

# **Chair of Dutch language and culture**

Academic year 2021 / 2022

Date: 24.10.2021

## **Studies**

# **University undergraduate double major study Dutch Studies**

## **1. semester**

### **Mandatory courses**

46844	Contemporary Dutch Language I	6	0/0/90
46846	Culture and Civilization of Dutch speaking areas I	3	30/0/0
46845	Dutch History: an Overview I	3	30/0/0
39622	Physical Education 1	0	0/0/30

### **Open elective courses offered at Faculty - choose at least 3 ECTS credits (3100)**

#### **Courses from other departments**

Number of courses: 218

## **2. semester**

### **Mandatory courses**

46847	Contemporary Dutch Language II	6	0/0/90
46849	Culture and Civilization of Dutch speaking areas II	3	30/0/0
46848	Dutch History: an Overview II	3	30/0/0
39624	Physical Education 2	0	0/0/30

### **Open elective courses offered at Faculty - choose at least 3 ECTS credits (3101)**

#### **Courses from other departments**

Number of courses: 217

### **3. semester**

#### **Mandatory courses**

46850	Contemporary Dutch Language III	6	0/0/90
46852	Dutch Literature I	3	30/0/0
46851	Introduction to the Study of Dutch Language	3	30/0/0
50927	Physical Education 3	0	0/0/30

#### **Internal elective courses - choose 3 ECTS credits (5511)**

##### **Courses from other departments**

Number of courses: 218

#### **4. semester**

##### **Mandatory courses**

46853	Contemporary Dutch Language IV	6	0/0/90
46854	Dutch Literature II	3	30/0/0
46861	Introduction to Linguistics for Nederandists	3	30/0/0
50932	Physical Education 4	0	0/0/30

##### **Internal elective courses - choose 3 ECTS credits (6078)**

##### **Courses from other departments**

Number of courses: 216

## 5. semester

### Mandatory courses

46855	Contemporary Dutch Language V	6	0/0/90
46856	Dutch Literature III	3	30/0/0
46857	Flemish and Dutch painting of the 15th, 16th and 17th century	3	30/0/0

### Open elective courses offered at Faculty - choose at least 3 ECTS credits (7036)

#### Courses from other departments

Number of courses: 218

## **6. semester**

### **Mandatory courses**

46858	Contemporary Dutch Language VI	4	0/0/60
46859	Dutch Translation Exercises	2	0/0/30
83629	Language Seminar	3	0/30/0
83630	Modern Visual Art for students of Dutch	3	0/30/0

### **Open elective courses offered at Faculty - choose at least 3 ECTS credits (7037)**

#### **Courses from other departments**

Number of courses: 217

# University graduate double major study Dutch Studies

## 1. semester

### Mandatory courses

117638	Contemporary Dutch Language VII	5	0/0/60
117635	Dutch Colonialism	4	30/0/0

### Elective courses - Choose at least 6 ECTS credits (10694)

#### Courses from other departments

Number of courses: 216

## 2. semester

### Mandatory courses

124372	Contemporary Dutch Language VIII	5	0/0/60
124371	Literature from the Middle Ages to the Modern Period	4	30/0/0

### Elective courses - Choose at least 6 ECTS credits (11854)

#### Courses from this department

225506	Communication Methods and Skills	3	0/30/0
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#### Courses from other departments

