content	Linguistic culture. Prague Linguistic Circle. Its principal figures. The care of standard language and public verbal communication. Functionalist and structuralist methodology. The relation of standard language to literary language (J. Mukařovský). Modifications to the programme of the Prague Linguistic Circle.
Student obligations in the course	regular attendance

Assessment and evaluation of student work	no exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Havránek, B.; Weingart M. ed. <i>Spisovná čeština a jazyková kultura</i>. Praha, 1932. (unpublished Croatian translations of principal entries available) 2. Jonke, Ljudevit. 1965. <i>Književni jezik u teoriji i praksi</i>. Zagreb: Znanje. 3. Brozović, Dalibor. 1970. <i>Standardni jezik</i>. Zagreb: Matica hrvatska. 4. Mićanović, Krešimir ²2008. <i>Hrvatski s naglaskom: standard i jezični varijeteti</i>. Zagreb: Disput. <p>Optional</p> <ol style="list-style-type: none"> 1. Katičić, Radoslav. 1992. "O purizmu." In: <i>Novi jezikoslovni ogledi</i>. Zagreb: Školska knjiga. 55-62. 2. Katičić, Radoslav. "Jezična kultura." In: <i>Novi jezikoslovni ogledi</i>, 62-75. 3. Katičić, Radoslav. 1971. "Normiranje književnog jezika kao lingvistički zadatak." In: <i>Jezikoslovni ogledi</i>. Zagreb: Školska knjiga. 55-64. 4. Ružička, J. ed. 1967. <i>Kultura spisovne slovečnin</i>y. Bratislava. 5. Urbanič, B. 1987. <i>O jezikovni kulturi</i>. Ljubljana. 6. Janich, N. 2004. <i>Die bewusste Entscheidung. Eine handlungsorientierte Theorie der Sprachkultur</i>. Tübingen.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 30

Course	The Bunjevci of Bačka – Language, Culture, Identity
Course co-ordinator	Petar Vuković
Instructor(s)	Petar Vuković
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	<p>Bunjevci are a (sub)ethnic group living in the environs of Subotica and Sombor in Serbia and in the Baja region in Hungary. They migrated to this area from Dalmatia in the early 17th century. They speak a Štokavian Western Ikavian dialect and their folklore is the outcome of a fusion of the elements of pastoral-patriarchal culture from the Dinara mountain with the agrarian Pannonian culture. Due to the long-term separation from other Croatian communities and exposure to the influence of other national cultures, the Bunjevci of Bačka have developed a specific ethnic awareness and today some of them consider themselves Croats, while others believe that they are a distinct ethnic community. The course will first introduce students to the formation of Bunjevci as an early modern ethnic group and present an overview of their migrations. It will then proceed to analyse the Bunjevci dialect, oral literature, and folklore. Particular</p>

	attention will be given to their social development and stratification in Hungary, the national revival in the late 19 th century, and the position in social and political turmoil during the 20 th century. Principal Bunjevci writers and artists presented. Finally, the divergent ethnic awareness of the Bunjevci in Bačka will be analysed, and their political and social position considered from the point of view of recent approaches to minority rights. The course is devised as interdisciplinary and encompasses topics pertaining to history, ethnology, linguistics, the study of literature, and sociology.
Course objectives	To comprehend the position of the Bunjevci of Bačka in Serbia and Hungary, and to identify the basic features of their language, culture, and identity.
Enrolment requirements	no requirements
Expected learning outcomes in the course	Doctoral candidates will comprehend the features of the Bunjevci of Bačka (sub)ethnic community. Students will be able to discuss their current problems and the issues of preserving their identity. On a practical level, candidates will be able to take part in creating minority language policy.
Course content	The Bunjevci of Bačka: history of migration. Language, speech, dialect. Specific ethnic awareness. Oral literature and folklore of the Bunjevci of Bačka. Bunjevci writers and artists. Political and social position.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Reading	Required <ol style="list-style-type: none"> 1. Peić, Marko; Bačlija, Grgo. 1990. <i>Rečnik bačkih Bunjevaca</i>. Novi Sad – Subotica: Matica srpska.

