**Chair of Scandinavian Studies**

Academic year 2021 / 2022

Date: 24.10.2021

# Studies

## University undergraduate double major studySwedish language and Culture

**1. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 39622 | Physical Education 1 | 0 | 0/0/30 |
| 36042 | Scandinavia and Scandinavians | 7 | 30/30/0 |
| 184298 | Swedish Language I | 6 | 0/30/60 |

 |
| **Foreign language for special purposes - choose one language (1900)** |
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| --- | --- | --- | --- |
| 225414 | English for Academic Purposes 1 | 2 | 0/30/0 |
| 225422 | German for Academic Purposes 1 | 2 | 0/30/0 |

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| **Substitute course for foreign language for special purposes - choose a substitute course (2019)** |
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| **Courses from other departments** |
| Number of courses: 23 |

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**2. semester**

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| **Mandatory courses** |
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| 77895 | Introduction to the Study of Scandinavian Literature | 7 | 15/30/0 |
| 39624 | Physical Education 2 | 0 | 0/0/30 |
| 184299 | Swedish Language II | 7 | 0/30/60 |

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| **Foreign language for special purposes - choose same language as in 1st semester (1901)** |
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| 225415 | English for Academic Purposes 2 | 2 | 0/30/0 |
| 225423 | German for Academic Purposes 2 | 2 | 0/30/0 |

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| **Substitute course for foreign language for special purposes - choose a substitute course (2020)** |
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| **Courses from other departments** |
| Number of courses: 24 |

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**3. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 52057 | Introduction to the Linguistic Study of Swedish | 7 | 30/30/0 |
| 50927 | Physical Education 3 | 0 | 0/0/30 |
| 184300 | Swedish Language III | 7 | 0/30/60 |

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**4. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 52060 | Introduction to Translation | 6 | 15/45/0 |
| 50932 | Physical Education 4 | 0 | 0/0/30 |
| 97428 | Swedish Language in Its Social Context I | 3 | 0/15/30 |
| 64097 | Swedish Literature and Film I | 6 | 30/30/0 |

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**5. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 132056 | Swedish Language in Its Social Context II | 4 | 0/30/15 |
| 184297 | Swedish Literature and Film 2 | 6 | 30/15/0 |
| 97421 | Swedish Syntax | 3 | 15/15/0 |

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| **Elective courses - choose at least 3 ECTS credits (3801)** |
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| **Courses from other departments** |
| Number of courses: 77 |

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**6. semester**

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| **Mandatory courses** |
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| 170193 | Contrastive Text Analysis | 4 | 15/30/0 |
| 69902 | Final Essay (in Swedish) | 4 | 0/0/0 |
| 184301 | Swedish Language in Its Social Context III | 3 | 0/15/15 |

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| **Core courses - choose 4 ECTS credits (3800)** |
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| 52066 | Conteporary Norwegian Language I | 4 | 0/0/60 |

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## University graduate double major studySwedish Language and Culture with Emphasis on Linguistics

**1. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 117821 | Swedish Language and Society I | 5 | 0/15/30 |
| 117824 | Translation Studies and Translation Practice | 6 | 30/15/0 |

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| **Elective course in linguistics - choose at least 4 ECTS credits (14924)** |
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| --- | --- | --- | --- |
| 117628 | Cognitive Syntax and Semantics | 5 | 30/15/0 |
| 117624 | Discourse analysis | 5 | 30/15/0 |
| 35951 | Elementary Sanskrit grammar 1 | 5 | 30/0/15 |
| 125475 | E-lexicon | 5 | 30/15/0 |
| 117625 | Human Language Technologies | 5 | 30/15/0 |
| 52334 | Indo-European Language Course: Old Irish I | 3 | 15/15/0 |
| 118078 | Introduction to lexicography | 3 | 30/0/0 |
| 184229 | Introduction to research methods | 5 | 30/15/0 |
| 117626 | Language disorders | 5 | 30/15/0 |
| 117627 | Language in Public and Interpersonal Communication | 5 | 30/15/0 |
| 118139 | Languages, cultures and identities of young people | 5 | 30/15/0 |
| 118106 | Philological Analyses of the Croatian Old Church Slavonic Texts | 4 | 30/15/0 |
| 117630 | Signs in Communication | 5 | 30/15/0 |
| 117629 | Statistical methods in linguistics | 5 | 30/15/0 |
| 184925 | Syntactic Theories | 5 | 30/15/0 |
| 118129 | Text linguistics | 4 | 30/15/0 |

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**2. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 124516 | Lexicology and Lexicography | 4 | 15/15/0 |
| 128208 | Sociolinguistics | 4 | 0/30/0 |

 |
| **Elective course in Scandinavian studies or linguistics - choose at least 3 ECTS credits (10723)** |
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| --- | --- | --- | --- |
| 131691 | Chapters in Modern Swedish Grammar | 3 | 0/30/0 |
| 124364 | Cognitive models of semantic changes | 5 | 30/15/0 |
| 170191 | Conteporary Scandinavian Cinema | 4 | 15/15/0 |
| 35953 | Elementary Sanskrit grammar 2 | 5 | 30/0/15 |
| 125999 | Historical Sociolinguistics | 5 | 15/30/0 |
| 125406 | History of rhetoric | 5 | 15/30/0 |
| 37159 | Indo-European Reading of Latin Texts | 5 | 30/15/0 |
| 125608 | Language and Culture | 5 | 15/30/0 |
| 124368 | Language Development and Learning | 5 | 30/15/0 |
| 184250 | Languages of the World | 5 | 30/15/0 |
| 128889 | Linguistic seminar: Discourse Analysis - language of communication technologies | 5 | 0/30/0 |
| 128888 | Linguistic seminar: Semantics | 5 | 0/30/0 |
| 124365 | Mental Lexicon | 5 | 30/15/0 |
| 131809 | Research in linguistics and translation studies: planning and methodology | 4 | 0/30/0 |
| 170378 | Rhetorical genres | 5 | 0/30/30 |
| 124366 | Selected chapters from algebraic linguistics | 5 | 30/15/0 |
| 124369 | Semantics of understanding | 5 | 30/15/0 |
| 141836 | Signs in society | 5 | 30/15/0 |
| 131692 | Translation Workshop I | 5 | 0/30/30 |

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| **Elective course at the Faculty of Humanities and Social Sciences - choose at least 4 ECTS credits (14925)** |
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| **Courses from this department** |
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| --- | --- | --- | --- |
| 131691 | Chapters in Modern Swedish Grammar | 3 | 0/30/0 |
| 170191 | Conteporary Scandinavian Cinema | 4 | 15/15/0 |
| 131692 | Translation Workshop I | 5 | 0/30/30 |

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| **Courses from other departments** |
| Number of courses: 56 |

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**3. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 118217 | Scandinavian Cinema | 4 | 15/15/0 |
| 117820 | Semantics | 6 | 60/0/0 |
| 132055 | Swedish Language and Society II | 3 | 0/15/30 |

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| **Mandatory second or third Scandinavian language - choose 4 ECTS credits (10819)** |
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| --- | --- | --- | --- |
| 185555 | Contemporary Icelandic Language | 4 | 0/0/60 |
| 125951 | Contemporary Norwegian Language II | 4 | 0/0/60 |

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**4. semester**

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| **Mandatory courses** |
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| 124515 | Graduation thesis | 10 | 0/0/0 |

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| **Elective course - linguistics or relevant for graduate thesis - choose at least 5 ECTS credits (11975)** |
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| --- | --- | --- | --- |
| 131691 | Chapters in Modern Swedish Grammar | 3 | 0/30/0 |
| 124364 | Cognitive models of semantic changes | 5 | 30/15/0 |
| 125999 | Historical Sociolinguistics | 5 | 15/30/0 |
| 124368 | Language Development and Learning | 5 | 30/15/0 |
| 184250 | Languages of the World | 5 | 30/15/0 |
| 128888 | Linguistic seminar: Semantics | 5 | 0/30/0 |
| 215608 | Meanings in Language | 5 | 30/15/0 |
| 124365 | Mental Lexicon | 5 | 30/15/0 |
| 131809 | Research in linguistics and translation studies: planning and methodology | 4 | 0/30/0 |
| 124366 | Selected chapters from algebraic linguistics | 5 | 30/15/0 |
| 124369 | Semantics of understanding | 5 | 30/15/0 |
| 215607 | Semiotics in Advertising | 5 | 30/15/0 |
| 141836 | Signs in society | 5 | 30/15/0 |

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## University graduate double major studySwedish language and culture with Emphasis on Translation

**1. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 117818 | EU and International Organisations | 4 | 15/15/0 |
| 117821 | Swedish Language and Society I | 5 | 0/15/30 |
| 117824 | Translation Studies and Translation Practice | 6 | 30/15/0 |

 |
| **Elective course in Scand. stud. (ling. or cult.) - during 1st and 2nd semester take a min. of 3 ECTS credits - during 1st and 2nd semester take a min. of 3 ECTS credits (11765)** |
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| --- | --- | --- | --- |
| 117628 | Cognitive Syntax and Semantics | 5 | 30/15/0 |
| 124232 | Culture and identity | 5 | 30/15/0 |
| 170356 | Digital Resources and Translation Memories | 5 | 15/15/15 |
| 117624 | Discourse analysis | 5 | 30/15/0 |
| 35951 | Elementary Sanskrit grammar 1 | 5 | 30/0/15 |
| 125475 | E-lexicon | 5 | 30/15/0 |
| 117625 | Human Language Technologies | 5 | 30/15/0 |
| 67323 | Indo-European Mythology | 5 | 30/15/0 |
| 184229 | Introduction to research methods | 5 | 30/15/0 |
| 52303 | Introduction to Typology | 5 | 30/15/0 |
| 117626 | Language disorders | 5 | 30/15/0 |
| 117627 | Language in Public and Interpersonal Communication | 5 | 30/15/0 |
| 118139 | Languages, cultures and identities of young people | 5 | 30/15/0 |
| 117630 | Signs in Communication | 5 | 30/15/0 |
| 118210 | Sociology of Culture | 6 | 30/30/0 |
| 117629 | Statistical methods in linguistics | 5 | 30/15/0 |

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**2. semester**

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| **Mandatory courses** |
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|  |  |  |  |
| --- | --- | --- | --- |
| 124516 | Lexicology and Lexicography | 4 | 15/15/0 |
| 131692 | Translation Workshop I | 5 | 0/30/30 |

 |
| **Elective course in Scand. stud. (ling. or cult.) - during 1st and 2nd semester take a min. of 3 ECTS credits - during 1st and 2nd semester take a min. of 3 ECTS credits (11765)** |
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|  |  |  |  |
| --- | --- | --- | --- |
| 131691 | Chapters in Modern Swedish Grammar | 3 | 0/30/0 |
| 124364 | Cognitive models of semantic changes | 5 | 30/15/0 |
| 170191 | Conteporary Scandinavian Cinema | 4 | 15/15/0 |
| 125999 | Historical Sociolinguistics | 5 | 15/30/0 |
| 37159 | Indo-European Reading of Latin Texts | 5 | 30/15/0 |
| 125608 | Language and Culture | 5 | 15/30/0 |
| 124368 | Language Development and Learning | 5 | 30/15/0 |
| 184250 | Languages of the World | 5 | 30/15/0 |
| 124365 | Mental Lexicon | 5 | 30/15/0 |
| 131809 | Research in linguistics and translation studies: planning and methodology | 4 | 0/30/0 |
| 124369 | Semantics of understanding | 5 | 30/15/0 |
| 141836 | Signs in society | 5 | 30/15/0 |
| 128208 | Sociolinguistics | 4 | 0/30/0 |

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| **Elective course on computers in translation - use min. 3 ECTS credits - choose a min. of 3 ECTS credits during course of study (11923)** |
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| 184924 | Machine translation post- editing and evaluation | 4 | 0/30/0 |
| 140253 | Translator and the computer | 5 | 30/15/0 |

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**3. semester**

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| **Mandatory courses** |
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|  |  |  |  |
| --- | --- | --- | --- |
| 118217 | Scandinavian Cinema | 4 | 15/15/0 |
| 117820 | Semantics | 6 | 60/0/0 |
| 132055 | Swedish Language and Society II | 3 | 0/15/30 |

 |
| **Mandatory second or third Scandinavian language - choose 4 ECTS credits (10818)** |
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| --- | --- | --- | --- |
| 185555 | Contemporary Icelandic Language | 4 | 0/0/60 |
| 125951 | Contemporary Norwegian Language II | 4 | 0/0/60 |

 |
| **Elective course on computers in translation - use min. 3 ECTS credits - choose a min. of 3 ECTS credits during course of study (11923)** |
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| 170356 | Digital Resources and Translation Memories | 5 | 15/15/15 |

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**4. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 124515 | Graduation thesis | 10 | 0/0/0 |
| 124518 | Translation Workshop II | 5 | 0/0/60 |

 |
| **Elective course on computers in translation - use min. 3 ECTS credits - choose a min. of 3 ECTS credits during course of study (11923)** |
|

|  |  |  |  |
| --- | --- | --- | --- |
| 184924 | Machine translation post- editing and evaluation | 4 | 0/30/0 |
| 140253 | Translator and the computer | 5 | 30/15/0 |

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# Courses

## Chapters in Modern Swedish Grammar

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| --- | --- |
| **Name** | Chapters in Modern Swedish Grammar |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 3 |
| **ID** | 131691 |
| **Semesters** | Summer |
| **Teachers** | Goranka Antunović, PhD, Associate Professor (primary)Ante Petrović, Assistant |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | None |
| **Goal** | The aims of the course are twofold. First, an aim is to introduce students to the basic elements of research methodology in linguistics, develop their awareness of different approaches to same linguistic phenomena and improve their theoretical knowledge about particular grammatical categories. Second, an aim is to improve their Swedish competence, especially in academic discourse. |
| **Teaching methods** | seminar discussion based on texts read beforehand |
| **Assessment methods** | continuous assessment with respect to reading the assigned texts and participation in the seminars, evaluation of two written works |
| **Learning outcomes** |  |
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| 1. | analyze specific linguistic phenomena and phenomena in communication from the perspective of various linguistic disciplines; |
| 2. | understand, interpret, and critically evaluate complex texts in Swedish on linguistic topics in Scandinavian studies, with regard to their form, style, or content; |
| 3. | identify the research questions, theoretical framework, hypotheses, material and methods in a linguistic research paper; |
| 4. | explain the role of theoretical framework in linguistic research; |

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| **Content** |  |
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| 1. | Introductory remarks on the course, presentation of activities and topics |
| 2. | Research and linguistic theory: research questions, critical reading, theoretical framework. (Pavlović & Stanojević 2020, Lagerholm 2010) |
| 3. | Research and linguistic theory, diversity of approaches: descriptive and explanatory grammar, data-driven and theory-driven research. (SAG 1, Platzack 2009, Carnie 2012, Croft forthc.) |
| 4. | Passive in Swedish (Engdahl 2001, Engdahl 2006, SAG 4) |
| 5. | Passive in Swedish: (Engdahl 2001, Engdahl 2006, SAG 4) |
| 6. | Passive in Swedish: prepositional passive (Engdahl & Laanemets 2015b) |
| 7. | Passive in Swedish: prepositional passive (Engdahl & Laanemets 2015b) |
| 8. | Passive in Swedish: impersonal passive (Engdahl & Laanemets 2015a) |
| 9. | Future constuctions in Swedish (Hilpert 2006) |
| 10. | Pseudocoordination with posture verbs in Scandinavian as an aspectual construction (Lødrup 2019, SAG 4) |
| 11. | Pseudocoordination with posture verbs in Scandinavian as an aspectual construction (Lødrup 2019, SAG 4) |
| 12. | Swedish s-genitive as en example of degrammaticalisation (Norde 2006) |
| 13. | Swedish s-genitive as en example of degrammaticalisation (Norde 2006) |
| 14. | Meanings of the indefinite pronoun någon (Round 2004) |
| 15. | Pancake sentences in Scandinavian (Enger 2004, SAG 2 & 3) |