Number of courses: 188

### **3. semester**

#### **Mandatory courses**

117637	Contemporary Dutch Language IX	5	0/0/60
225507	Sociolinguistics	4	30/0/0

#### **Elective courses - choose at least 6 ECTS credits (10795)**

##### **Courses from other departments**

Number of courses: 216

#### **4. semester**

##### **Mandatory courses**

124373 Final Exam for Dutch Language and Cultural Studies

15 0/0/0



## **Courses**

## Communication Methods and Skills

<b>Name</b>	Communication Methods and Skills
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	3
<b>ID</b>	225506
<b>Semesters</b>	Summer
<b>Teachers</b>	Slađan Turković, PhD, Associate Professor (primary) Željana Pancirov Cornelisse, PhD, Postdoctoral Researcher
<b>Hours</b>	Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	The aim of the course is to improve students' speaking skills and their oral presentation. Special attention is paid to improving the language competence of Dutch in the field of syntax, pronunciation and intonation. Students will master the main techniques of oral presentation, on which rules it is based and which speaking techniques need to be used in order for the presentation to be communicatively successful. Students will critically self-evaluate their own presentation and argumentatively critically review the presented presentations of others.
<b>Teaching methods</b>	frontal classes, practical exercises, PowerPoint presentations
<b>Assessment methods</b>	compulsory course attendance, active participation, oral presentations, written assignments

### Learning outcomes

1. prepare and hold an oral presentation on a given topic;
2. critically judge one's own and others' statements;
3. to argue one's own views;
4. use Dutch in speech and writing at level B1 (CEFR);
5. use computer tools in shaping multimedia presentations.

### Content

1. Nonverbal communication techniques and methods;
2. Nonverbal communication techniques and methods;
3. Interaction methods in communication;
4. Interaction methods in communication;
5. Communication methods;
6. Communication methods;
7. Persuasive methods in communication;
8. Persuasive methods in communication;
9. Linguistic and multimedia presentation preparation.
10. Linguistic and multimedia presentation preparation.
11. Linguistic and multimedia presentation preparation.
12. Linguistic and multimedia presentation preparation.
13. Linguistic and multimedia presentation preparation.
14. Linguistic and multimedia presentation preparation.
15. Linguistic and multimedia presentation preparation.

# Contemporary Dutch Language I

<b>Name</b>	Contemporary Dutch Language I
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	6
<b>ID</b>	46844
<b>Semesters</b>	Winter
<b>Teachers</b>	Maarten Rombouts, M.Sc., Lector (primary)
<b>Hours</b>	Practical language 90
<b>Prerequisites</b>	None
<b>Goal</b>	Systematizing and determining the basics of Dutch grammar: word types, morphology and verb syntax. Level A2 in CEFR.
<b>Teaching methods</b>	Getting used to oral and written communication in Dutch. Listening, imitating and understanding the pronunciation, phraseology and manner of expression of the native speaker. Oral and written structural exercises. Dictation. Reading and interpreting simpler texts in Dutch. Focused conversational exercises. In grammar exercises, the focus is on getting to know and recognizing the morphological characteristics of the Dutch language.
<b>Assessment methods</b>	Regular class attendance, handing in of compulsory assignments, written and oral exam (reading, listening, writing, vocabulary, grammar).

## Learning outcomes

1. Use morphologically, syntactically and semantically correct spoken and written expressions in accordance with the rules of the standard Dutch language at level A1.2 according to the Common European Framework of Reference for Languages.
2. Identify and describe the basic phonetic, morphological and syntactic phenomena of the Dutch language.
3. Use the basic vocabulary required for written and oral communication on the following topics and situations: in a Dutch language class; in a canteen, cafe, restaurant, shop; on the streets, markets; about family, use of free time.
4. Analyze and express simple texts (composed primarily of main sentences and mostly composed of well-known, most frequent words) and conversations of the native speakers language if he speaks slowly and clearly and on a topic known in advance.
5. Write short texts about yourself and your immediate surroundings.
6. Have a simple conversation about yourself, your acquaintances and the environment, and other topics related to everyday life, but with the condition that the interlocutor is ready to repeat or reformulate his sentences more slowly.
7. Using simple, main sentences, ask and answer simple questions about yourself, your immediate vicinity and basic and familiar everyday topics.