	<ol style="list-style-type: none"> 2. Sekulić, Ante. 1991. Bački Hrvati. <i>Zbornik za narodni život i običaje Južnih Slavena</i> 52. 3. Bačić, Slaven, ur. 2004.-2014. <i>Leksikon podunavskih Hrvata – Bunjevaca i Šokaca</i> 1-12. Subotica: Hrvatsko akademsko društvo. 4. Černelić, Milana. 2006. <i>Bunjevačke studije.</i> , FF press : Filozofski fakultet, Odsjek za etnologiju i kulturnu antropologiju. <p>Optional</p> <ol style="list-style-type: none"> 1. Sekulić, Ante. 1996. <i>Književnost podunavskih Hrvata u XX. st.</i> Zagreb: Sekcija Društva hrvatskih književnika i Hrvatskog centra P.E.N.-a za proučavanje književnosti u hrvatskom iseljeništvu : Hrvatska matica iseljenika. 2. Sekulić, Ante. 2005. <i>Rječnik govora bačkih Hrvata.</i> Zagreb – Subotica: Institut za hrvatski jezik i jezikoslovlje. 3. Vulić, Sanja. 2009. <i>Vitezovi hrvatskoga jezika u Bačkoj.</i> Subotica: NIU Hrvatska riječ – Ogranak Matice hrvatske Subotica.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 31

Course	Grapholinguistics and Philology
Course co-ordinator	Mateo Žagar
Instructor(s)	Mateo Žagar
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	<p>The aim of the course is to introduce students to new approaches in the study of alphabetic dimension of historical literary documents in all three Croatian historical alphabets. Abandoning traditional understanding of the alphabet as a secondary linguistic dimension, which merely reflects the oral situation; equal importance accorded to both means of verbal expression, including the entire process of writing; and insistence upon the linguistic basis in alphabetic description offers new possibilities in periodisation and ubication of texts under consideration, and in the reconstruction of the spreading of alphabetic influence. In addition to the description of formal variation in letters (graphomorphology), a comprehensive description of the alphabet of a given monument must include the description of the modes of inscription of verbal values (graphematics), above all on the basic – phonematic/graphematic – level, as well as the description</p>

	<p>of the so-called "visual surplus," which has no effect on the verbal structure but is "purely alphabetic" (graphetics). Such a comprehensive and exhaustive approach to writing also includes rich yet insufficiently structured traditional palaeographic insights. Special attention is given to the <i>ortho</i> dimension of all levels: the processes of selecting the graphic possibilities and their arrangement. Using the examples of Croatian Glagolitic texts from the 11th, 12th and 13th century, these methods are applied in order to demonstrate the lines along which the so-called Croatian angular Glagolitic script was established and developed; to examine "angularity" as the basic distinctive feature of this Glagolitic variant; to present a survey of the division of Croatian Glagolitic culture in the 12th century into two "branches"; to assess the actual contacts between the alphabets (to what extent was the graphetic model of Greek texts retained; the influence of Latin graphetic practice on the Glagolitic script; the degree of inventiveness in devising its own graphic solutions in Croatian Glagolitic culture); to highlight the difference in the pace of development and standardisation of various graphetic elements (e.g. considering the difference between the practices of the dynamic 13th century and the noticeably "slower" 14th century). Particular attention is accorded to the related research already undertaken in the study of texts in the Old Church Slavonic canon, both Glagolitic and Cyrillic.</p>
Course objectives	To instruct doctoral candidates in the new approaches to the study of written dimension of historical literary documents in all three national alphabets. To train doctoral candidates in linguistic approach to description of written documents.
Enrolment requirements	no requirements
Expected learning outcomes in the course	Doctoral candidates will become acquainted with the available methods for periodisation and ubication of texts under consideration and for reconstruction of the spreading of alphabetic influence.