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## Contemporary Icelandic Language

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| **Name** | Contemporary Icelandic Language |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 4 |
| **ID** | 185555 |
| **Semesters** | Winter |
| **Teachers** | Goranka Antunović, PhD, Associate Professor (primary)Daria Lazić |
| **Hours** |

|  |  |
| --- | --- |
| Practical language | 60 |

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| **Prerequisites** | None |
| **Goal** | To introduce the student to the structure of the Icelandic language, its relationship with the other Scandinavian languages, Swedish in particular. To provide the student with basic passive and active competences in Icelandic. |
| **Teaching methods** | lectures, practical language exercises, e-learning, assignments for autonomous learning |
| **Assessment methods** | a written mid-term test, a written and an oral final test, an oral presentation, participation in discussions |
| **Learning outcomes** |  |
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| 1. | The student will be familiar with the basics of the Icelandic phonology, morphology, syntax and lexicon.They will be able to comment on most significant differences between Swedish and Icelandic. |
| 2. | The student will be able to read and understand, possibly using a dictionary, simple general texts in Icelandic; |
| 3. | speak and write in Icelandic on common topics covered during the course. |

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| **Content** |  |
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| 1. | introduction to the course: about the Icelandic language, useful sources and handbooks; alphabet, voice system and pronunciation; basic introductory phrases |
| 2. | genus and number of nouns and adjectives, the definite article; countries, languages, Icelandic names |
| 3. | the case system and the functions of cases, certain prepositions; family, professions |
| 4. | pronouns (personal, possessive), possessive constructions, numbers, word order; communication at a shop, telling time |
| 5. | verbs – an overview; clothes, colors, describing people |
| 6. | present tense, modal verbs; free time |
| 7. | repetition and midterm exam |
| 8. | past tense 1; days of the week, seasons, tense constructions |
| 9. | past tense 2, future tense; plans |
| 10. | interrogative, indefinite, and demonstrative pronouns, comparison of adjectives and adverbs; food, dialog at a restaurant |
| 11. | conjunctive and subordinate clauses; expressing a simple opinion |
| 12. | the passive voice, impersonal constructions; famous Icelanders |
| 13. | vocabulary and word formation |
| 14. | student presentations on selected topics |
| 15. | repetition for the exam |

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## Contemporary Norwegian Language II

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| **Name** | Contemporary Norwegian Language II |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 4 |
| **ID** | 125951 |
| **Semesters** | Winter |
| **Teachers** | Goranka Antunović, PhD, Associate Professor (primary)Josip Janeš |
| **Hours** |

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| --- | --- |
| Practical language | 60 |

 |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to considerably improve the student's passive and active competence in Norwegian and to deepen their familiarity with the Norwegian society. |
| **Teaching methods** | lectures, practical language exercises, conversation, group work, guidelines for preparation and feedback on completed oral presentation |
| **Assessment methods** | the grade is based on the final written exam, two oral presentations ( 4 and 10 minutes respectively), continuous assessment of the student's contribution to classes and their home assignments |
| **Learning outcomes** |  |
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| 1. | The student will be familiar with the morphology and syntax of a second Scandinavian language up to a high B2 level; |
| 2. | be able to understand texts of medium complexity in Norwegian and report on them; |
| 3. | to communicate at B2 level on topics covered during the course; |
| 4. | be familiar with various aspects of the Norwegian culture and social life: |
| 5. | be able to evaluate their interests and competences and select appropriate fields and methods for the continuation of formal or autonomous lifelong education. |

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| **Content** |  |
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| 1. | Introduction to the course; repetition of vocabulary and grammatical structures processed in the course Contemporary Norwegian language 1 |
| 2. | reading and listening of texts on Norwegian traditions and customs, conversation, essay writing instructions; passive constructions, adverbs of place |
| 3. | texts on the Norwegian people and immigration through history; nouns, word order in a sentence, formal subject 'det' |
| 4. | vocabulary related to the geography of Norway, water, oil; phrases for expressing (dis)agreement, feelings, doubts, comparison, emphasizing, arguing: adverbs, word order in a sentence, conjunctions |
| 5. | Multicultural society, national minorities - debate; Sami, Aili Keskitalo; indirect speech, use of definite and indefinite noun in context |
| 6. | Texts, discussions: School system in Norway; adjectives, comparison; verbal presentations on the selected topic |
| 7. | texts, discussions: climate and environment, ecology and nature protection; verb participle and presens perfektum, future tense; verbal presentations on the selected topic |
| 8. | health, body parts; possessive pronouns, reflexive-possessive form; verbal presentations on the selected topic |
| 9. | Norwegian history (Group work): Vikings, Harald Hårfagre, plague, the Danish era; passive forms; verbal presentations on the selected topic |
| 10. | Norwegian history (Group work): union with Sweden, romanticism, two written forms bokmål and nynorsk; essay – connecting the text; verbal presentations on the selected topic |
| 11. | Norwegian artists (group work): Edvard Munch, Knut Hamsun; Christmas-related vocabulary; all/hel, indefinite pronouns; verbal presentations on the selected topic |
| 12. | texts, discussion: politics, distribution of power - democracy, monarchy, government, political parties; presens partisipp and perfektum partisipp; writing a formal letter; verbal presentation on the selected topic |
| 13. | texts, discussion: Norway in international relations and world organizations; prepositions, conjunctions, faste uttryker - exercises; brief verbal presentations (3-4 minutes) on the selected person |
| 14. | repeating the material and preparing for exam; brief verbal presentations (3-4 minutes) about the selected person |
| 15. | repeating the material and preparing for exam |

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## Conteporary Norwegian Language I

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| **Name** | Conteporary Norwegian Language I |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 4 |
| **ID** | 52066 |
| **Semesters** | Summer |
| **Teachers** | Goranka Antunović, PhD, Associate Professor (primary)Josip Janeš |
| **Hours** |

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| --- | --- |
| Practical language | 60 |

 |
| **Prerequisites** | None |
| **Goal** | To familiarize the student with main similarities and differences between Norwegian and Swedish (in phonology, orthography, vocabulary, grammar); enable to student to acquire a passive and a more limited active language competence in Norwegian. |
| **Teaching methods** | lectures, written and oral practical language exercises (individual, work in pairs and in groups, tutorials); provision of guidelines (beforehand) and feedback on oral presentations. |
| **Assessment methods** | grade based on a final written exam, two oral presentation (2-3 minutes and 7-10 minutes long respectively), participation in the classes |
| **Learning outcomes** |  |
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| 1. | The student will be able to point out the most important differences and similarities between the Norwegian and the Swedish phonology, orthography, grammar and lexicon |
| 2. | to read and understand written Norwegian texts of a medium level of complexity; |
| 3. | comment in speech and in writing on topics covered in the course; |
| 4. | be able to participate in simple oral communication in Norwegian. |

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| **Content** |  |
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| 1. | Norwegian alphabet, presentation - phrases, basic differences between Norwegian and Swedish definite articles, personal pronouns, present tense, noun genus (en, ei, et), singular and plural (indefinite form), basic word order in sentences and questions |
| 2. | colors; food, meals, dialog at a restaurant; dictation; singular and plural (definite), personal pronouns in object form, adjective genus, adjective and noun declension (indefinite), describing people; imperative verb form, short answer form, cardinal numbers up to 100 |
| 3. | talking about time; postcard/letter to a friend; demonstrative pronouns, most common irregular nouns |
| 4. | days of the week, time expressions; reflexive pronouns, interrogative pronouns, indefinite pronouns; genitive case with the use of til and with the suffix -s |
| 5. | time expressions (hours, minutes), participle of weak verbs, definite adjectives, declension of nouns and adjectives, expressing quantity, various prepositions; dictation, dialog at a store |
| 6. | time expressions (days, months); participle of verbs (weak and strong verbs), present tense - formation and use, differences between participle and perfect, future tense, ordinal numbers up to 10 |
| 7. | clothes and shoes; ordinal numbers up to 1001; verbs å bli and å få and terms containing them, participle as adjective, use of the prefix u- to form opposites, så as an independent and dependent conjunction and adverb, conjunctions (konjunksjoner, subjunksjoner), word order in subordinate clauses |
| 8. | phone conversation (in pairs); possessive pronouns, word placing in a sentence, reflexive pronouns, formation and use of indirect speech in present tense and participle, plusquamperfect - formation and use |
| 9. | verbal presentations on the selected topic (in pairs); pronunciation exercises; dictation; all forms of irregular nouns, modal use of the participle (høflig preteritum, følelseuttrykk), combinations of possessive pronouns and egen |
| 10. | verbal presentations on the selected topic (in pairs); words of opposite meaning; what is "typical Norwegian"? - video; passive - formation (s-passive and passive with bli), passive sentences, comparison of adjectives and adverbs – regular and irregular, meaning and use of som, use of pronoun man/en/ens, place of preposition in sentences combined with pronouns |
| 11. | verbal presentations on the selected topic (in pairs); vocabulary - Easter customs, food; time expressions, conjunctions, for, fordi, derfor, comparison of adjective lang and adverbs lang and lenge, use and meaning of det in sentences |
| 12. | Short presentations on Norway's history, word order, active, passive and reflective verbs with the suffix -s, formation and use of conditional sentences, use of regular prepositions in sentences |
| 13. | Short presentations on Norway's history; conjunctions, subjunctions; prepositions - exercises, adverbs nok, vel, jo |
| 14. | repeating the material, the use of articles in Norwegian; describing people and feelings |
| 15. | repeat the material and preparing for exam |

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## Conteporary Scandinavian Cinema

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| **Name** | Conteporary Scandinavian Cinema |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 4 |
| **ID** | 170191 |
| **Semesters** | Summer |
| **Teachers** | Janica Tomić, PhD, Assistant Professor (primary) |
| **Hours** |

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| --- | --- |
| Lectures | 15 |
| Seminar | 15 |

 |
| **Prerequisites** | None |
| **Goal** | An overview of contemporary Scandinavian cinema, with an insight into broader Scandinavian cultural subtext and links to American and other cinematographies. |
| **Teaching methods** | Lectures, seminars, oral and written presentations, mentoring, film screenings. |
| **Assessment methods** | The final grade is based on the grades of individual segments of continuous assessment (attendance, oral presentation and active participation in class, seminars and the oral exam). All segments must be completed to get the final grade. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | interpret specific films by using filmological analytical apparatus and comparative analysis in the context of European and global film production |
| 2. | describe and contextualize the historical development of Scandinavian cinematographies and provide critical analysis using relevant terminology of film theory and history |
| 3. | evaluate one's interests and competences and select appropriate fields and methods for the continuation of formal or autonomous lifelong education |
| 4. | autonomously collect and critically evaluate professional and academic literature necessary for one's research into problems in the field |

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| **Content** |  |
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| --- | --- |
| 1. | Defining national cinemas, Scandinavian and Nordic national and regional cinemas |
| 2. | "Minor cinemas" |
| 3. | Carl Theodor Dreyer and Danish cinema |
| 4. | Lost in translation: Lars von Trier's trilogies |
| 5. | The legacy of Dogme 95 (d. Thomas Vinterberg, Christoffer Boe, Mads Brugger, etc.) |
| 6. | Scenes from New Danish Cinema: d. Ole Christian Madsen, Nicolas Widding Refn, Andreas Thomas Jensen, etc. |
| 7. | "In the Mirror of the Cultural Screen": gender politics in Scandinavian cinema |
| 8. | Auteurs of Scandinavian cinema: Ingmar Bergman, Hlynur Pálmason |
| 9. | "Crisis of masculinity" and "gaze" in films Ruben Östlund's films |
| 10. | The emergence of tradition in Icelandic cinema (Fridrik Thor Fridriksson, Baltasar Kormákur, Benedikt Elingsson, Grimur Hakonarsson, etc.) |
| 11. | Auteurs of Scandinavian cinema: Roy Andersson, Dagur Kari |
| 12. | Auteurs of Scandinavian cinema: Ane Hjort Guttu |
| 13. | Filmski žanr i „pornografsko“ u skandinavskom filmu (gostujuće predavanje) |
| 14. | Nordic Noir |
| 15. | Scandinavian originals, American remakes: adaptations and transculturation. Final discussion. |

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## Contrastive Text Analysis

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| **Name** | Contrastive Text Analysis |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 4 |
| **ID** | 170193 |
| **Semesters** | Summer |
| **Teachers** | Marina Grubišić, PhD, Assistant Professor (primary)Ante Petrović, Assistant |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 15 |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Introduction to the Linguistic Study of Swedish |
| **Goal** | The aim of the course is to develop awareness of the existence of functional styles and their connection with certain text types and communication situations. Students will acquire knowledge about the features of the text in two languages. Insight into the relevant theoretical background of the notions of 'style', 'text', 'discourse' and 'register' will provide students with the necessary layers within the terminological and analytical framework. The intention is to increase the student's ability to write texts in line with the Croatian and Swedish language and communication norms.  |
| **Teaching methods** | lectures, in-class discussions, individual hours in preparation for presentation and written assignments |
| **Assessment methods** | midterm exam, mandatory presentation, two mandatory written assignments |
| **Learning outcomes** |  |
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| 1. | Students will be able to distinguish between functional styles in Croatian and Swedish and be able to comment on similarities and differences between individual styles in the two languages. |
| 2. | Students will contrast and discuss the notions of 'style', 'text', 'discourse' and 'register' within the relevant theoretical frameworks. |
| 3. | Students will discuss possible doubts in relation to terminology. |
| 4. | Students will be able to recognize and compare linguistic patterns in various written texts in Croatian and Swedish in relation to the concepts of "style", "text", "discourse", and "register". |
| 5. | Students will apply relevant theoretical and analytical framework both in spoken and written form by conducting presentations and delivering written assignments. |
| 6. | Students will be able to evaluate and use primary and secondary sources of information and adequately apply them in the process of developing knowledge. |

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| **Content** |  |
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| 1. | Course intro - introductory lecture, presenting relevant terminology, presenting specific issues in text analysis. |
| 2. | What is 'text'? Criteria of textuality. In-class reading of selected chapter. Discussion. |
| 3. | What is 'style'? Functional styles in Croatian and Swedish. Contrastive analysis of examples of functional styles in Croatian and Swedish. |
| 4. | What is 'register'? Importance of register in written and spoken communication in Croatian and Swedish. |
| 5. | In-class reading of selected chapter. Discussion. |
| 6. | What is 'genre', considering linguistic and, more specifically, pragmatic research on text and discourse? |
| 7. | In-class reading of selected chapter. Discussion. |
| 8. | What is 'discourse', considering the array of disciplines that focus on discourse? |
| 9. | In-class reading of selected chapter. Discussion. |
| 10. | In-class reading of selected chapter. Discussion. |
| 11. | Mandatory midterm exam. |
| 12. | Mandatory presentations. Discussion. Course instructor provides feedback in class. |
| 13. | Mandatory presentations. Discussion. Course instructor provides feedback in class. |
| 14. | Mandatory presentations. Discussion. Course instructor provides feedback in class. |
| 15. | Mandatory presentations. Discussion. Course instructor provides feedback in class. |

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## EU and International Organisations