## Content

1. Week 1 - 2. Welcome. Communication: introduce yourself, ask for information about what, greetings, spelling. Grammar: personal pronouns, present. Pronunciation: intonation.
2. Week 1 - 2. Welcome. Communication: introduce yourself, ask for information about what, greetings, spelling. Grammar: personal pronouns, present. Pronunciation: intonation.
3. Week 3. In the canteen. Communication: describing other people, query "What time is it?". Grammar: main sentence structure, interrogative words and sentences, possessive pronouns. Pronunciation: a-aa.
4. Week 4 - 5. In a cafe. Communication: order, pay, thank. Grammar: members, diminutives, main sentence structure with inversion of sentence parts. Pronunciation: word accent, o-oo.
5. Week 4 - 5. In a cafe. Communication: order, pay, thank. Grammar: members, diminutives, main sentence structure with inversion of sentence parts. Pronunciation: word accent, o-oo.
6. Week 6. On the street. Communication: query "How are you?", Arrange a meeting, suggest what,

- positive and negative reaction. Grammar: the verb *zullen*. Pronunciation: e-ee.
7. Week 7 - 8. At the market. Communication: sell / buy groceries, ask for price, pay. Grammar: plural, adjectives, imperative. Pronunciation: intonation, u-uu.
  8. Week 7 - 8. At the market. Communication: sell / buy groceries, ask for price, pay. Grammar: plural, adjectives, imperative. Pronunciation: intonation, u-uu.
  9. Week 9. In a restaurant. Communication: query "Do you like ...?", Consider / describe what is positive or negative, give a tip. Grammar: modal verbs. Pronunciation: i-ie.
  10. Week 10 - 11. In the clothing store. Communication: buy and try on clothes. Grammar: comparative and superlative, demonstrative pronouns, personal pronouns in oblique cases. Pronunciation: -t / -d at the end of the word.
  11. Week 10 - 11. In the clothing store. Communication: buy and try on clothes. Grammar: comparative and superlative, demonstrative pronouns, personal pronouns in oblique cases. Pronunciation: -t / -d at the end of the word.
  12. Week 12. At a real estate agency. Communication: looking for an apartment / house. Grammar: negation, prepositions. Pronunciation: ij-eu-ie.
  13. Week 13 - 14. At the doctor. Communication: describe health problems, answer the doctor's questions, give an appropriate reaction. Grammar: perfect. Pronunciation: seam at the end of a word, assimilation and combinations of sounds at the word boundary.
  14. Week 13 - 14. At the doctor. Communication: describe health problems, answer the doctor's questions, give an appropriate reaction. Grammar: perfect. Pronunciation: seam at the end of a word, assimilation and combinations of sounds at the word boundary.
  15. Week 15. Repetition and exam preparation.

## Contemporary Dutch Language II

<b>Name</b>	Contemporary Dutch Language II
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	6
<b>ID</b>	46847
<b>Semesters</b>	Summer
<b>Teachers</b>	Maarten Rombouts, M.Sc., Lector (primary)
<b>Hours</b>	Practical language 90
<b>Prerequisites</b>	To enrol course it is necessary to attend course Contemporary Dutch Language I
<b>Goal</b>	Practicing the acquired knowledge on the original texts. Getting used to oral and written communication in Dutch. Level B1 in CEFR.
<b>Teaching methods</b>	Getting used to oral and written communication in Dutch. Listening, imitating and understanding the pronunciation, phraseology and manner of expression of the native speaker. Oral and written structural exercises. Reading and interpreting simpler texts in Dutch. Focused conversational exercises.
<b>Assessment methods</b>	Regular class attendance, handing in compulsory assignments, written and oral exam (reading, listening, writing, vocabulary, grammar).

### Learning outcomes

1. Use morphologically, syntactically and semantically correct spoken and written expressions in accordance with the rules of the standard Dutch language at level A2 according to the Common European Framework of Reference for Languages.
2. Identify and describe the basic phonetic, morphological and syntactic phenomena of the Dutch language.
3. Use the basic vocabulary needed for written and oral communication on the following topics and situations: at home and around, health, appearance and character, training and work.
4. Communicate in simple and common situations that require a simple and direct exchange of information on familiar topics and activities.
5. Participate in short conversations with native Dutch speakers if it is a familiar topic.
6. Using simple language describe your family and other people, your living conditions, education, current or previous job.
7. By listening and reading understand the basic meaning of short, clear and simple messages and public or media announcements.