	Candidates will be able to give a comprehensive description of the alphabet of a given monument. In addition to mastering sophisticated grapholinguistic theories, candidates will be able to describe the given sample of a Croatian mediaeval text on all graphic levels: the graphomorphological, the graphematic, and the graphetic.
Course content	The alphabet. Alphabetic dimensions of historical literary documents. Basics of graphomorphology, graphematics. The notion of visual surplus. Graphomorphological, graphematic, and graphetic phenomena.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Dürscheid, Christa. 2002. <i>Einführung in die Schriftlinguistik</i>, Wiesbaden. 2. Eckhardt, Thorvi. 1989. <i>Azbuka: Versuch einer Einführung in das Studium der slavischen Paläographie</i>, Beč - Köln 3. Mihaljević, Milan. 2000. "Die Jer-Zeichen in den kroatisch-glagolitischen Fragmenten." In: <i>Glagolitica – Zum Ursprung der slavischen Schriftkultur</i>. 150-163. 4. Žagar, Mateo. 2003. "Osnovni procesi konstituiranja hrvatske glagoljice." In: <i>B'lgari i H'rvati prez vekovite</i>. 31-42. 5. Žagar, Mateo. 2000. "Neke grafetičke osebnosti u najstarijim hrvatskoglagoljskim tekstovima (s osobitim obzirom na raspored bjelina)." In: <i>Glagolitica – Zum Ursprung der slavischen Schriftkultur</i>. 164-174. <p>Optional</p>

	To be recommended depending on the monument chosen for grapholinguistic description.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 32

Course	Sociolinguistics of Modern Croatia
Course co-ordinator	Ivo Žanić
Instructor(s)	Ivo Žanić
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	<p>The course presents an outline of the sociolinguistic changes in Croatian throughout the 20th century, in particular the processes of resistance to the standard usage codified in Maretić's Grammar and the Broz-Iveković Dictionary, due to the fact that its scope excluded the sociocultural circles of Zagreb (the Central European one) and of the Mediterranean area. The analysis focuses on the period after World War II, when rapid urbanisation, industrialisation, tourism, and the growth of cultural industry (genres of popular culture), entailing redefinitions of regional and urban identities, bring about seismic shifts in hierarchies and relations of prestige, transforming traditional dialects into regiolects and urban vernaculars; causing multiple (de)stereotyping of various varieties; and establishing complex relations in the triangle standard language – global English – regional <i>koiné</i>.</p>

	<p>These processes are presented in an interdisciplinary context, taking into account insights of social psychology, demography, cultural history, ethnology, and political anthropology, and exemplified by means of sociolinguistic analysis of the usage of language varieties, as well as of verbal characterisation and stylisation in the genres of popular culture: comic books, newspaper caricatures, feature films, dubbing of cartoons, subtitling of foreign language films, easy listening (respective language policy of the various music festivals in Krapina, Split, and Istria discussed), pop-rock and hip-hop music.</p>
Course objectives	<p>Overview of the sociolinguistic changes in Croatian throughout the 20th century. Analysis of the resistance to the standard usage codified in Maretić's Grammar and the Broz-Iveković Dictionary.</p> <p>Interdisciplinary approach to the problems under consideration.</p> <p>Language varieties in the genres of popular culture analysed.</p>
Enrolment requirements	no requirements
Expected learning outcomes in the course	<p>Doctoral candidates will comprehend the sociolinguistic changes occurring in Croatian throughout the 20th century. Candidates will be able to study linguistic characterisations and stylisations in popular culture and to devise, organise, and propose research projects on related linguistic topics, as well as to interpret research results on a higher level, to understand the interdependence of methods and results and critically evaluate their own insights and findings as well as those of others. On a higher level, they will be able to assess recent linguistic theories and models, and take part in the formation of standard usage by means of a critical discussion of its effects.</p>
Course content	<p>Sociolinguistic changes. The phenomenon of resistance to standard language. Complex relations in the triangle standard language – global English – regional <i>koiné</i>. Language varieties in popular culture.</p>

Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. <i>Aktualna istraživanja u primijenjenoj lingvistici</i>. Ur. Karabalić, L.; Cimer S. 185-197. 2. Fishman, Joshua. 1978. <i>Sociologija jezika</i>. Sarajevo: Svjetlost. 3. Žanić, Ivo. 2007. <i>Hrvatski na uvjetnoj slobodi: jezik, identitet i politika između Jugoslavije i Europe</i>. Zagreb: Fakultet političkih znanosti 4. Žanić, Ivo. 2011. <i>Kako bi trebali govoriti hrvatski magarci? O sociolingvistici animiranih filmova</i>. Zagreb: Algoritam 5. Žanić, Ivo. 2011. <i>Kako govori more? Jezična konstrukcija Dalmacije u hrvatskoj zabavnoj glazbi</i>. <p>Optional</p> <ol style="list-style-type: none"> 1. Bilić, Anica. 2008. "Slavonski dijalekt i stereotip raspojasane Slavonije." <i>Šokačka rič</i> 5. 25-42. 2. Bugarski, Ranko. 1986. "Narodna lingvistika." In: <i>Jezik u društvu</i>. Beograd: Prosveta. 108-157. 3. Jutronić, Dunja. 2010. <i>Spliski govor</i>. Split: Naklada Bošković.
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 33

Course	Pragmatic Element in the Grammatical Description of Croatian
Course co-ordinator	Bernardina Petrović
Instructor(s)	Bernardina Petrović
Course status (obligatory or elective)	elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	lectures and seminars
Course description	For a complete grammatical description of a language, the pragmatic aspect is of paramount importance. The interdependence of pragmatic frames and grammatical mechanisms in Croatian will be discussed in the light of functional integration of grammatical givens predicated upon various aspects in usage of verbal statements.
Course objectives	Special emphasis will be placed on the theoretical models of pragmalinguistic description based on semantic-pragmatic principles. Semantic variants in the interpretation of statements, pragmatic aspects of semantic relations, semantic-pragmatic categories as a means of text analysis, and pragmatic-semantic relations in communication will also be discussed.
Enrolment requirements	no requirements

Expected learning outcomes in the course	<p>Doctoral candidates will become acquainted with sociolinguistic changes taking place in Croatian in the course of the 20th century. Candidates will be able to study linguistic characterisation and stylisation in popular culture, and to devise, organise, and propose research projects on related linguistic topics; as well as to interpret research results on a higher level, to understand the interdependence of methods and results, and critically evaluate their own insights and findings as well as those of others. On a higher level, they will be able to assess recent linguistic theories and models, and take part in the formation of standard usage by means of a critical discussion of its effects.</p>
Course content	Theoretical models for pragmalinguistic description, semantic variants in Croatian language, pragmalinguistic categories.
Student obligations in the course	regular attendance
Assessment and evaluation of student work	no exam
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Ariel, Mira. 2008. <i>Pragmatics and Grammar</i>, Cambridge : Cambridge University Press. 2. Brisard, Frank; Östman, Jan-Ola, Verschueren, Jef. 2009. <i>Grammar, Meaning and Pragmatics</i>, Amsterdam: John Benjamins Publishing. 3. Heusinger von, Klaus; Turner, Ken, eds. 2006. <i>Where Semantics meets Pragmatics</i>. Amsterdam – London : Elsevier. 4. Jaszczolt, Katarzyna. 2002. <i>Semantics and Pragmatic: Meaning in Language and Discourse</i>. London, New York : Pearson Education. 5. Szabó, Zoltán Gendler, ed. <i>Semantics versus Pragmatics</i>. 2005. Oxford: Oxford University Press.