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| **Name** | EU and International Organisations |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 4 |
| **ID** | 117818 |
| **Semesters** | Winter |
| **Teachers** | Goranka Antunović, PhD, Associate Professor (primary)Srđan Kerčević |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 15 |
| Seminar | 15 |

 |
| **Prerequisites** | None |
| **Goal** | The course has multiple goals:gaining knowledge about various aspects of the origin, establishment, development and activity of the EU, about Croatia - EU relations, about sources of information on the EU, translation in the EU institutions as well as the structure and work of the UN, Council of Europe, OSCE.familiarity with practical aspects of the EU:s functining and the ability to apply the acquired theoretical knowledge when discussing selected practical topics;familiarity with the Swedish position and activity in the EU framewor as well as within other internaional organizations; |
| **Teaching methods** | lectures, discussions, roleplay (decision making in EU institutions), a seminar paper |
| **Assessment methods** | mid-term exam covering the content of the first part of the course; a final written exam (essay) relating to the content of the second part of the course;a seminar paper on a topic within the scope of the first part of the course; contribution to seminars |
| **Learning outcomes** |  |
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| 1. | The student will be able to list and describe relevant characteristics of the main institutions, policies, and principles of the European Union; |
| 2. | list and explain the main characteristics of the EU's legal framework; |
| 3. | name the key types of texts in EU institutions and describe some of their specific characteristics; |
| 4. | describe the Swedish position within the EU; |
| 5. | describe and comment upon the structure and the work of international institutions, such as the UN, Council of Europe, OSCE etc. |

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| **Content** |  |
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| 1. | Introduction to the course. Approach to the study of the European Union and international oranizations; The context of the beginnings and the development of European integration. |
| 2. | EU institutions and political actors. Decision-making processes in the EU (1). |
| 3. | EU institutions and political actors. Decision-making processes in the EU (2). |
| 4. | Main characteristics of the EU legal framework and the Union's administrative system. |
| 5. | EU institutional texts. EU translation services. |
| 6. | Translation of EU institutional texts. |
| 7. | Intorduction to European Union Cohesion policy. |
| 8. | Introduction to selected public policies of the Union. |
| 9. | Midterm exam |
| 10. | Basic principles of project cycle management - preparation and implementation of projects funded by the European Unon |
| 11. | Development of international relations. |
| 12. | Institutionalization of international relations and diplomacy. |
| 13. | The United Nations and specialized international institutions and agencies. |
| 14. | The role and the significance of regional (intergovernmental) organizations for international relations. |
| 15. | Exam |

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## Final Essay (in Swedish)

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| **Name** | Final Essay (in Swedish) |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 4 |
| **ID** | 69902 |
| **Semesters** | Summer |
| **Teachers** | Goranka Antunović, PhD, Associate Professor (primary)Ante Petrović, AssistantJanica Tomić, PhD, Assistant Professor (primary)Miro Frakić, LectorMišo GrundlerNina Šarić, LectorSara Profeta, Lector |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 0 |

 |
| **Prerequisites** | None |
| **Goal** | To enable the student to further develop the various skills involved in searching, selecting and analysing primary and secondary literature, in preparing a professional paper in Swedish in line with the requested parameters and by applying the insights gained in the course of the BA studies in terms of the applicable theoretical background and methodology. |
| **Teaching methods** | Tutorials with the mentor. |
| **Assessment methods** | a joint grade by the members of the examination jury, based on the assessment of the final essay and the oral presentation and the student's answers to the jury's questions |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to plan the structure of a written text and write a professional text in Swedish, adhering to the given formal standards of professional paper writing in Scandinavian studies and paying attention to the conventions of academic writing and ethical responsibility; |
| 2. | to find, evaluate and use primary and secondary sources of information and adequately apply them in the process of developing knowledge; |
| 3. | to participate in a conversation in Swedish about general topics, and about specialized topics from specific fields in Scandinavian Studies |
| 4. | to evaluate their interests and competences and select appropriate fields for continued education. |

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| **Content** |  |
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| 1. | Tutorials with the prospective mentor regarding the choice of final essay's topic |
| 2. | Writing the synopsis, encompassing topic proposal and a preliminary list of sources |
| 3. | Finalizing the synopsis in consultation with the mentor |
| 4. | Reading and analyzing the selected literature |
| 5. | Tutorial before writing the essay |
| 6. | Writing the first version of the final essay |
| 7. | Writing the second (final) version in accordance with the feedback received from the mentor |
| 8. | Preparation of slides in a presentation program, to be used during oral presentation |
| 9. | Oral presentation before an examination jury |
| 10. | Answering questions posed by the jury members |
| 11. |  |
| 12. |  |
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| 14. |  |
| 15. |  |

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## Graduation thesis

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| **Name** | Graduation thesis |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 10 |
| **ID** | 124515 |
| **Semesters** | Summer |
| **Teachers** | Goranka Antunović, PhD, Associate Professor (primary)Nina Šarić, Lector (primary)Sara Profeta, Lector (primary)Janica Tomić, PhD, Assistant Professor |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 0 |

 |
| **Prerequisites** | None |
| **Goal** | Linguistic track: To determine that the student has acquired the knowledge and skills necessary to conduct a small scale linguistic research and to successfully present the results of the scientific research work in Swedish, in written form and verbally Translation studies track: To determine that the student has acquired the knowledge and skills necessary for the production of quality translations (from Swedish and into Swedish) of texts of various types and that they are able to justify their translation solutions. |
| **Teaching methods** | Individual consultations |
| **Assessment methods** | Joint numerical assessment of the examination committee for written thesis, verbal presentation and thesis defense |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Linguistic track: analyze specific linguistic phenomena and phenomena in communication from the perspective of various linguistic disciplines |
| 2. | Linguistics: autonomously collect and critically evaluate professional and academic literature necessary for one's research into problems in the field |
| 3. | Linguistics: understand, interpret, and critically evaluate complex texts in Swedish on general or specialized topics in Scandinavian studies, with regard to their form, style, or contentLinguistics: present orally and in writing, in an efficiently communicative manner, the results of one's professional study in Swedish and in Croatian |
| 4. | Linguistics: evaluate one's interests and competences and select appropriate fields and methods for the continuation of formal or autonomuous lifelong education |
| 5. | Translation track: autonomously translate different types of complex general and specialized texts from Swedish into Croatian and medium complexity general and specialized texts about specific topics from Croatian into Swedish |
| 6. | Translation track: notice problems in translation and critically evaluate potential solutions derived from the use of various translation strategies and proceduresTranslation stream: elaborate and support with arguments one's translation decisions by using the metalanguage and the conceptual apparatus of contemporary translation theories |
| 7. | Translation track: autonomously collect and critically evaluate professional and academic literature necessary for one's research into problems in the field |
| 8. | Translation track (research oriented master's thesis): analyze specific phenomena related to translation and translator profession from a Translation Studies perspective |
| 9. | Translation stream: present orally and in writing, in an efficiently communicative manner, the results of one's professional study in Swedish and in Croatian |
| 10. | Translation track: present orally and in writing, in an efficiently communicative manner, the results of one's professional study in Swedish and Croatian |

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| **Content** |  |
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| --- | --- |
| 1. | Linguistic track: |
| 2. | Selection and reading of professional literature necessary for the diploma essay |
| 3. | Conducting a linguistic study |
| 4. | Writing an essay on the chosen linguistic topic in Swedish and oral presentation and defense of the essay before the examination jury |
| 5. | Translation studies track (translation oriented) |
| 6. | Translation of texts belonging to various text types and using different registers from Swedish into Croatian (ca 21 standard pages) and from Croatian into Swedish (ca 21 standard pages) |
| 7. | Selection and reading of professional literature related to the problem selected as the focus of the discussion part of the master's thesis |
| 8. | Discussion of a translation problem, expanation of potential solutions and their implications |
| 9. | Oral presentation and defense of the problem section and the translations before the examination jury |
| 10. | Translation track (research oriented): |
| 11. | Selection and reading of professional literature necessary for the diploma essay |
| 12. | Conducting a study in the field of TS |
| 13. | Writing an essay on the chosen TS topic in Swedish and oral presentation and defense of the essay before the examination jury |
| 14. | Translation of texts belonging to various text types and using different registers from Swedish into Croatian (ca 10 standard pages) and from Croatian into Swedish (ca 10 standard pages) |
| 15. | Oral presentation and defense of the essay before the examination jury |

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## Introduction to the Linguistic Study of Swedish

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| **Name** | Introduction to the Linguistic Study of Swedish |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 7 |
| **ID** | 52057 |
| **Semesters** | Winter |
| **Teachers** | Goranka Antunović, PhD, Associate Professor (primary)Ante Petrović, Assistant |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Swedish Language II |
| **Goal** | To introduce the student to principal topics in linguistics and the related linguistic metalanguage; to acquaint them with the linguistic landscape in Sweden and the place of the Swedish language in relation to the languages of the world; to introduce the student to the Swedish language system and enable a thorough understanding of the Swedish morphology, including word formation and vocabulary. |
| **Teaching methods** | lectures; conversation during classes; guidelines, tutorial, feedback in preparation and following the students' oral presentations; e-learning, tutorial and feedback re. the written seminar essay |
| **Assessment methods** | The student is expected to attend the classes, prepare for and actively participate in the seminars. Working in groups, the students need to prepare and hold an oral presentation on one of a number of selected topics. The student is required to submit a written summary of a linguistic text in Swedish. The written exam can be taken in taken in two parts (mid-term and at the end of the term), or as a whole, during the examination periods. |
| **Learning outcomes** |  |
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| 1. | The student will be able to explain, by using the appropriate linguistic metalanguage, key inguistic concepts; |
| 2. | to use the metalanguage of linguistics in describing and analysing the phonology, phonetics, morphology and lexicon of the Swedish language; |
| 3. | to describe the linguistic situation in Sweden and explain the position of Swedish among world languages according to various typologies; |
| 4. | to describe and explain in accordance with contemporary grammatical approaches the morphologic categories in the Swedish language, point out their effects in communication and compare them with corresponding Croatian categories. |

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| **Content** |  |
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| 1. | Introduction; language, language system; characteristics of human language; linguistics, linguistic disciplines |
| 2. | language varieties, dialect, sociolect; the Swedish language, languages in Sweden; language diversity; the language and the brain |
| 3. | languages of the world; language classification; genealogical classification; Swedish in the genealogical perspective |
| 4. | typological classifications of languages; areal classification, linguistic area (Sprachbund); the Swedish lexicon |
| 5. | word origin, inherited words, loanwords, neologisms; word formation in Swedish |
| 6. | phonology of the Swedish language; Swedish phonemes - vowels, consonants |
| 7. | word prosody, sentence prosody in Swedish; word classes - classificiation, criteria |
| 8. | Swedish nouns |
| 9. | Swedish nouns; Swedish adjectives |
| 10. | Swedish adjectives; Swedish pronouns |
| 11. | mid-term exam (topics covered in weeks 1 - 7); student presentations |
| 12. | Swedish pronouns; numerals - cardinal numbers, ordinal numbers |
| 13. | Swedish verbs; student presentations |
| 14. | Swedsih verbs; adverbs, prepositions |
| 15. | coordinating and subordinating conjunctions; interjections; course wrap-up |

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## Introduction to the Study of Scandinavian Literature

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| **Name** | Introduction to the Study of Scandinavian Literature |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 7 |
| **ID** | 77895 |
| **Semesters** | Summer |
| **Teachers** | Janica Tomić, PhD, Assistant Professor (primary)Miro Frakić, LectorMišo Grundler |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 15 |
| Seminar | 30 |

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| **Prerequisites** | None |
| **Goal** | To enable students to learn about the most important periods, movements and works of Danish, Icelandic and Norwegian literature (works which are a significant component of Scandinavian and European literary canon) and the basics of literary and cultural theory. By gaining knowledge of the most important traits of Scandinavian literature, the students' understanding of Scandinavian cultures will be deepened. They will also acquire introductory theoretical knowledge, which is a basis for courses in Swedish and Scandinavian literature and film at later stages of their studies. |
| **Teaching methods** | Lectures, seminars, oral and written presentations, film screenings. |
| **Assessment methods** | It is the obligation of students to attend classes regularly and to actively participate in the seminars. Active participation means preparing in accordance with the previous instruction of teachers (obtaining and reading the recommended literature, finding relevant material, etc.), giving a presentation before other participants of the seminar and participating in the discussion. At the end of the semester, students take their oral and written exams. The final grade for this course reflects all three components: contribution to seminars, quality of written and oral presentations and performance on the exam. |
| **Learning outcomes** |  |
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| 1. | be able to list and comment on the main periods, movements, authors, and works of Scandinavian, especially Swedish, literature |
| 2. | be able to recognize and explain key critical tools of literary scholarship and cultural theory and apply it in the analysis and interpretation of individual works |
| 3. | be able to describe the main directions of historical development of Scandinavian societies |
| 4. | be able to evaluate and use primary and secondary sources of information and adequately apply them in the process of developing knowledge |

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| **Content** |  |
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| 1. | Introduction: Literary and Cultural Theory. |
| 2. | (Russian) Formalism. Conventions of Realism: Dogme 95. |
| 3. | Aesthetics of Reception and "The Death of the Author". |
| 4. | Narratology. Structuralism and Semiotics. |
| 5. | Cultural Studies. |
| 6. | Introducing poststructuralism. Deconstruction and postcolonial criticism. |
| 7. | Psychoanalysis and psychoanalytic criticism. |
| 8. | Feminist and Queer Criticism, Marxist Criticism. Midterm Exam. |
| 9. | Old Norse Literature. Mythology. Poetry (Eddaic and Skaldic). |
| 10. | Old Norse Prose ( Hrafnkel's Saga and The Tale of Auðun of the West Fjords). |
| 11. | Snorri's Edda and Völuspá. H. K. Laxness (Iceland's Bell). |
| 12. | Romanticism: Danish Ballads, S. Kierkegaard. |
| 13. | Modern Breakthrough (Ibsen). |
| 14. | Hamsun (Hunger) and New Modernisms (P. Seeberg, S. Jakobsdóttir). |
| 15. | Postmodernism and Scandinavian Crime Fiction. |

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## Introduction to Translation

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| **Name** | Introduction to Translation |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 6 |
| **ID** | 52060 |
| **Semesters** | Summer |
| **Teachers** | Goranka Antunović, PhD, Associate Professor (primary)Sara Profeta, Lector |
| **Hours** |

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| --- | --- |
| Seminar | 45 |
| Lectures | 15 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Swedish Language III |
| **Goal** | To acquaint the student with basic norms of translation in Croatia, to develop basic translation skills, to strengthen the student's language and, in particular, textual competence in Croatian and in Swedish. |
| **Teaching methods** | Discussion in the class, lectures, oral and written feedback to students' translations, oral comments on students' group work in the class, e-learning. |
| **Assessment methods** | The student is required to regularly attend classes and actively participate in seminars. S/he is expected to prepare a translation of each text to be discussed in the class and a seminar assignment (a translation of a longer text). The students take a mid-term written exam covering the theoretical content of the course and a final written exam consisting in the translation of two short texts.. |
| **Learning outcomes** |  |
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| 1. | The student will be able to critically assess elements of a particular communicative situation (language, text, immediate context, culture) and their relevance for the choice of translation solutions; |
| 2. | to list the persons (roles) involved in the translation process and asses their relevance for the choice of translation solutions; |
| 3. | to autonomously translate complex texts not requiring specific expert knowledge from Swedish into Croatian and simple texts from Croatian into Swedish; |
| 4. | to understand and interpret complex texts on general topics in the Swedish standard idiom. |