### Content

1. Week 1 - 2. In the bike shop. Communication: describe the event, state that we do not understand or do not understand someone / something, ask how something is said in Dutch. Grammar: imperfect, use of perfect and imperfect. Pronunciation: ui-eu-ij.
2. Week 1 - 2. In the bike shop. Communication: describe the event, state that we do not understand or do not understand someone / something, ask how something is said in Dutch. Grammar: imperfect, use of perfect and imperfect. Pronunciation: ui-eu-ij.
3. Week 3. At a birthday party. Communication: congratulate somebody, questions and answers related to work / study / hobby and appropriate reactions. Grammar: reflexive verbs. Pronunciation: sjwa.
4. Week 4 - 5. Going to the fair. Communication: ask / answer how to get somewhere, describe the road. Grammar: divisible verbs. Pronunciation: ou / au-uit.
5. Week 4 - 5. Going to the fair. Communication: ask / answer how to get somewhere, describe the road. Grammar: divisible verbs. Pronunciation: ou / au-uit.
6. Week 6. At a friend's. Communication: ask for someone's opinion, express an opinion, casual chatting. Grammar: verb zullen (continued). Pronunciation: voice recognition.
7. Week 7 - 8. Traveling by train. Communication: buy a train ticket, ask for relevant information. Grammar: verb zullen (continued), futur. Pronunciation: oe-u-uu.

8. Week 7 - 8. Traveling by train. Communication: buy a train ticket, ask for relevant information. Grammar: verb zullen (continued), futur. Pronunciation: oe-u-uu.
9. Week 9. On the train. Communication: talk about the trip, describe the surroundings and the landscape. Grammar: demonstrative pronoun in independent use (dit / dat is, dit / dat zijn). Pronunciation: -ng, -nk.
10. Week 10 - 11. Going to the cinema. Communication: buy a ticket for the cinema, look for relevant information about movies. Grammar: conjunctions. Pronunciation: -ig, -lijk.
11. Week 10 - 11. Going to the cinema. Communication: buy a ticket for the cinema, look for relevant information about movies. Grammar: conjunctions. Pronunciation: -ig, -lijk.
12. Week 12. Talk to customer service. Communication: describe the problem, make a phone call. Grammar: adverb er / daar, construction zijn + aan het + infinitive. Pronunciation: -r, -l.
13. Week 13 - 14. At the police station. Communication: submit a report / complaint, describe an event, seek / give advice. Grammar: conjunctions. Pronunciation: -g, -sch, -isch.
14. Week 13 - 14. At the police station. Communication: submit a report / complaint, describe an event, seek / give advice. Grammar: conjunctions. Pronunciation: -g, -sch, -isch.
15. Week 15. Repetition and exam preparation.

## Contemporary Dutch Language III

<b>Name</b>	Contemporary Dutch Language III
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	6
<b>ID</b>	46850
<b>Semesters</b>	Winter
<b>Teachers</b>	Maarten Rombouts, M.Sc., Lector (primary)
<b>Hours</b>	Practical language 90
<b>Prerequisites</b>	To enrol course it is necessary to pass course Contemporary Dutch Language I To enrol course it is necessary to pass course Contemporary Dutch Language II
<b>Goal</b>	Acquiring knowledge, skills and competencies from the syntactic functions of parts of syntagms and simple sentences, and mastering the modes of composing subordinate clauses into complex syntactic structures. Level B1 in CEFR.
<b>Teaching methods</b>	An active and interactive language learning process where students (with the guidance of a native speaker) use the language in communication with each other and learn from each other, using targeted language content and communication-oriented tasks. The complexity of such language content is gradually being upgraded: from simple and everyday communication actions (which require simple and direct interaction about known and everyday phenomena and correspond to the level of the basic user A2) to the context of less everyday situations involving descriptions, experiences, events, dreams, expectations, ambitions, arguments and explanations (at the level of the independent user B1), while direct attention is focused on the use of correct (grammatical) forms.
<b>Assessment methods</b>	Regular class attendance, compulsory assignments, written and oral exam (reading, listening, writing, vocabulary, grammar).