	(Optional reading TBA)
Methods of quality assurance	Monitoring of course quality and course delivery success in line with the quality assurance system of the University of Zagreb. Self-evaluation of the course and student questionnaire.

COURSE NUMBER: 34

Course	Terminology and Terminography
Course co-ordinator	Bernardina Petrović
Instructor(s)	Bernardina Petrović
Course status (obligatory or elective)	Elective
Semester	1-5
ECTS credits	3
Formats of instruction (lectures, seminars, exercises, seminar papers, tutorials)	Lectures and seminars
Course description	The focus of the course is on the contemporary reflections and achievements of terminology as a multidisciplinary scientific discipline and of terminography as its practical mode of use. Attention will be paid to the fundamental approaches and schools such as the General Theory of Terminology, socio-cognitive terminology, the communicative theory of terminology and frame-based terminology. In addition to this, the course will discuss the history of the work done on Croatian terminology, from e.g. the Zagreb School of Philology to more recent projects such as the Struna project.
Course objectives	Particular emphasis will be placed on theoretical models of terminological and terminographic description found in the foundations of all scientific research. The relevant theoretical and methodological assumptions in the study of terminology and their creation and use will be elucidated. Students will be acquainted with the methodology of listing and describing terms in terminological dictionaries and electronic databases and will be provided with an introduction to metaterminology. Terminological and terminographic issues will be placed in the context of contemporary market needs in the most diverse fields, from law and economy to diplomacy and other fields, particularly in the context of EU institutions, that is, the practice of translation which dictates a parallel development of terminology science.
Enrolment requirements	None
Expected learning outcomes in the course	The student will understand the terminological, terminographic and metaterminological changes which occur in the 20th century. They will be able to explore relevant publications in the field of terminology science and create, organise and offer terminological topics as projects, interpret scientific results at a higher level, understand the dependence of scientific

	insights and achievements and critically assess their own insights and knowledges, as well as those of others. In the course, the students will not address terminology only from descriptive-theoretical viewpoints. The goal is to guide them towards the entirely practical problematics of terminology science and other related disciplines, e.g. by connecting them to the researchers brought together by the Struna project.
Course content	Theoretical models of terminological and terminographic description, fundamental approaches in terminology, fundamental schools, the General Theory of Terminology, the tenets of socio-cognitive terminology, communicative theories of terminology and frame-based terminologies, research into terminological bases and glossaries, metaterminology.
Student obligations in the course	Regular attendance
Assessment and evaluation of student work	A written paper on a subject connected to the course.
Reading	<p>Required</p> <ol style="list-style-type: none"> 1. Cabré, Maria Theresa. 1998. Terminology : Theory, methods and applications. Amsterdam – Philadelphia: John Benjamins Publishing Company. 2. Hudeček, Lana; Mihaljević, Milica. 2010. Hrvatski terminološki priručnik. Zagreb: Institut za hrvatski jezik i jezikoslovlje. 3. Wüster, Eugen. 1979. Introduction to the General Theory of Terminology and Terminological Lexicography, Vienna: Springer <p>Optional</p> <ol style="list-style-type: none"> 1. Sager, Juan C. 1990. A Practical Course in Terminology Processing, Amsterdam – Philadelphia: John Benjamins Publishing Company. 2. Temmerman, Rita. 2000. Towards New Ways of Terminology Description, Amsterdam – Philadelphia: John Benjamins Publishing Company. 3. Terminologija in sodobna terminografija [ur. Nina Ledinek, Mojca Žagar Karer, Marjeta Humar]. Ljubljana: Inštitut za slovenski jezik Frana Ramovša ZRC SAZU, 2009.
Methods of quality assurance	Monitoring of course quality and the success of the course delivery in keeping with the quality assurance system of the University of Zagreb. Class self-evaluation and student questionnaire.