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| **Content** |  |
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| 1. | Introduction to the course; Introduction to basic printed and electronic translation resources and equipmentPractical written translation: a text on a general topic |
| 2. | Topic: Translation; Translation Studies;Practical written translation: a text on a general topic |
| 3. | Topic: Translation as a communicative processPractical written translation: a text on tourism |
| 4. | Topics: Elements of the translation process: persons involved; languagePractical written translation: a text on tourism |
| 5. | Topics: Elements of the translation process: language; textPractical written translation: a text about Swedish institutions |
| 6. | Topic: Topics: Elements of the translation process: culturePractical written translation: a text about Swedish institutons; explanation about preparation of a Swedish-Croatian and a Croatian-Swedish glossary |
| 7. | Topics: Translation procedures (methods, techniques, (micro-)strategies - terminological ambiguity); Procedures for the translation of culture specific items (CSIs)Discussion about students' glossaries of terms related to Swedish state institutionsPractical written translation; a text on a general topic |
| 8. | Topic: translation methods according to Newmark; translation strategies:Practical written translation: a text on a topic related to EU and its institutions |
| 9. | Practical written translation: a text on a topic related to EU and its institutions; remarks on how to compile a Swedish-Croatian and a Croatian-Swedish glossary of EU-terms |
| 10. | Topic: Phases of the translation act: analysis, transfer, reviewing Practical written translation: a text on a topic related to EU and its institutionsDiscussion about students' glossaries of terms related to EU and its institutions |
| 11. | Topics: Translation of names (personal, geographic etc.); Interpreting - basic terminology, main characteristicsPractical written translation: assessing another student's translation; translation of a text on a general topic |
| 12. | Mid-term examPractical written translation of a text on a topic of choice |
| 13. | Comments on the mid-term exam; information on the written assignmentPractical written translation: a literary text |
| 14. | Practical written translation: a literary text |
| 15. | Practical written translation: a text on tourismFinal remarks, closing the course. |

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## Lexicology and Lexicography

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| **Name** | Lexicology and Lexicography |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 4 |
| **ID** | 124516 |
| **Semesters** | Summer |
| **Teachers** | Goranka Antunović, PhD, Associate Professor (primary)Ante Petrović, Assistant |
| **Hours** |

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| --- | --- |
| Lectures | 15 |
| Seminar | 15 |

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| **Prerequisites** | None |
| **Goal** | The aim of the course is to introduce the students to basic concepts in lexicology, to identify and describe various characteristics of the Swedish vocabulary as well as to introduce them to basic principles of lexicography and to lexicographic work in Sweden.  |
| **Teaching methods** | lectures, discussions, e-learning, individual and group tutorials focusing on particular assignments |
| **Assessment methods** | The grade is based on several elements: a written exam, two seminar assignments (to be done by an individual student and a group respectively), the student's contribution to classes. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | describe characteristics and specificities of the Swedish vocabulary in the metalanguage of linguistics |
| 2. | explain the basic lexicographic categories and describe various types of lexicographic manuals |
| 3. | describe most relevant Swedish lexicographic works and electronic corpora |
| 4. | evaluate and use efficiently different printed and electronic dictionaries and terminological databases |
| 5. | orally present in an efficiently communicative manner the results of one's professional paper in Swedish and Croatia |
| 6. | evaluate one's interests and competences and select appropriate fields and methods for the continuation of formal or autonomous lifelong education |

 |
| **Content** |  |
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| --- | --- |
| 1. | Introduction to the course; basic concepts: lexicology, lexicography, vocabulary of a language, word, lemma, lexeme, text word |
| 2. | Word formation, morphological analysis, "restmorfem" |
| 3. | Lexicon and grammar; word formation: compound words |
| 4. | Intersection of compounding and derivation; derivation |
| 5. | Loanworeds, loanword adaptation |
| 6. | Word semantics: reference, intension, extension; types of meaning |
| 7. | Semantic models, contrasting words, lexical typology |
| 8. | Form based and meaning based relations within the vocabulary; Swedish-Croatian false friends |
| 9. | Combining words: phrases, phraseological units - kinds, grammatical and semantic features, uniquie constituents |
| 10. | Language technologies, Språkbanken, electronic corpora of the Swedish language; working with electronic corpora;explanation of seminar assignment - a corpus study (group work) |
| 11. | Lexicography, lexicographic works, essential circumstances affecting decisions about a lexicographic work |
| 12. | Lexicographic categories; entries, dictionary article (main structure and presentation), explanation: dictionary equivalent, various types of definition |
| 13. | Types of dictionaries; Explanation of the written assignment re. lexicography |
| 14. | Presentation of the results of students' corpus studies (group work) |
| 15. | Swedish lexicography: dictionaries and lexica of the Swedish language |

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## Scandinavia and Scandinavians

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| **Name** | Scandinavia and Scandinavians |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 7 |
| **ID** | 36042 |
| **Semesters** | Winter |
| **Teachers** | Goranka Antunović, PhD, Associate Professor (primary)Sara Profeta, LectorDaria Lazić |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |
| Seminar | 30 |

 |
| **Prerequisites** | None |
| **Goal** | To introduce the student to the Scandinavian countries, societies and cultures, help them acquire the knowledge that will provide a basis for their work in future courses and enable them, more generally, to better understand contents related to Scandinavia. |
| **Teaching methods** | lectures, tutorial (in advance) and feedback re. the student's seminar essay, tutorial (in advance) and oral feedback re. the student's oral presentation |
| **Assessment methods** | The student is obliged to attend the classes and actively participate in seminars, based on home reading. They are required to write a seminar paper on a Scandinavian topic selected in consultation with the teachers. They are also required to prepare and hold an oral presentation on a choice topic related to Sweden. The written exam can either be taken in three parts, spread over the term or as a whole, during the examination periods.  |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The student will be able to describe the main geographical characteristics of Scandinavian countries; |
| 2. | to describe the main directions of historical development of Scandinavian societies; |
| 3. | to describe demographic characteristics of present-day Sweden; |
| 4. | to describe the Swedish historical and contemporary social context |

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| **Content** |  |
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| --- | --- |
| 1. | Presenting the course, instructions for the preparation of the presentation and the essay; Denmark: geographical, demographic and economic characteristics |
| 2. | Denmark: Danish society; an overview of the geographical, economic, demographic and social characteristics of the Faroe Islands and Greenland; Iceland: an overview of geographical, economic, demographic and social characteristics |
| 3. | The prehistoric and the pre-Viking period in northern Europe; the Viking age in Northern Europe |
| 4. | The Viking society and culture; The history of Denmark - from the establishment of the state to the period of absolutism |
| 5. | The history of Denmark from the Enlightenment to the 21st century; Iceland: the medieval Icelandic republic; the newer history of Iceland |
| 6. | Norway: an overview of geographical and demographic characteristics of Norway; the Norwegian economy; contemporary Norwegian society |
| 7. | Student presentations on selected topics; The history of Norway until the independence and the modern age |
| 8. | First midterm exam: Nordic countries, Iceland, Denmark, Norway in the 20th century |
| 9. | Student presentations on selected topics;Student presentations on selected topics; |
| 10. | Swedish landscape, climate, flora and fauna; Swedish population, settlements, migration through history |
| 11. | Second midterm examSweden: economy, state administration, political parties |
| 12. | History of Sweden from the establishment of state to the 1500sHistory of Sweden from the 1500s until the Constitution of 1809 |
| 13. | Sweden in the 1800sSweden in the 1900s and 2000s |
| 14. | Student presentations on selected topics |
| 15. | Student presentations on selected topicsThird midterm exam (Sweden) |

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## Scandinavian Cinema

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| **Name** | Scandinavian Cinema |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 4 |
| **ID** | 118217 |
| **Semesters** | Winter |
| **Teachers** | Janica Tomić, PhD, Assistant Professor (primary)Miro Frakić, LectorMario Kozina, M.Sc.Višnja Vukašinović |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 15 |
| Seminar | 15 |

 |
| **Prerequisites** | None |
| **Goal** | The aim of the course is to give a brief overview of the history of Scandinavian cinema, with a particular emphasis on canonised titles and authors and contemporary tendencies. |
| **Teaching methods** | Lectures, seminars, movie screenings |
| **Assessment methods** | Class attendance, seminar paper, oral Exam. Active participation in the seminars is required. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | interpret specific films by using filmological analytical apparatus and comparative analysis in the context of European and global film production |
| 2. | describe and contextualize the historical development of Scandinavian cinematographies and provide critical analysis using relevant terminology of film theory and history |
| 3. | describe, critically comment on, and observe different aspects of contemporary Swedish society in a broader context, including the Swedish position in the EU |
| 4. | describe, critically comment on, and observe different aspects of contemporary Swedish society in a broader context |
| 5. | autonomously collect and critically evaluate professional and academic literature necessary for one's research into problems in the field |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction. Defining National and Transnational Cinemas. Force Majeure (Turist, 2014) vs. Downhill (2020). |
| 2. | Another Round (Druk, 2020) and the Legacy of Dogme 95. |
| 3. | "Nordic Cultural Context": Witchcraft through the Ages (Häxan, 1922), Films by C. Th. Dreyer, Antichrist (2009), etc. |
| 4. | Carl Th. Dreyer's Words and Images: Word (Ordet, 1955). |
| 5. | Lars von Trier's Cinephilia: Dogville (2003). |
| 6. | Films by d. Nicolas Winding Refn. |
| 7. | New Danish Cinema: d. Susanne Bier, Ole Christian Madsen, Christoffer Boe, Andreas Thomas Jensen, Mads Brügger, etc. |
| 8. | Icelandic Film and Literature: Friðrik Þór Friðriksson. Of Horses and Men (Hross í oss, 2013). Sjón: Moonstone, The Boy Who Never Was. |
| 9. | Iceland, "Sameland": Island, "Sameland": Dagur Kári's Noi the Albino (Noi Albinoi, 2003), A White, White Day (Hvitur, hvitur dagur, 2019), Sami blood (Sameblod, 2016), etc. |
| 10. | Norwave and New Norwegian Cinema: Joachim Trier: Reprise. D. Ole Giæver i Marte Vold, Erik Skjoldbjærg, Jens Lien, Erik Poppe, Bengt Hamer, etc. |
| 11. | Scandinavian Crime Fiction: (Re)definitions and Adaptations |
| 12. | Scandinavian TV-series i žanrovski film |
| 13. | Pornography or (S)exploitation in Scandinavian Cinema: Nymphomaniac (2013) |
| 14. | Queer cinema in Scandinavia |
| 15. | Final discussion. |

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## Semantics

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| **Name** | Semantics |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 6 |
| **ID** | 117820 |
| **Semesters** | Winter |
| **Teachers** | Milena Žic Fuchs, PhD, Full Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 60 |

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| **Prerequisites** | None |
| **Goal** | The course introduces students to the complex issues of meaning 1) on the level of lexemes or words, 2) on the paradigmatic level, or the vocabulary structure and 3) to the relationship between semantics and syntax, or the relationships on the syntagmatic level. Basic traditional semantic concepts are discussed, such as homonymy, synonymy, polisemy, antonymy, as well as traditional theoretical approaches such as componential analysis and field theory. Particular attention is paid to the traditional approach to metaphor and metonymy, with an introduction to the new views of these language phenomena arising in cognitive semantics. The complexity of the relationship between semantics and syntax, or meaning on the syntagmatic level, is analyzed on the level of the sentence as well as smaller syntagmatic units such as collocations. The objective of the course is to introduce students to the complexities of meaning phenomena, as well as to different theoretical frameworks, both traditional and contemporary. |
| **Teaching methods** | 4 hours. lecture |
| **Assessment methods** | written exam |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Students will be able to recognize and define the fundamental terms on which Semantics is based and with which it is concerned. |
| 2. | Students will be able to understand and explain complex semantic phenomena that Semantics deals with. |
| 3. | Students will be able to discern between traditional and contemporary approaches to language research. |
| 4. | Students will be able to compare different semantic phenomena in language. |
| 5. | Students will be able to come to their own conclusions about research on meaning in language. |
| 6. | Students will be able describe the characteristics and specificities of the Swedish language in the metalanguage of linguistics. |
| 7. | Students will be able to analyze specific linguistic phenomena and phenomena in communication from the perspective of various linguistic disciplines. |
| 8. | Students will be able to autonomously collect and critically evaluate professional and academic literature necessary for one's research into problems in the field. |

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| **Content** |  |
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| --- | --- |
| 1. | Orientation, syllabus. What is semantics? Short historical overview. Semantics and other related disciplines.What is meaning? The nature of linguistic meaning. Types of meaning. |
| 2. | Functions of language and their relation to meaning.Traditional terms in Semantics: Homonymy. Polysemy. Synonymy. |
| 3. | Is Semantics a science? Contemporary approaches: the scientific approach to meaning. Methods and possible approaches. |
| 4. | Methods of semantic analysis: Componential Analysis. Types of meaning relations.Triangles of meaning.Traditional and contemporary approaches to Componential Analysis. |
| 5. | Semantically related lexemes: organization on the paradigmatic level. Semantic or lexical fields. Antonymy. |
| 6. | REVISION. TEST 1. |
| 7. | Hyperonyms and hyponyms. Taxonomies. |
| 8. | Introduction to Cognitive Semantics. The notion of prototype and its relevance for meaning. Categorization. |
| 9. | Scenes and frames. Knowledge of language and knowledge of the world. Categories: prototypes and schemas. |
| 10. | Traditional and contemporary approaches to metaphor and metonymy. |
| 11. | Semantics and grammar. |
| 12. | Semantics and pragmatics. Use of corpora in semantic research. |
| 13. | Reserved for follow-up on any of the above topics. |
| 14. | Reserved for follow-up on any of the above topics. |
| 15. | FINAL REVISION. TEST 2. |

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## Seminar in Swedish Language in Its Social Context

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| **Name** | Seminar in Swedish Language in Its Social Context |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 3 |
| **ID** | 170222 |
| **Semesters** | Summer |
| **Teachers** | Sara Profeta, Lector (primary) |
| **Hours** |

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| --- | --- |
| Seminar | 15 |
| Practical language | 15 |

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| **Prerequisites** | To enrol course it is necessary to pass course Swedish Language III |
| **Goal** | Developing active and passive language competences; listening with understanding, speech production and interaction; expanding the previously acquired language and cultural competences. |
| **Teaching methods** | Working with authentic audiovisual material, independent work, working in pairs, working in groups, debate as a form of teaching, e-learning. |
| **Assessment methods** | In order to pass the course, students are obliged to attend and participate regularly, to give an oral presentation to their colleagues on a selected topic, to participate in at least one debate and to pass an exam in the comprehension of speech reproduction at the end of the term. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Students will be able to participate in a conversation in Swedish about general topics, and about specialized topics from specific fields in Scandinavian Studies |
| 2. | be able to successfully communicate in everyday situations with native speakers using standard Swedish in speech and writing |
| 3. | be able to understand, interpret, and critically evaluate complex texts on general topics and medium-complexity texts on specialized topics in Scandinavian studies in the Swedish standard idiom |
| 4. | be able to evaluate and use primary and secondary sources of information and adequately apply them in the process of developing knowledge. |
| 5. | based on available material, to create one’s own opinion and to be able to debate it in prepared discussions with colleagues. |

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| **Content** |  |
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| 1. | Learning about the subject and structure of the course, the obligations of students and monitoring of their progress; repeating the facts about the Swedish political system: verbal repetition of known concepts and the introduction of new ones. Written assignment: Keep up with the news during one week and submit a selection from the daily news. |
| 2. | Feedback on submitted assignments. Repeating the facts about Swedish political system by watching a video about the largest political parties on studi.se, making notes on key expressions. Discussion. |
| 3. | Guided watching of a video on demokrati100.se. The choice of key expressions and a discussion based on what was seen. The selection of relevant news from the TV-program “Aktuellt”, a discussion. An oral assignment for the next class and in two weeks time. |
| 4. | Discussion on the subject of a previously viewed film and the questions it raises (oral assignment). A repetition of the vocabulary related to criminality based on the TV-program “Uppdrag granskning“. A written assignment. |
| 5. | ”Mediekompass nutidskryss” – testing the familiarity with current events in Sweden and the world. Guided watching of a humour show “Svenska nyheter“ (taking notes on slang words). Obligatory reading for the next class. |
| 6. | Discussing the reading. Oral presentation: Presenting one of the prominent Swedish suffragettes. Selecting a political party to present in pairs in two weeks time. |
| 7. | Understanding the adapted form of the debate to be held. First comprehension of an audio material drill. |
| 8. | ”Mediekompass nutidskryss”. Oral presentation in pairs. Watching the finale of the "Debattmatchen" program and commenting on the two teams. Second comprehension of an audio material drill. |
| 9. | No classes (preparation for the first debate). |
| 10. | First debate. Choice of subject for the second debate. Third comprehension of an audio material drill. |
| 11. | Discussion on current events in Sweden. Fourth comprehension of an audio material drill. |
| 12. | Second debate. Fifth comprehension of an audio material drill. |
| 13. | Discussion on current events in Sweden. Sixth comprehension of an audio material drill. |
| 14. | Third debate. Seventh comprehension of an audio material drill. |
| 15. | Exam, comprehension of an audio material (preliminary exam). |