### Learning outcomes

1. Use morphologically, syntactically and semantically correct spoken and written expressions in accordance with the rules of the standard Dutch language at level B1 according to the Common European Framework of Reference for Languages.
2. Identify the basic phonetic, morphological and syntactic phenomena of the Dutch language.
3. Use the basic vocabulary needed to communicate on the following topics and situations: work, study, time, media.
4. Analyze the main thoughts of a clear standard conversation on familiar topics that arise at work, school and leisure.
5. By reading to understand short and medium short texts that are written in standard language and contain more frequent words, which can be of private, informative or professional character.
6. Write and present a simple, coherent and cohesive text on a familiar topic or topic of personal interest.
7. Engage in conversation about familiar topics that are of personal interest or related to everyday life.

### Content

1. Week 1 - 4. Work, study and leisure. Grammar: sentence structure (meaning and use of conjunctions, formation of dependent and other sentences), indirect speech.
2. Week 1 - 4. Work, study and leisure. Grammar: sentence structure (meaning and use of conjunctions, formation of dependent and other sentences), indirect speech.
3. Week 1 - 4. Work, study and leisure. Grammar: sentence structure (meaning and use of conjunctions, formation of dependent and other sentences), indirect speech.
4. Week 1 - 4. Work, study and leisure. Grammar: sentence structure (meaning and use of conjunctions, formation of dependent and other sentences), indirect speech.
5. Week 5 - 7. Travel. Grammar: different functions of the form zou (den).
6. Week 5 - 7. Travel. Grammar: different functions of the form zou (den).

7. Week 5 - 7. Travel. Grammar: different functions of the form zou (den).
8. Week 8 - 10. Feelings. Communication: to express compassion and comfort someone. Grammar: construction om te + infinitive.
9. Week 8 - 10. Feelings. Communication: to express compassion and comfort someone. Grammar: construction om te + infinitive.
10. Week 8 - 10. Feelings. Communication: to express compassion and comfort someone. Grammar: construction om te + infinitive.
11. Week 11 - 13. Education. Communication: to ask for / express an opinion. Grammar: divisible verbs.
12. Week 11 - 13. Education. Communication: to ask for / express an opinion. Grammar: divisible verbs.
13. Week 11 - 13. Education. Communication: to ask for / express an opinion. Grammar: divisible verbs.
14. Week 14 - 15. Repetition and exam preparation.
15. Week 14 - 15. Repetition and exam preparation.

# Contemporary Dutch Language IV

<b>Name</b>	Contemporary Dutch Language IV
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	6
<b>ID</b>	46853
<b>Semesters</b>	Summer
<b>Teachers</b>	Maarten Rombouts, M.Sc., Lector (primary)
<b>Hours</b>	Practical language 90
<b>Prerequisites</b>	To enrol course it is necessary to attend course Contemporary Dutch Language III
<b>Goal</b>	Practicing the acquired knowledge on original texts. Development of written and oral communication competencies. Level B2 in CEFR.
<b>Teaching methods</b>	An active and interactive language learning process where students (with the guidance of a native speaker) use the language in communication with each other and learn from each other, using targeted language content and communication-oriented tasks. The complexity of such language content is gradually being upgraded: from simple and everyday communication actions (which require simple and direct interaction about known and everyday phenomena and correspond to the level of the basic user A2) to the context of less everyday situations involving descriptions, experiences, events, dreams, expectations, ambitions, arguments and explanations (at the level of the independent user B1), while direct attention is focused on the use of correct (grammatical) forms.
<b>Assessment methods</b>	Regular class attendance, compulsory assignments, written and oral exam (reading, listening, writing, vocabulary, grammar).