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## Sociolinguistics

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| **Name** | Sociolinguistics |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 4 |
| **ID** | 128208 |
| **Semesters** | Summer |
| **Teachers** | Anita Skelin Horvat, PhD, Associate Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Swedish Language and Society I |
| **Goal** | To familiarize students with sociolinguistic topics and problems and to familiarize them with the sociolinguistic situation with a special focus on Sweden and other Scandinavian countries. Understanding the relationship between languages and basic social categories such as gender, age, ethnicity and socio-economic status and their mutual influence and connection. |
| **Teaching methods** | Lectures, independent assignments - seminars,e-learning - OMEGA system  |
| **Assessment methods** | active participation in the course, participation in the analysis of the read texts, oral presentation of a shorter text, assessment of the exam, evaluation of the essay paper |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | analyse individual elements of source culture and select appropriate procedures for their translation |
| 2. | analyse specific linguistic phenomena and phenomena in communication from the perspective of various linguistic disciplines |
| 3. | orally present in an efficiently communicative manner the results of one's professional paper in Swedish and Croatian |
| 4. | explain basic concepts in sociolinguistics and describe the sociolinguistic situation in Sweden and other Scandinavian countries |
| 5. | evaluate one's interests and competences and select appropriate fields and methods for the continuation of formal or autonomous lifelong education |
| 6. | autonomously collect and critically evaluate professional and academic literature necessary for one's research into problems in the field |

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| **Content** |  |
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| --- | --- |
| 1. | Linguistics and sociolinguistics - introduction to the course, definitions and subjects of sociolinguistics |
| 2. | A historical overview of the development of sociolinguistics - the emergence and development of sociolinguistics |
| 3. | Historical sociolinguistics |
| 4. | Interactive sociolinguistics |
| 5. | Basic concepts in sociolinguistics - language community, variant and variety, lect |
| 6. | The problem of defining style in sociolinguistics |
| 7. | Social variables I - age and language |
| 8. | Social variables II - gender and language |
| 9. | Social variables III - socio-economic status and language |
| 10. | Social variables IV - ethnicity and language |
| 11. | Language planning and language standardization |
| 12. | Contact linguistics |
| 13. | Theories of identity and language in sociolinguistics |
| 14. | Research on language attitudes |
| 15. | Sociolinguistic research methods |

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## Swedish Language and Society I

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| **Name** | Swedish Language and Society I |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 5 |
| **ID** | 117821 |
| **Semesters** | Winter |
| **Teachers** | Goranka Antunović, PhD, Associate Professor (primary)Nina Šarić, Lector (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 15 |
| Practical language | 30 |

 |
| **Prerequisites** | None |
| **Goal** | The aim of the course is for the students to obtain more in depth knowledge about various aspects of the Swedish culture and society. The students should thus further develop their proficiency in both speaking and writing in Swedish about complex contemporary topics regarding Sweden, and the Swedish society and culture, as well as the ability to analyze these within a broader Scandinavian and European context. |
| **Teaching methods** | Practical language exercises, discussion, seminar essays, oral presentations, individual mentored work  |
| **Assessment methods** | Continuous assessment of oral and written presentations, a written exam |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | describe, critically comment on, and observe different aspects of contemporary Swedish society in a broader context, including the Swedish position in the EU |
| 2. | describe, critically comment on, and observe different aspects of contemporary Swedish society in a broader context |
| 3. | be able to communicate in speech and writing in standard Swedish at a high level |
| 4. | understand, interpret, and critically evaluate complex texts in Swedish on general or specialized topics in Scandinavian studies, with regard to their form, style, or content |
| 5. | autonomously write a stylistically and linguistically adequate text on a given topic in Swedish |

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| **Content** |  |
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| --- | --- |
| 1. | Course introduction: syllabus, time table, required readingDiscussion: Swedish stereotypes and the text “Jakten på svenskheten”Introduction to the book “Är svensken människa?”Student inputs on the syllabus |
| 2. | Presentation of the revised syllabusSummarize and discuss the read excerpt from “Är svensken människa?”Presentation of the radio program “Sommar i P1 – Erik Lundin”Presentation of the written assignmentSummarize and discuss “Sommar i P1 – Erik Lundin”Discuss the written assignment |
| 3. | Deadline: written assignmentPresentation of oral assignment "Minilektion" and rhetorical analysisDiscussion about presentation techniquesPractical assignment: rhetorical analysisPractical assignment: pronunciation |
| 4. | Discussions about read texts from Swedish newspapersRepetition: pronunciationGroup work on oral assignment "Minilektion" |
| 5. | Oral presentations: "Minilektion"Discussions about read texts about the Sámi people |
| 6. | Deadline: written assignment about the Sámi peopleDiscussions about the written texts |
| 7. | Discussions about the short story “Straffet”Practical assignment: pronunciation Oral presentations |
| 8. | Presentation of translation assignmentDeadline: draft of translation assignment |
| 9. | Oral presentationsPractical assignment: give feedback Deadline: translation assignment |
| 10. | Presentation of the written assignment “Essä”Discussions based on this week’s required reading |
| 11. | Oral presentationsWork of the written assignment |
| 12. | Discussions based on this week’s required readingWork on written assignment |
| 13. | Lecture: how to give feedbackPractical assignment: pronunciation |
| 14. | Oral assignment: give feedbackPractical assignment: pronunciation |
| 15. | Q&A about written assignmentDeadline: written assignment |

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## Swedish Language and Society II

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| **Name** | Swedish Language and Society II |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 3 |
| **ID** | 132055 |
| **Semesters** | Winter |
| **Teachers** | Goranka Antunović, PhD, Associate Professor (primary)Nina Šarić, Lector (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 15 |
| Practical language | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Swedish Language and Society I |
| **Goal** | To further develop the student's competence as regards writing and speaking in Swedish in line with various, genre-dependent norm, with the focus being on academic writing, professional and research-related texts.  |
| **Teaching methods** | Discussion, practical language exercises, a seminar essay |
| **Assessment methods** | Continuous assessment of written and oral presentations, a final written exam |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | be able to communicate in speech and writing in standard Swedish at a high level |
| 2. | understand, interpret, and critically evaluate complex texts in Swedish on general or specialized topics in Scandinavian studies, with regard to their form, style, or content |
| 3. | autonomously write a stylistically and linguistically adequate text on a given topic in Swedish |
| 4. | evaluate and use different printed and electronic resources efficiently (dictionaries, terminological databases, parallel texts) |
| 5. | evaluate and use efficiently different printed and electronic dictionaries and terminological databases |

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| **Content** |  |
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| --- | --- |
| 1. | Course introduction: syllabus, required reading, assignmentsWritten assignmentDiscussion: Swedish stereotypes |
| 2. | This week’s newsDiscussion based on this week’s excerpt from “Är svensken människa?”Discussion about the syllabus |
| 3. | This week’s newsDiscussion based on this week’s excerpt from “Är svensken människa?”Presentation of the revised syllabusQ&A about the written assignmentDiscussion: handling the pandemic – Sweden vs. Croatia |
| 4. | This week’s newsDiscussion based on this week’s excerpt from “Är svensken människa?”Practical assignment: rhetorics |
| 5. | This week’s newsDiscussion based on this week’s excerpt from “Är svensken människa?”Rhetorical analysisPractical assignment: pronunciationPresentations of the written assignment “PM” |
| 6. | This week’s newsDiscussion based on this week’s excerpt from “Är svensken människa?”Discussion: “The future”Practical assignment: pronunciation |
| 7. | This week’s newsDiscussion based on this week’s excerpt from “Är svensken människa?”Oral presentations |
| 8. | This week’s newsDiscussion based on this week’s excerpt from “Är svensken människa?”Oral presentationsFeedback on written assignments |
| 9. | This week’s newsDiscussion based on this week’s excerpt from “Är svensken människa?”Oral presentationsPresentation of the upcoming written exam |
| 10. | This week’s newsOral presentationsPractical assignment: pronunciation |
| 11. | This week’s newsLecture: How to give feedback |
| 12. | This week’s newsDiscussion about written assignments + feedbackPractical assignment: pronunciation |
| 13. | This week’s newsDiscussions (based on themes chosen by the students) |
| 14. | This week’s newsDiscussions (based on themes chosen by the students)Lecture: the poetics of hip hop |
| 15. | This week’s newsDiscussions (based on themes chosen by the students)Q&A about the written exam |

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## Swedish Language I

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| --- | --- |
| **Name** | Swedish Language I |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 6 |
| **ID** | 184298 |
| **Semesters** | Winter |
| **Teachers** | Sara Profeta, Lector (primary)Miro Frakić, LectorAnte Petrović, Assistant |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 30 |
| Practical language | 60 |

 |
| **Prerequisites** | None |
| **Goal** | Acquiring basic language skills on several language levels; developing the skills nessecary to use and recognize the existing language competencies in order to learn Swedish faster; getting acquainted with certain aspect of Swedish culture. |
| **Teaching methods** | oral and written exercises, individual work, work in pairs, group work, mentoring, e-learning. |
| **Assessment methods** | Oral and written exam. The written exam consists of two parts – a vocabulary and language proficiency test and a grammar test. The final grade of the course incorporates four components: class participation and preparation, results of the two written tests, and the oral exam.  |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Students will be able to participate in simple conversation in Swedish about general topics from the course |
| 2. | be able to successfully communicate in everyday situations with native speakers using simple standard Swedish in speech and writing |
| 3. | acquire the basics of pronunciation and writing, grammar and basic vocabulary; |
| 4. | read and understand simple textbook texts and other adapted materials on A1 level. |

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| **Content** |  |
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| 1. | Introduction to the course. Subject: Introducing personal pronouns in subject form and their use. Present tense. |
| 2. | Subjects: Alphabet and pronunciation. Long and short vocals. Introduction (continued). / Noun in singular form, articles and (non)definiteness |
| 3. | Subjects: Introduction (repeating). Numbers and hours, basic description of a day I. Tj- and sj- (specific Swedish sounds). / Systematization of grammar. |
| 4. | Subjects: Number and hours, basic description of a day II. Tj- and sj-, practicing perception and production / syntax of the Swedish sentence ('satsaverb'), imperative verb form, declension of nouns I. |
| 5. | Subjects: Basic groceries and shopping I. Numbers (continued). Pronouncing compounds. / syntax of Swedish sentence ('satsadverb'), imperative verb form, declension of nouns II. |
| 6. | Subjects: Basic groceries and shopping II. / Definite form of plural, object form of personal pronouns ('objektform'), genitive case I. |
| 7. | Subjects: Free time and culture. Days of the week and planning I. / Definite form of plural, object form of personal pronouns ('objektform'), genitive case II. |
| 8. | Subjects: Free time and culture. Days of the week and planning II. / Repeating before the midterm |
| 9. | Subjects: Family and relatives. Professions I / Midterm. |
| 10. | Subjects: Family and relatives. Professions II Dictation (Nobel Day). / Comparison of adjectives, Perfect tense (supine, "third form" of verbs). |
| 11. | Subjects: Clothes and colors. Holiday St. Lucy / ‘Kortsvar’ (short replies) and rumsadverb: the so called "position" and "destination" I. |
| 12. | Subjects: Tourism, weather conditions. Dates and planning. Christmas in Sweden / ‘Kortsvar’ (short replies) and rumsadverb: the so called "position" and "destination" II |
| 13. | Subjects: Communications. Travel description The stress in Swedish phrasal verbs / summary and grammar repetition, preparing for the exam. |
| 14. | Summary of the course, repeating and preparing for the exam. Dictation. |
| 15. | Summary of the course, repeating and preparing for the exam. Dictation. |

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## Swedish Language II

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| **Name** | Swedish Language II |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 7 |
| **ID** | 184299 |
| **Semesters** | Summer |
| **Teachers** | Sara Profeta, Lector (primary)Miro Frakić, LectorAnte Petrović, Assistant |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 30 |
| Practical language | 60 |

 |
| **Prerequisites** | None |
| **Goal** | Complete understanding of word forms. Ability to apply the acquired knowledge to a high degree. A complete command of grammatical rules and categories, including the previous language course, both in written and spoken language. |
| **Teaching methods** | Oral and written exercises, work in pairs, group work, individual work, mentoring, e-learning. |
| **Assessment methods** | Oral and written exam. The written exam consists of two separate parts and grades – language and grammar exercises. The final grade for the course incorporates the following components: class participation and preparation, written homeworks, results of the two written exams, and the oral exam. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | Students will be able to participate in a conversation in Swedish about general topics from the course |
| 2. | be able to successfully communicate in everyday situations with native speakers using simple standard Swedish in speech and writing |
| 3. | be able to understand textbook texts as well as adapted, authentic materials in Swedish on A1/A2 level; |
| 4. | understand audio files using level-appropriate vocabulary and natural speech patterns; |
| 5. | be able to read longer texts using somewhat more complex vocabulary, on their own and with necessary guidance; |
| 6. | be able to write a longer text on a familiar topic in Swedish. |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction to the course. Subject: Sweden, geography and characteristics I / Inplaceringstest A, repeating grammar, adjectives comparison |
| 2. | Subjects: Sweden, geography and characteristics II. Introduction to Computers and IT / Adjectives comparison. Deponent and reciprocal verbs |
| 3. | Subjects: Computers and IT II Internet dating and chat / Future tense (framtid) |
| 4. | Subject: Groceries / Adverbs comparison. Tycka, tänka, tro. Adjectives: comparison with animals |
| 5. | Subjects: Professions. Easter and Easter traditions in Sweden / Pronoun 'man'. Conditional I |
| 6. | Subject: Spring / Relative subclauses |
| 7. | Subject: In the country / Conditional II Reported speech |
| 8. | Subjects: Manners. Climate / Repeating: Conditionals I and II, direct and reported speech - tense congruence. Expansion: Satsaverbial, ingen/inte någon, ha-bortfall |
| 9. | Subjects: "The Typical Swede." Poetry / Coordinate conjunctions |
| 10. | Subjects: Swedish education system. Introduction to housing / Subordinate conjunctions Present participle |
| 11. | Subject: Housing in Sweden / S-passive |
| 12. | Subject: 'Fika' / Perfect participle |
| 13. | Subject: Phone conversations / Transitive and intransitive verbs |
| 14. | Summary of the course, Repeating and preparing for the exam / Perfect participle, particle verbs Pronouns, reflexive possessive, subject and object forms. |
| 15. | Summary of the course, Repeating and preparing for the exam / Time expressions. Emphatic description. |

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## Swedish Language III

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| --- | --- |
| **Name** | Swedish Language III |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 7 |
| **ID** | 184300 |
| **Semesters** | Winter |
| **Teachers** | Sara Profeta, Lector (primary)Miro Frakić, Lector |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 30 |
| Practical language | 60 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Swedish Language II |
| **Goal** | A more detailed insight into the normative grammar of the Swedish language. Improving the linguistic competencies necessary to understand a considerable number of authentic linguistic texts. Improving the command of active language skills to a level which allows a substantial participation in discussions. |
| **Teaching methods** | Written and oral exercises, individual work, work in pairs, group work, mentoring, e-learning. |
| **Assessment methods** | Written and oral exam. The final grade incorporates the said components, as well as class participation and the fulfillment of obligations during the semester. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Students will be able to participate in a conversation in Swedish about general topics, and about specialized topics from specific fields in Scandinavian Studies |
| 2. | be able to successfully communicate in everyday situations with native speakers using standard Swedish in speech and writing |
| 3. | be able to explain key linguistic concepts and use appropriate metalanguage. |
| 4. | master the vocabulary which allows them to actively participate in discussion on A2/B1 level; |
| 5. | be able to understand textbook texts as well as adapted, authentic materials in Swedish, along with more complex spoken texts. |

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| **Content** |  |
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|  |  |
| --- | --- |
| 1. | Introduction to the course / Inplaceringstest B. Grammar revision, noun phrases |
| 2. | Text on Chaos Theory. Subject: Language I / Nouns and their forms, time adverbs |
| 3. | Subject: Language II / Reflexive pronouns, subordinate clauses, time prepositions |
| 4. | Subject: Sweden in the 20th century. Politics / Coordinate and subordinate conjunctions, the pronoun 'man' |
| 5. | Subject: Health / Tenses, relative pronouns |
| 6. | Subject: At the doctor’s / Present participle, past participle I |
| 7. | Subject: Sleep and free time I / Past participle II, particle verbs I |
| 8. | Subject: Sleep and free time II / Transitive and intransitive verbs |
| 9. | Subject: Ecosystems I / Deponent and other s-verbs, prepositions |
| 10. | Subject: Ecosystems II / Past participle III, prepositions |
| 11. | Subject: Swedish holidays / Word order, deponent verbs |
| 12. | Tema: Crime / Prepositions, s-verbs |
| 13. | Subject: The Vikings / Particle verbs II |
| 14. | Subject: Important raw materials / Particle verbs III |
| 15. | Summary of the course, repeating and preparing for the exam / Listening comprehension test |

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## Swedish Language in Its Social Context I

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| --- | --- |
| **Name** | Swedish Language in Its Social Context I |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 3 |
| **ID** | 97428 |
| **Semesters** | Summer |
| **Teachers** | Sara Profeta, Lector (primary)Nina Šarić, Lector |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 15 |
| Practical language | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Swedish Language III |
| **Goal** | At the level of the study program, students begin to learn more about the formal aspects of the Swedish society, through which they develop language skills (introduction to the Swedish legal system, the Swedish education system, the Swedish politics). Perfecting the already adopted parts of the Swedish normative grammar. |
| **Teaching methods** | Oral and written drills, seminar work, writing of essays, e-learning. |
| **Assessment methods** | Continuous follow-up during the term and a written exam at the end. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | Students will be able to participate in a conversation in Swedish about general topics, and about specialized topics from specific fields in Scandinavian Studies |
| 2. | be able to successfully communicate in everyday situations with native speakers using standard Swedish in speech and writing |
| 3. | be able to understand, interpret, and critically evaluate complex texts on general topics and medium-complexity texts on specialized topics in Scandinavian studies in the Swedish standard idiom. |
| 4. | Adopting knowledge of the Swedish education system from pre-school to tertiary level, the political situation in Sweden, the organization of state and local authorities and the functioning of the legal system; |
| 5. | Being able to argue in speech and writing and compare Croatia’s and Sweden's social reality in view of current social problems; |
| 6. | raising grammar and communication skills to the B1 level. |

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| **Content** |  |
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| --- | --- |
| 1. | Introductory notes on the course, obligations of students, tasks, literature and final exam. / Group A: Introduction to the course. Subject: Tourism and travel. |
| 2. | Subject: Law & justice I, discussions. Presentation of the written and oral assignment. / Group B: Introduction to the course. Subject: Tourism and travel. |
| 3. | Subject: Law & justice II A trial in Sweden. Showing the film "Internettrakasserier” and discussion. Presenting the weekly news. / Group A: Debate on social networks. Introduction to consumer rights in Sweden, oral and written assignments. |
| 4. | Subject: Law & justice III LGBTQ, children’s rights, gender violence. Weekly news / Group B: Debate on social networks. Introduction to consumer rights in Sweden, oral and written assignments. |
| 5. | Holiday (Easter): Deadline for submission of the written assignment. / Written assignment. |
| 6. | Subject: Law & justice IV Oral presentation of written assignment. Introduction to education. Weekly news / Group A: Celebration of Easter in Sweden. Discussing consumer rights based on the reading. Oral presentation on the subject. |
| 7. | Subject: Education I "En skola för alla?". Work on the newspaper type 'insändare' and the arguments in the text. Weekly news / Group B: Celebration of Easter in Sweden. Discussing consumer rights based on the reading. Oral presentation on the subject. |
| 8. | Subject: Education II Discussion based on the reading. Weekly news Submitting the written assignment. / Group A: Optimism and pessimism. Discussing the reading. |
| 9. | Subject: Rhetoric I Presentation of speech elements. Drill. Weekly news / Group B: Optimism and pessimism. Discussing the reading. |
| 10. | Subject: Rhetoric II Oral presentation Weekly news / Group A: "Networking" and business I (introduction to the subject and vocabulary). |
| 11. | Subject: Politics I About the Swedish political system. Final oral assignment. Weekly news / Group B: "Networking" and business I (introduction to the subject and vocabulary). |
| 12. | Subject: Politics II Discussing the current political topics. Weekly news / Group A: "Networking" and business II (CVs and applications). |
| 13. | Subject: Politics III Discussing the "den tredje statsmakten". / Group B: "Networking" and business II (CVs and applications). |
| 14. | Subject: Politics IV Final oral presentations. / Groups A and B: "Networking" and business III (job interview). |
| 15. | Pointing out and repeating exam materials. |

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## Swedish Language in Its Social Context II

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| **Name** | Swedish Language in Its Social Context II |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 4 |
| **ID** | 132056 |
| **Semesters** | Winter |
| **Teachers** | Sara Profeta, Lector (primary)Nina Šarić, Lector |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 30 |
| Practical language | 15 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Swedish Language in Its Social Context I |
| **Goal** | At the level of the study program, students continue to learn more about the formal aspects of the Swedish society, through which they develop language skills (Swedish history, Swedish healthcare and legal system, Swedish media); regarding their linguistic competence, in particular, along with theoretical background, they develop grammar skills in Swedish phrasal verbs. |
| **Teaching methods** | Written and oral practice, seminar work, essay writing, e-learning. |
| **Assessment methods** | Continuous follow-up during the term and final written exams, both in practice and seminars. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | Students will be able to participate in a conversation in Swedish about general topics, and about specialized topics from specific fields in Scandinavian Studies |
| 2. | be able to successfully communicate in everyday situations with native speakers using standard Swedish in speech and writing |
| 3. | be able to understand, interpret, and critically evaluate complex texts on general topics and medium-complexity texts on specialized topics in Scandinavian studies in the Swedish standard idiom |
| 4. | adopting theoretical and practical knowledge of Swedish phrasal verbs (partikelverb); |
| 5. | raising grammatical and communication skills to the B2 level. |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction to the course, presentation of syllabus, assignments during the term and literature. |
| 2. | Oral presentation on the subject of Swedish history. Presentation of the written assignment on the extending of vocabulary "Att utöka ordförrådet" / PV Group A: Dividing Swedish phrasal verbs, presenting the working mode |
| 3. | Repeating the subject of Swedish history. Debate: Comparison of healthcare systems in Sweden and Croatia / PV group B: Dividing Swedish phrasal verbs, presenting the working mode |
| 4. | Debate: On the legal systems in Sweden and Croatia. Presentation of the verbal assignment. Pronunciation practice. / PV Group A: |
| 5. | Oral presentation. Group feedback on submitted texts. Debate: Media freedom and the freedom of opinion / PV group B: |
| 6. | Oral presentation: Speeches. Visual material analysis. Pronunciation practice. / PV Group A: |
| 7. | Oral presentation: Speeches. Presentations of visual material. Presentation of written assignment / PV Group B: |
| 8. | Visiting lecturers. Discussion the reading. / PV Group A: |
| 9. | Oral presentation: Speeches. / PV Group B: |
| 10. | Discussion the reading. Pronunciation practice. / PV Group A: |
| 11. | Holiday. / PV Group B: |
| 12. | Discussion the reading. Pronunciation practice. Feedback to students. / PV Group A: |
| 13. | Discussing the feedback. Discussing the texts. / |
| 14. | Discussing all the subjects covered during the term. Deadline for the submission of the last assignment. / PV Group B: |
| 15. | Repeating before the exam / phrasal verbs exam (preliminary exam) |

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## Swedish Language in Its Social Context III

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| --- | --- |
| **Name** | Swedish Language in Its Social Context III |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 3 |
| **ID** | 184301 |
| **Semesters** | Summer |
| **Teachers** | Goranka Antunović, PhD, Associate Professor (primary)Nina Šarić, Lector |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 15 |
| Practical language | 15 |

 |
| **Prerequisites** | None |
| **Goal** | The aim of the course is for the students to obtain more in depth knowledge about various aspects of the Swedish language and culture, with emphasis on phenomenon such as genre, "klarspråk" and "inkluderande språk". The students should thus further develop their proficiency in speaking by becoming familiar with the basic principles of rhetorics and practicing their pronunciation. The students should also become more proficient in writing in Swedish, with an emphasis on academic writing, as a preparation for the upcoming writing of their Bachelor's projects. |
| **Teaching methods** | practical language exercises, oral presentations, discussion, a seminar essay |
| **Assessment methods** | grades for the seminar essay, oral presentations and the final written exam |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | be able to participate in a conversation in Swedish about general topics, and about specialized topics from specific fields in Scandinavian Studies |
| 2. | be able to understand, interpret, and critically evaluate complex texts on general topics and medium-complexity texts on specialized topics in Scandinavian studies in the Swedish standard idiom; |
| 3. | be able to plan the structure of a written text in Swedish, adhering to the given formal standards of professional paper writing in Scandinavian studies and paying attention to the conventions of academic writing and ethical responsibility; |

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| **Content** |  |
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| --- | --- |
| 1. | Course introduction: syllabus, required reading, assessmentsIntroduction to the theme “Style”Presentation of next week’s assignment |
| 2. | ”Style” (1/2)Lecture: Writing stylesOral presentations |
| 3. | "Style" (2/2)Introduction to the theme “Language”Presentations of the upcoming oral and written assignmentsOral presentationsNews of the week |
| 4. | "Language" (1/3)Discussion based on this week’s required readingLectureGroup workNews of the week |
| 5. | ”Language” (2/3)Discussion based on this week’s required readingLectureGroup workNews of the weekDeadline: draft of written assignment |
| 6. | "Language" (3/3)Oral group presentationsNews of the weekDeadline: written assignment |
| 7. | Introduction to the theme “Rhetoric” (1/4)Presentation of the oral assignmentNews of the week |
| 8. | ”Rhetoric” (2/4)Example of a ceremonial speechPractical assignment: how to give feedbackDiscussion: how to pick a subject for your ceremonial speech News of the week |
| 9. | ”Rhetoric” (3/4)Oral presentationsFeedbackNews of the week |
| 10. | ”Rhetoric” (4/4)Oral presentationsFeedbackNews of the week |
| 11. | Introduction to the theme “Influencers and filter bubbles” (1/2)Presentations of oral assignmentGroup workNews of the week |
| 12. | ”Influencers and filter bubbles” (2/2)Oral assignment: group discussionNews of the week |
| 13. | Introduction to the theme “Academic writing” (1/3)Presentation of the final written assignment Lecture: Academic writingDiscussionsNews of the week |
| 14. | ”Academic writing” (2/3)Discussion based on this week’s required readingNews of the weekDeadline: draft of written assignment |
| 15. | ”Academic writing” (3/3)Group discussions and feedback |

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## Swedish Literature and Film 2

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| **Name** | Swedish Literature and Film 2 |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 6 |
| **ID** | 184297 |
| **Semesters** | Winter |
| **Teachers** | Janica Tomić, PhD, Assistant Professor (primary)Mišo GrundlerNina Šarić, Lector |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |
| Seminar | 15 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Swedish Literature and Film I |
| **Goal** | Provide students with insights into the historical development of Swedish literature after the “Modern Breakthrough” in the 19th century and introduce them to some of the most important film productions of recent Swedish cinematography. The course builds on literary and film themes addressed in Swedish Literature and Film 1. In addition to being familiar with the literary movements and works of the Swedish literature from the turn of the century to contemporary literary production, as well as films made from 1970s onwards, the students will continue to develop their analytical skills (film and literary analyses) and Swedish language competence. |
| **Teaching methods** | Lectures, seminars, oral presentations, film screenings |
| **Assessment methods** | It is the obligation of students to attend classes regularly and to actively participate in the seminars. Active participation means preparing in accordance with the previous instructions (obtaining and reading the recommended literature, finding relevant material, etc.), giving a presentation before other participants of the seminar (two presentations during the semester) and participating in the discussion. At the end of the semester, students take their oral and written exams. The final grade for this course reflects all three components: Contribution to seminars, quality of presentations, and performance on the exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | be able to list and comment on the main periods, movements, authors, and works of Scandinavian, especially Swedish, literature |
| 2. | be able to critically comment on the development of Swedish film and observe individual works of Swedish cinematography in the Scandinavian and wider European cultural context |
| 3. | be able to recognize and explain key critical tools of filmology and apply it in the analysis of individual films |
| 4. | be able to recognize and explain key critical tools of literary scholarship and cultural theory and apply it in the analysis and interpretation of individual works |
| 5. | be able to evaluate one's interests and competences and select appropriate fields for continued education |
| 6. | be able to evaluate and use primary and secondary sources of information and adequately apply them in the process of developing knowledge |
| 7. | be able to participate in a conversation in Swedish about general topics, and about specialized topics from specific fields in Scandinavian Studies |

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| **Content** |  |
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| 1. | (French) New Wave and Swedish "Political Cinema": V. Sjöman "I am Curious", Bo Widerberg etc. |
| 2. | Mai Zetterling and "Feminist Cinema" |
| 3. | Modern Swedish Poetry |
| 4. | Contemporary Swedish Poetry |
| 5. | (Auto)biography, Memoirs. Neoromanticism and "Sekelskiftet": H. Söderberg's Novel "Dr. Glas" |
| 6. | Fyrtiotalisterna and Per Lagerkvist: "Dwarf" |
| 7. | Per Lagerkvist: "Dwarf", analysis, interpretations |
| 8. | Per Lagerkvist and Modernist Prose |
| 9. | Fyrtiotalisterna and dystopia: Stig Dagerman, K. Boye "Kallocain", Lena Andersson "Duck City", Nini Holmqvist: "Enhet" |
| 10. | Literature and the Welfare State: Socially Critical Crime Fiction. Sjöwall and Wahlöö, H. Mankell, S. Larsson, Roslund&Hellström |
| 11. | Literature and the Welfare State: P. C. Jersild "Calvinol's resa genom världen"; Tage Danielsson "BokBok", P. O. Enquist |
| 12. | Postmodernism, historiographic metafiction, Jonas Gardell, Stig Larsson "Autisterna", Sara Stridsberg |
| 13. | "Imigrant“ literature and film: J. H. Khemiri, J. Holmström, M. Niemi, etc. New realism and "Novellboom“: M. Unge, Hans Gunnarsson, Jens Liljestrand |
| 14. | Contemporary Swedish Cinema: Roy Andersson |
| 15. | Contemporary Swedish Cinema: : Ruben Östlund, Gabriela Pichler etc. |

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## Swedish Literature and Film I