## Learning outcomes

1. Use morphologically, syntactically and semantically correct spoken and written expressions in accordance with the rules of the standard Dutch language at level B1 according to the Common European Framework of Reference for Languages.
2. Recognize and describe the basic phonetic, morphological and syntactic phenomena of the Dutch language.
3. Adopt and use the basic vocabulary needed to communicate on the following topics and situations: immigration, connections and relations, economy and economy, art and literature, environment and energy.
4. Analyze and comment on longer speeches and lectures in a standard language and follow complex arguments if the topic is at least partially familiar as most TV news and current affairs programs, as well as documentaries and feature films if they are in clear, standard language.
5. Understand articles and reports that deal with contemporary issues, in which the author takes certain points of view or expresses certain opinions.
6. Analyze and comment on professional texts and contemporary literary prose written in the standard language, using a dictionary as needed.
7. Write an essay or report on a given topic conveying information or stating reasons for or against a particular point of view.
8. Hold an oral presentation on a given topic using information from various sources and communicate with the audience as needed.
9. Communicate fluently and spontaneously enough for normal interaction with a native speaker who speaks relatively slowly and is willing to reformulate sentences as needed.
- 10.
- 10.

## Content

1. Week 1 - 3. Immigrants in the Netherlands. Communication: (dis) agree with someone. Grammar: different functions of the word *er*. Grammar The rules of the Netherlands: 1: imperative.
2. Week 1 - 3. Immigrants in the Netherlands. Communication: (dis) agree with someone. Grammar: different functions of the word *er*. Grammar The rules of the Netherlands: 1: imperative.
3. Week 1 - 3. Immigrants in the Netherlands. Communication: (dis) agree with someone. Grammar: different functions of the word *er*. Grammar The rules of the Netherlands: 1: imperative.
4. Week 4 - 6. Relationships. Grammar: relative clauses and corresponding relative pronouns. Grammar De regels van het Nederlands: 4: divisible verbs.
5. Week 4 - 6. Relationships. Grammar: relative clauses and corresponding relative pronouns. Grammar De regels van het Nederlands: 4: divisible verbs.
6. Week 4 - 6. Relationships. Grammar: relative clauses and corresponding relative pronouns. Grammar De regels van het Nederlands: 4: divisible verbs.
7. Week 7 - 9. Economy and Economics. Communication: unable or unwilling to say what. Grammar: recognition and use of passive forms. Grammar De regels van het Nederlands: 7: syntax of multi-verb sentences.
8. Week 7 - 9. Economy and Economics. Communication: unable or unwilling to say what. Grammar: recognition and use of passive forms. Grammar De regels van het Nederlands: 7: syntax of multi-verb sentences.
9. Week 7 - 9. Economy and Economics. Communication: unable or unwilling to say what. Grammar: recognition and use of passive forms. Grammar De regels van het Nederlands: 7: syntax of multi-verb sentences.
10. Week 10 - 13. Art and Literature. Determining acquired competencies, repeating communication patterns and grammatical forms adopted during the semester. Grammar De regels van het Nederlands: 10: incoative constructions; 11: permanent structures.
11. Week 10 - 13. Art and Literature. Determining acquired competencies, repeating communication patterns and grammatical forms adopted during the semester. Grammar De regels van het Nederlands: 10: incoative constructions; 11: permanent structures.
12. Week 10 - 13. Art and Literature. Determining acquired competencies, repeating communication patterns and grammatical forms adopted during the semester. Grammar De regels van het Nederlands: 10: incoative constructions; 11: permanent structures.
13. Week 10 - 13. Art and Literature. Determining acquired competencies, repeating communication patterns and grammatical forms adopted during the semester. Grammar De regels van het Nederlands: 10: incoative constructions; 11: permanent structures.
14. Week 14 - 15. Student presentations. Grammar De regels van het Nederlands: 1: imperative; 2: reflexive verbs; 3: copulative verbs; 4: divisible verbs; 5: modal (auxiliary) verbs; 6: verbs with an infinitive; 7: sentence syntax with multiple verbs; 8: participium praesentis; 9: conjunctiva; 10: incoative constructions; 11: permanent structures; 12: indefinite pronouns; 13: inverse and reciprocal pronouns; 14: interrogative pronouns.
15. Week 14 - 15. Student presentations. Grammar De regels van het Nederlands: 1: imperative; 2: reflexive verbs; 3: copulative verbs; 4: divisible verbs; 5: modal (auxiliary) verbs; 6: verbs with an infinitive; 7: sentence syntax with multiple verbs; 8: participium praesentis; 9: conjunctiva; 10: incoative constructions; 11: permanent structures; 12: indefinite pronouns; 13: inverse and reciprocal pronouns; 14: interrogative pronouns.