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| **Name** | Swedish Literature and Film I |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 6 |
| **ID** | 64097 |
| **Semesters** | Summer |
| **Teachers** | Janica Tomić, PhD, Assistant Professor (primary)Mišo GrundlerMiro Frakić, LectorNina Šarić, Lector |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |
| Seminar | 30 |

 |
| **Prerequisites** | None |
| **Goal** | To give students insights into the historical development of Swedish literature up to the “Modern Breakthrough” in the 19th century (the works of Saint Bridget of Sweden, Linné, Swedenborg, Bellman, Tegnér, Almquist, Strindberg and others) as well as some of the most important achievements of the early, classic and modernist film in Sweden (with emphasis on its “golden age” (Sjöström, Stiller and others) and the opus of Ingmar Bergman.  |
| **Teaching methods** | Lectures, seminars, oral presentations, film screenings. |
| **Assessment methods** | It is the obligation of students to attend classes regularly and to actively participate in the seminars. Active participation means preparing in accordance with the previous instructions (obtaining and reading the recommended literature, finding relevant material, etc.), giving a presentation before other participants of the seminar (two presentations during the semester, one on a literary and one on a film topic) and participating in the discussion. At the end of the semester, students take their oral and written exams. The final grade for this course reflects all three components: contribution to seminars, quality of presentations, and performance on the exam. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | be able to list and comment on the main periods, movements, authors, and works of Scandinavian, especially Swedish, literature |
| 2. | be able to critically comment on the development of Swedish film and observe individual works of Swedish cinematography in the Scandinavian and wider European cultural context |
| 3. | be able to recognize and explain key critical tools of filmology and apply it in the analysis of individual films |
| 4. | be able to describe the main directions of historical development of Scandinavian societies |
| 5. | be able to describe the Swedish historical and contemporary social context |

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| **Content** |  |
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| 1. | The birth of cinema, cinema of attraction. Introducing film analysis |
| 2. | The basics of film analysis: camera movement, editing, etc. Film genres. |
| 3. | The Golden Age of Swedish Cinema (1917-1921), Phantom carriage (Körkarlen, 1921), etc. |
| 4. | Film censorship. Garbo and the phenomenon of film stars. Scandinavian style (den nationella stilen) and its influences |
| 5. | Ingmar Bergman's films: Trespassing Bergman, Wild Strawberries, The Seventh Seal, Summer with Monica |
| 6. | Ingmar Bergman's films (2): Persona, Hour of the Wolf, Silence, Winter Light, Scenes from a Marriage |
| 7. | Ingmar Bergman: Fanny and Alexander; Saraband (guest lecture by Višnja Vukašinović) |
| 8. | Runes and early medieval literature. Folk literature of the Middle Ages. The age of Reformation: O. Petri, G. Vasa. |
| 9. | Stormaktstiden (the Era of Great Power): Queen Christina, Stiernhielm, A. Horn, etc. Enlightenment and the Gustavian Epoch C. von Linné and E. Swedenborg |
| 10. | Romanticism (1): E. Tegnér, E. J. Stagnelius, etc. |
| 11. | Romanticism (1): Almqvist and F. Bremer. |
| 12. | Strindberg, dramas: Father and A Dream Play. A Realist and Victoria Benedictsson. |
| 13. | Strindberg's Miss Julie and adaptations (d. Liv Ullmann or Alf Sjöberg). |
| 14. | Children's and Youth Literature and Film |
| 15. | Children's and Youth Literature and Film |

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## Swedish Syntax

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| **Name** | Swedish Syntax |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 3 |
| **ID** | 97421 |
| **Semesters** | Winter |
| **Teachers** | Goranka Antunović, PhD, Associate Professor (primary)Ante Petrović, Assistant |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 15 |
| Seminar | 15 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Introduction to the Linguistic Study of Swedish |
| **Goal** | The aim of the course is to initiate students in the basics of theoretical syntax in order to enable them to navigate the scientific literature on syntax, to apply elementary analytical models and to acquaint themselves more closely with certain linguistic theories either in further formal education or independently. |
| **Teaching methods** | lecturing, demonstrating, discussion |
| **Assessment methods** | written examination |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | be able to explain key linguistic concepts and use appropriate metalanguage in the analysis of syntax of the Swedish language; |
| 2. | be able to describe and explain in accordance with contemporary grammatical approaches the syntactic categories in the Swedish language, point out their effects in communication and compare them with corresponding Croatian categories; |
| 3. | differentiate between formal and functional approaches to syntax; |
| 4. | draw and interpret a constituent structure diagram for Swedish sentences; |

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| **Content** |  |
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| 1. | Defining syntax and its area of study, demarcation to other linguistic levels. Relational and constituent structure. |
| 2. | Syntactic theory. Formal and functional approaches. Basic theoretical assumptions of generative gramamr. |
| 3. | Constituent structure. The concept of the syntactic constituent. Lexical categories. Constituency tests. |
| 4. | Features of certain phrase types. Discontinuous constituents. |
| 5. | CP, subordinate clauses. |
| 6. | Practicing drawing constituency trees. |
| 7. | Hypotaxis, parataxis and the question of catataxis. |
| 8. | Traditional syntactic functions and the problem of their definition. Subject. |
| 9. | Objects. |
| 10. | Predicative. |
| 11. | Adverbial. Attribute. Focus particles. |
| 12. | Syntactic and semantic valency. Arguments and adjuncts. The semantic role model. |
| 13. | Information structure – givennes, theme and rheme or topic and comment, focus. |
| 14. | Diderichsen's clause scheme. Interaction of information structure and word order. Constructions conditioned by information structure in Swedish. Word order typology. |
| 15. | Practising sentence analysis by constituent structure and syntactic functions. |

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## Translation Studies and Translation Practice

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| **Name** | Translation Studies and Translation Practice |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 6 |
| **ID** | 117824 |
| **Semesters** | Winter |
| **Teachers** | Goranka Antunović, PhD, Associate Professor (primary) |
| **Hours** |

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| --- | --- |
| Lectures | 30 |
| Seminar | 15 |

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| **Prerequisites** | None |
| **Goal** | To introduce the student to important topics in translation studies, the development of the discipline, its major theoretical paradigms; to acquaint them with the Swedish translation tradition; raise awareness of the significance of digital tools and resources for the translation practice and acquaint the student with a tool encompassing translation memory and a terminological basis; introduce them to basic principles of terminology; raise their awareness of ethical aspects of translation practice. The practice-oriented segment of the course introduce the student to several types of the translation profession and the way in which they are practised in Croatia. |
| **Teaching methods** | lectures, discussion, e-learning, analysis of published translations, meeting with practising translators |
| **Assessment methods** | The student is expected to regularly attend, actively participate in the classes and do the required home reading. They are obliged to hand in two written assignments and to pass the final written exam in Swedish. |
| **Learning outcomes** |  |
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| 1. | The student will be able to describe the main principles and concepts in several theoretical paradigms in translation studies; |
| 2. | explain different models of translation ethics and their implications; |
| 3. | comment on translation and translation solutions using metalanguage and the conceptual apparatus of contemporary theories of translation; |
| 4. | distinguish, enumerate, and describe commonly used electronic tools relevant for translators' work; |
| 5. | distinguish, enumerate, and describe commonly used electronic resources relevant for translators' work; |
| 6. | identify translation problems and critically evaluate potential solutions derived from the use of various translation strategies and procedures; |
| 7. | elaborate and support with arguments one's translation decisions by using metalanguage and the conceptual apparatus of contemporary theories of translation. |
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| **Content** |  |
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| 1. | course introduction; translation, translating; types of translation |
| 2. | translation studies - development, topics, research orientations |
| 3. | translation: definition, similes, metaphors |
| 4. | translation methods: procedrues, strategies; translator professions: certified court translators |
| 5. | the Swedish translation tradition |
| 6. | equivalence-based translation theories |
| 7. | equivalence-based translation theories; practical exercise: analysis of translation procedures |
| 8. | functionalis translation theories, Skopos; translator professions: media translators |
| 9. | Descriptive translation studies (DTS) |
| 10. | Descriptive translation studies (DTS), translation norms |
| 11. | ethics of translation |
| 12. | translator professions: literary translators; electronic tools and resources |
| 13. | introduction to terminology; Trados workshop |
| 14. | translation practice and translator associations in Croatia; translation professions: interpreters |
| 15. | translation research; course wind-up |

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## Translation Workshop I

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| **Name** | Translation Workshop I |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 5 |
| **ID** | 131692 |
| **Semesters** | Summer |
| **Teachers** | Sara Profeta, Lector (primary)Goranka Antunović, PhD, Associate Professor (primary)Miro Frakić, LectorNina Šarić, LectorHelena Dobrosavljević |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 30 |
| Practical language | 30 |

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| **Prerequisites** | To enrol course it is necessary to pass course Swedish Language and Society I |
| **Goal** | The course is aimed at acquiring practical knowledge and skills of translating a variety of text types from Swedish and to Swedish in line with common translating practice. |
| **Teaching methods** | Translation of written texts, practicum work, individual work, mentoring, e-learning. |
| **Assessment methods** | Written exam (written translation at the end of the semester); contribution to the practicum by regularly preparing specific topics, delivering translated texts and participating in the discussion. |
| **Learning outcomes** |  |
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| 1. | Students will be able to identify specific elements of source culture and select appropriate procedures for their translation; |
| 2. | autonomously translate different types of complex general and specialized texts from Swedish into Croatian and medium complexity general and specialized texts about specific topics from Croatian into Swedish; |
| 3. | notice problems in translation and critically evaluate potential solutions derived from the use of various translation strategies and procedures; |
| 4. | evaluate and use different printed and electronic resources efficiently (dictionaries, terminological databases, parallel texts). |
| 5. | get familiar with working with electronic translation tools. |
| 6. | acquire the skills necessary to translate different texts from Swedish to Croatian and from Croatian to Swedish. |

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| **Content** |  |
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| 1. | Introductory notes on the course, the obligations of students and the final exam; translation aids. Presentation of topics for translation from Swedish to Croatian (S-C) and from Croatian to Swedish (C-S). Commenting on translated text and suggestions for improvement (C-S). |
| 2. | (S-C) translation of a text in the field of tourism(C-S) translation of an interview / newspaper article (general language) |
| 3. | (S-C) translation of a text in the field of tourism(C-S) translation of an interview / newspaper article (general language) |
| 4. | (S-C) translation of a text in the field of law(C-S) translation of a text on the topic of history |
| 5. | (S-C) translation of a text in the field of law(C-S) translation of a text on the topic of history |
| 6. | (S-C) translation of a text in the field of law(C-S) translation of a text on the topic of history |
| 7. | (S-C) translation of a text in the field of law(C-S) translation of a text in the field of tourism |
| 8. | (S-C) translation of a text in the field of medicine(C-S) translation of a text in the field of tourism |
| 9. | (S-C) translation of a text in the field of medicine(C-S) website translation |
| 10. | (S-C) translation of a text in the field of medicine(C-S) website translation |
| 11. | (S-C) translation of a text in the scope of work of a certified translator(C-S) website translation |
| 12. | (S-C) translation of a text in the scope of work of a certified translator(C-S) website translation |
| 13. | (S-C) translation of a text in the scope of work of a certified translator (C-S) translation of a text in the field of medicine |
| 14. | (S-C and C-S) Translation of a technical text |
| 15. | (S-C and C-S) Translation of a technical text Preparing for the exam. |

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## Translation Workshop II

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| **Name** | Translation Workshop II |
| **Organizational unit** | Chair of Scandinavian Studies |
| **ECTS credits** | 5 |
| **ID** | 124518 |
| **Semesters** | Summer |
| **Teachers** | Goranka Antunović, PhD, Associate Professor (primary)Mišo GrundlerNina Šarić, LectorSara Profeta, Lector |
| **Hours** |

|  |  |
| --- | --- |
| Practical language | 60 |

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| **Prerequisites** | To enrol course it is necessary to pass course Translation Workshop I |
| **Goal** | to further develop the student's competence in translation between Croatian and Swedish in both directions;to introduce the student to basic principles of media translation and enable them to gain some practical experience in Croatian subtitling of Swedish AV textsto familiarize the student with a subtitling tool (Subtitle workshop or another)to introduce the studetn to basic principles of interpreting and enable them to acquire basic competence in dialogue and consecutive interpreting from Swedish into Croatian.  |
| **Teaching methods** | guided interpreting, media translation practice and written translation practice; feedback on the student's practical performance; lecture |
| **Assessment methods** | an exam, written or oral, in each of the three segments of the course (written translation into Swedish, subtitling into Croatian, consecutive interpreting into Croatian); assessment of the student's contribution to classes, home preparation ahead of classes, home assignments, participation in discussion |
| **Learning outcomes** |  |
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| 1. | The student will be able to describe the types and basic principles of interpreting |
| 2. | consecutively translate dialogue and utterances of medium complexity from Swedish into Croatia |
| 3. | be familiar with the equipment used in simultaneous interpreting; |
| 4. | describe and apply the main principles of film and TV translation when creating subtitles |
| 5. | make use of a subtitling tool |
| 6. | autonomously translate different types of complex general and specialized texts from Swedish into Croatian and medium complexity general and specialized texts about specific topics from Croatian into Swedish |

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| **Content** |  |
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| 1. | Introduction to the course; Interpreting - basic concepts, kind, methods, main principles;Written translation of a text in the field of tourism.(Croatian into Swedish) |
| 2. | Consecutive interpreting - main principles, practical exercises (monolingual, bilingual)Written translation of a text in the field of tourism.(Croatian to Swedish) |
| 3. | Practical exercises in consecutive interpreting from Swedish into Croatian, general topics, without taking notes.Dialogue interpreting - practical exerciseWritten translation of a text .taken from the website of a Croatian company (Croatian into Swedsih) |
| 4. | Practical exercises in consecutive interpreting from Swedish into Croatian, general topics, without taking notes.Principles of note-takingWritten translation of a popular scientific text (Croatian to Swedish) |
| 5. | Practical exercises in consecutive interpreting from Swedish into Croatian, general topics, with notes.Practical exercises in consecutive interpreting from Swedish into Croatian, with notes, speeches on technical subjects.Written translation of a popular scientific text (Croatian to Swedish) |
| 6. | Practical exercises in consecutive interpreting from Swedish into Croatian, general topics, with notes.Simultaneous interpreting - main principles, exercise: working from the boothWritten translation of a technical text (Croatian to Swedish) |
| 7. | Consecutive interpreting with notes - exercises;Written translation of a popular scientific text (Croatian to Swedish) |
| 8. | Introduction to media translation: basic concepts, introduction to the Subtitle Workshop toolWritten translation of a text taken from the Faculty's web site (Croatian to Swedish) |
| 9. | AV translation: Translating a crime film Written translation of a popular scientific text (Croatian to Swedish) |
| 10. | AV translation: Translating a crime film Written translation of a contract (Croatian to Swedish) |
| 11. | AV translation: Translating a film for children Written translation of a contract (Croatian to Swedish) |
| 12. | AV translation: Translating a film for children Written translation of an administrative text (Croatian to Swedish) |
| 13. | Media translation: translating short interviews on various topicsWritten translation of an administrative text (Croatian to Swedish) |
| 14. | Media translation: translating short interviews on various topicsWritten translation of a literary text (children's literature) (Croatian to Swedish) |
| 15. | Rounding up the course, information about the examWritten translation of a literary text (children's literature) (Croatian to Swedish) |

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# Teachers

## Antunović, Goranka

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| --- | --- |
| **Academic degree** | doctor of philosophy |
| **Title** | associate professor |
| **Organizational unit** | Chair of Scandinavian Studies |
| **CV** |  |
| Employment:2009 - today associate professor at the Section for Scandinavian Studies, English department, Faculty of Humanities and Social Sciences, University of Zagreb (since 2009)since October 2021 - Head of the English Department2003 - September 2021 Head of the Scandinavian Section 1990 – 2009: research assistant and assistant professor at the Chair for Scandinavian Studies, Faculty of Humanities and Social Sciences, University of Zagreb2006 -- 2010: Director of the Postgraduate programme in conference interpreting at the Faculty of Humanities and Social Sciences, University of Zagreb 2003 -- 2005: Director of the one-term Translation course at the Faculty of Humanities and Social Sciences, University of Zagreb 1987 - 1990: research assistant at the Institute for linguistic research, Yugoslav academy of arts and sciences , Zagreb 1986 translator, Translation service of the Organizing committee for the 1987 World university games , ZagrebEducation (acdemic)2001: PhD from the Faculty of Humanities and Social Sciences, University of Zagreb (thesis: Komunikacijski aspekti prijevodnog procesa i njihov utjecajna izbor prijevodnog ekvivalenta / Communicative aspects of the translation process and their influence on the choice of the translation equivalent)1990: completed the postgraduate program in linguistics at the Faculty of Humanities and Social Sciences, University of Zagreb (final thesis Engleski element u švedskom /The English Element in Swedish)1986 – 1987: studies at the Department of Nordic Languages and the English department at the Faculty of Humanities, University of Gothenburg, Sweden1985: graduated from the Faculty of Humanities and Social Sciences, University of Zagreb (double major: English languate and literature (A1) i Russian language and literature (A2)  |
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## Dobrosavljević, Helena

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| **Academic degree** |  |
| **Title** |  |
| **Organizational unit** | Chair of Scandinavian Studies |
| **CV** |  |
| Helena Dobrosavljević, born 1991 in Karlovac, enrolled at the Faculty of Humanities and Social Sciences in Zagreb after graduating from a language oriented high school, and gained a Master’s degree in translation programmes of the Swedish language and culture and the German language and literature studies. Since 2017, she has worked as a certified translator for German and Swedish, and in addition to translation she has worked as a teacher at a foreign language school as well as an external associate in the course Translation practice 1 at the Scandinavian Subdivision of the Faculty of Humanities and Social Sciences in Zagreb. |
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## Frakić, Miro

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| **Academic degree** |  |
| **Title** | lector |
| **Organizational unit** | Chair of Scandinavian Studies |
| **CV** |  |
| Obtained a Master's degree in Swedish language and culture and English language and literature at the Faculty of Humanities and Social Sciences, University of Zagreb. He went on several scholarships and programmes in Sweden (e.g. journalism course in Kalix) and in Iceland (Icelandic as a Foreign Language). Translator for Swedish and English, mainly texts related to medicine, marketing and tourism. 2015 - 2018: A teacher of English and Swedish in a language school in Zagreb. During that time, Frakić got inolved as an external associate at the Scandinavian subdivision of the Faculty of Humanities and Social Sciences, holding guest lectures in courses Scandinavian Cinema, and Swedish Literature and Cinema. In 2021 Frakić became a lector at the Scandinavian subdivision and now holds courses Swedish Language 1-3 and Translation Workshop 1. Involved in film criticism, Frakić has been published in the Croatian Film Chronicles, Filmonaut and various online sites. Winner of the 2018 Vladimir Vuković Young Film Critic Award. A member of the Croatian Society of Film Critics (HDFK). |
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## Grundler, Mišo

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| **Academic degree** |  |
| **Title** |  |
| **Organizational unit** | Chair of Scandinavian Studies |
| **CV** |  |
| Mišo Grundler (Slatina 1988) obtained a Master's degree in Swedish language and culture and English language and literature at the Faculty of Humanities and Social Sciences, University of Zagreb. He is a translator for Swedish, Danish, Norwegian, and English languages. He has worked as a translator at the Croatian Radiotelevision since 2011. Since 2015 he has worked as an external associate at the Scandinavian subdivision of the Faculty of Humanities and Social Sciences, University of Zagreb. In 2021 he became a teaching assistant at the Scandinavian subdivision. He has translated over twenty literary works, including novels, poetry collections, non-fiction and theatre plays. He is a member of Croatian Literary Translators Association, Croatian Association of Audiovisual Translators, and Croatian Writers Society. |
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## Janeš, Josip

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| **Academic degree** |  |
| **Title** |  |
| **Organizational unit** | Chair of Scandinavian Studies |
| **CV** |  |
| Born 1993 in Zagreb. In 2019 he earned a Master's degree in Swedish language and culture (translation programme) and English language and literature (teaching programme) at the Faculty of Humanities and Social Sciences in Zagreb. From July 2018 to January 2021, he worked as a teacher in Norwegian, Swedish, and Danish languages at foreign language school Intellecta. Afterwards, he started his own business venture Skandikum, working as a teacher and translator for Norwegian, Swedish, Danish, and English languages. Since October 2019, he has worked as an external associate at the Scandinavian section of the Faculty of Humanities and Social Sciences in Zagreb, teaching the courses Contemporary Norwegian Language 1 and 2. In June and July 2021 he attended a summer online course in the Norwegian language at the University of Bergen (level C1). |
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## Kerčević, Srđan

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| **Academic degree** |  |
| **Title** |  |
| **Organizational unit** | Chair of Scandinavian Studies |
| **CV** |  |
| EmploymentAs of January 2020, a senior expert associate for the preparation and implementation of strategic and development documents and programmesPublic institution "Regional Development Agency of Primorsko-goranska County", Ciottina 17/b, Rijeka, Croatia- Department for preparation and implementation of strategic and development documents and programmesSept. 2018 – Dec. 2019 Coordinator on the EU project “Building a more effective protection: Changing the system to combat violence against women” in the Office of the Ombudswoman for Gender Equality of the Republic of CroatiaJan. 2017 – Sept. 2018 Project “Providing information services and supporting communication activities at the House of Europe”, at the House of Europe – Representation of the European Commission in CroatiaProjectus Group d.o.o., Zagreb (Croatia)2016 External associate at a postgraduate specialist study “Adapting to the EU: project management and use of EU funds and programmes”, Faculty of Political Sciences, University of Zagreb, Zagreb (Croatia)Sept. 2015 – Jan. 2017 European Commission, Representation in Croatia – Information and Communication Associate; Department of Political Reporting and Analysis; Communications, Partnership and Network DivisionNov. 2013 – present, Associate at the European Education Forum2016 External associate at a postgraduate specialist study “Adapting to the EU: Project management and use of EU funds and programmes”Faculty of Political Sciences, University of Zagreb, Zagreb (Croatia)Jan. 2017 - Sept. 2018 Centre for European Studies, Faculty of Political Sciences, Zagreb (Croatia)2015 Transparency International Croatia 2014 Jean Monnet Module Project: “Europeanization of Western Balkans” Zagreb (Croatia), assistant in project implementationEducationOct. 2015 - present, Postgraduate specialist study “Adapting to the EU: Project management and use of EU funds and programmes”Oct. 2014 - Sept. 2015 Graduate study of Political Sciences, Faculty of Political Sciences, University of Zagreb, Zagreb Oct. 2010 - Sept. 2014 University Bachelor of Political Sciences, (univ. bacc. pol.), Faculty of Political Sciences, University of Zagreb, Zagreb 2010 Graduated from the First Croatian High School, Rijeka |
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## Kozina, Mario

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| **Academic degree** | master of science |
| **Title** |  |
| **Organizational unit** | Chair of Scandinavian Studies |
| **CV** |  |
| Mario Kozina (Zagreb, 1987) earned a Master's degree in Comparative Literature at the Faculty of Humanities and Social Sciences, University of Zagreb, and is currently attending a postgraduate doctoral study programme in Literature, theatre and drama, film, music and cultural studies. He is a program director of Kinoteka cinema and the Summer Stage of Tuškanac cinema in Zagreb. He is a member of the selection committee of the Festival of Experimental Film and Video 25 FPS, an external associate at the Academy of Dramatic Arts in Zagreb and one of the editors of the film magazine Filmonaut. Between 2012 and 2018, he was an external associate of the Croatian Audiovisual Centre in the field of international promotion and placement and in public relations. He collaborated with several Croatian and international festivals as a moderator, editor of catalogue publications and programme associate. In 2016, he received the Vladimir Vuković Award for the best film critic, awarded by the Croatian Film Critics' Society.  |
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## Lazić, Daria

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| **Academic degree** |  |
| **Title** |  |
| **Organizational unit** | Chair of Scandinavian Studies |
| **CV** |  |
| Daria Lazić was borni in 1988 in Zagreb, Croatia. She completed her elementary and high school in Zagreb, where she also graduated from the University of Zagreb in 2017, having studied the Swedish language and culture and Croatian Studies as a double major. In the course of her studies she spent one year as an exchange student, at the University of Uppsala, Sweden, where she wrote her MA thesis on a topic related to Swedish dialectology. Between 2013 and 2016 she studied and completed the undergraduate programme in Icelandic as a foreign language at the Iceland University in Reykjavik, holding an Icelandic government scholraship. Since 2017 she has been contributing to the undergraduate course Scandinavia and Scandinavians and since 2018 she has been teaching a graduate course in Contemporary Icelandic language at the Scandinavian studies section at the Faculty of Humanities and Social Sciences, University of Zagreb. Since May 2018 she has been employed at the Institute for the Croatian language and linguistics in Zagreb as a research assistant. In the same year she started her doctoral studies in linguistics at the Faculty of Humanities and Social Sciences, University of Zagreb.  |
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## Petrović, Ante

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| **Academic degree** |  |
| **Title** | assistant |
| **Organizational unit** | Chair of Scandinavian Studies |
| **CV** |  |
| Born in 1994 in Dubrovnik, where he finished elementary and secondary school. Graduated from the University of Zagreb, Faculty of Humanities and Social Sciences, with a bachelor's degree in Linguistics and Swedish Language and Culture in September 2016 and with a master's degree in Comparative Linguistics and Swedish Language and Culture with a focus on linguistics in March 2019, having received the Dean's Award for Excellence for both programmes at both levels of study. Awarded the Rector's Award for an individual research paper in the academic year 2017/2018. After graduating did a three-month research internship at Lund University within the Erasmus+ project. Employed as a research and teaching assistant at the Scandinavian Section since October 2019. |
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## Profeta, Sara

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| **Academic degree** |  |
| **Title** | lector |
| **Organizational unit** | Chair of Scandinavian Studies |
| **CV** |  |
| Employment2015 - today Faculty of Arts and Social Sciences, University of Zagreb2014 - 2016 Swedish language teacher in language schools since 2011 literary translator from Swedish into CroatianEducation2013: MA in Public Speaking Education, MA in Swedish Language and Culture (double major)August - December 2011 - University of Oslo, Norway (Faculty of Philosophy), bilateral student exchange, MA level2008 - completed undergraduate studies at the Faculty of Arts and Social Sciences, University of Zagreb: Phonetics, Swedish Language and Culture (double major) |
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## Šarić, Nina

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| **Academic degree** |  |
| **Title** | lector |
| **Organizational unit** | Chair of Scandinavian Studies |
| **CV** |  |
| Education2007-2009 - History of literature (90 ECTS credits) - Lund University2008-2009 - History: International modern history (15 ECTS) - Lund University2008-2010 - History (60 ECTS) - Lund University2009-2010 - Swedish: Language Orientation (30 ECTS) - Lund University2013 - History: How to understand modern history (15 ECTS) - Örebro University2013 - Current theories in Special pedagogy (7.5 ECTS) - Halmstad University2018 - Eastern and Central Europe: The Balkans - History of culture, politics and society (15 ECTS) - Lund University2018 - Grammar in the perspective of a second language (6 ECTS) - Linné University2012-2018 - Program for educators with the focus on later stages in primary school and high school (90 ECTS) - Malmö UniversityEmployment2014 - Helsingborgs sportgymnasium high school, SwedenTeaching the courses Swedish language 1, Swedish language 2, Swedish (as a second language) 1 and Swedish (as a second language) 2. Work as Headroom teacherTeaching a small group of students (those who have lived in the country for 2-3 years) Swedish as a second language/primary school level.2013-2014 Komvux, Landskrona County, SwedenTeaching adult attendees Swedish language 1, Swedish language 3, Swedish (as a second language) 1 and Swedish (as a second language) 3 at high school level. Teaching a group of adults in Sweden at elementary school level as a substitute teacher in Swedish as a second language for immigrants (SFI).2013-2016 - Cultura gymnasium high school, Helsingborg, SwedenTeaching Swedish language 1, Swedish language 2, Swedish language 3, Swedish (as a second language) 1, Swedish (as a second language) 2, Swedish (as a second language) 3, History of literature, Human language, History 1b and History 2.Work as Headroom teacher 2014-2015. 2017-2018 - Munka folkhögskola school, Munka Ljungby, SwedenEducator, general course: Teaching groups the basics of Swedish language and preparing them for higher level of education. Teaching courses Swedish language 2, Swedish language 3, Swedish (as a second language) 2 and Swedish (as a second language) 3 at high school level. Educator, 55+ schoolLiterature class for students at the age of 55+. Educators’ training course (taught at the Perstorp school branch).Course for immigrants with the focus on the knowledge of society and the basics of language.2018-2020, Munka folkhögskola school, Munka Ljungby, SwedenEducator, educator’s assistant, 1 year course at the post-secondary level, conducted remotely (online).Academic writing course, Developmental psychology, Historic perspective with the focus on school and pedagogy, Gender pedagogy, Meeting of cultures, and Thesis paper.Work obligations included the making of educational structure and educational films, on-site education, continuous contacts and teaching during the course. Assessment and systematic development based on the response of the course participants. Steering the development in terms of how to improve distance learning. Continuous improvement, including monitoring of achievements in the field of IT and school-related policies.Visiting schools where the attendees of our courses work in order to draw conclusions and to further adapt teaching to the needs of the school.Cooperation and contacts with schools, school administrators, higher schools, important organizations and possible partners for cooperation.Organizing final papers, which means helping attendees to choose the subject of specialization, formulate the problem and method, to conduct work in the form of choice of literature, to improve their method and academic writing skills. Organizing debating seminars, which are an integral part of the courses. |
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## Tomić, Janica

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Chair of Scandinavian Studies |
| **CV** |  |
| Assistant professor, working at the Section for Scandinavian Studies, English department (since 2005; Chair of Scandinavian Section since 2021).Teaches courses in film, as well as literature and cultural theory, undergraduate to postgraduate level.Holds a PhD in Film Studies from the Faculty of Humanities and Social Sciences, University of Zagreb (completed in 2012).Guest researcher at the Department of Media Studies, Stockholm University (2009-2017).Double major in Comparative literature and English language and literature (completed in 2005).Collaborates with a variety of cultural, especially film institutions and publications: The Miroslav Krleža Institute of Lexicography, The Croatian Audiovisual Centre, Croatian Film Clubs' Association, etc.  |
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## Vukašinović, Višnja

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| **Academic degree** |  |
| **Title** |  |
| **Organizational unit** | Chair of Scandinavian Studies |
| **CV** |  |
| Višnja Vukašinović graduated in Comparative Literature and English from the Faculty of Humanities and Social Sciences in Zagreb. Currently in a PhD course at the same institution with the thesis on Ivan Martinac’s Kuća na pijesku and its narrative poetics. Teaching at the Faculty of Teacher Training and Faculty of Humanities and Social Sciences as an adjunct. A winner of the Vladimir Vuković Award for best new critic in 2012 and the annual Vladimir Vuković Award for best critic in 2016. Višnja publishes essays on literature, cinema and visual arts on Croatian Radio Channel 3 and in magazines Filmonaut, Hrvatski filmski ljetopis, 15 dana and Zapis, and before that in Vijenac and Zarez. She teaches criticism and creative writing workshops at Zagreb Film Club. The author of three award-winning short films and the film blog felix-trot.tumblr.com, as well as the project Prozori, which includes sixty essays on the history of Croatian documentary film for dokumentarni.net. She was a curator of the Croatian film programme at Kratke slike MM Centre in Zagreb, launching the project of Film (hi)story - dialogues on the past and future of cinema, and now she organizes and hosts Film Evenings at Močvara. At Zagreb Film Club she launched Filmska čitanka - free public lectures on cinema. Višnja is a vice-president of the Croatian Film Critics Association. |
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