# Contemporary Dutch Language IX

<b>Name</b>	Contemporary Dutch Language IX
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	5
<b>ID</b>	117637
<b>Semesters</b>	Winter
<b>Teachers</b>	Maarten Rombouts, M.Sc., Lector (primary)
<b>Hours</b>	Practical language 60
<b>Prerequisites</b>	To enrol course it is necessary to attend course Contemporary Dutch Language VIII
<b>Goal</b>	Developing the receptive and productive skills needed to independently write complex texts on literature and academic topics. Repetition and deepening of acquired receptive and productive competencies.
<b>Teaching methods</b>	An active and interactive language learning process where students (with the guidance of a native speaker) use the language in communication with each other and learn from each other, using targeted language content and communication-oriented tasks. Students expand their vocabulary and progress in language competence at the advanced user level C1 / C2. In doing so, direct attention is paid to the use of correct (grammatical) forms and the accuracy of translations from and into Dutch.
<b>Assessment methods</b>	Regular attendance of classes, submission of compulsory assignments, oral presentations; written and oral exam.

## Learning outcomes

1. name and describe basic notions and rules of Dutch grammar
2. Analyze and independently use morphologically and syntactically complex language units
3. Express and argue your own assessments and criticisms in the form of an essay or newspaper article
4. Comment on and critically evaluate scientific and professional publications in the Dutch language
5. Prepare or edit an oral presentation or written paper on specialized professional and scientific topics
6. Select, adapt and apply professional and scientific vocabulary in accordance with linguistic and content-contextual requirements and in different conversational models and written genres
7. Interpret and critically evaluate basic texts on translation and apply selected strategies and methods in their own translation or translation analysis
8. Explore, categorize and comment on the elements of individual cultures of the Dutch-speaking area and compare them with each other and with other cultures in contact
9. Present your own analysis and conclusions to experts and lay people and argue them with knowledge from the profession
10. Self-evaluate your own work and success and plan and design projects and opportunities in which you can use your own knowledge and skills

## Content

1. Week 1-2. Introduction to translation theory. Academic vocabulary and grammar exercises.
2. Week 1-2. Introduction to translation theory. Academic vocabulary and grammar exercises.
3. Week 3-7. Translation in practice. Academic vocabulary and grammar exercises (ii).
4. Week 3-7. Translation in practice. Academic vocabulary and grammar exercises (ii).
5. Week 3-7. Translation in practice. Academic vocabulary and grammar exercises (ii).
6. Week 3-7. Translation in practice. Academic vocabulary and grammar exercises (ii).
7. Week 3-7. Translation in practice. Academic vocabulary and grammar exercises (ii).
8. Week 8-11. Dutch linguistics and didactics - selected topics. Academic vocabulary and grammar exercises (iii).
9. Week 8-11. Dutch linguistics and didactics - selected topics. Academic vocabulary and grammar

- exercises (iii).
10. Week 8-11. Dutch linguistics and didactics - selected topics. Academic vocabulary and grammar exercises (iii).
  11. Week 8-11. Dutch linguistics and didactics - selected topics. Academic vocabulary and grammar exercises (iii).
  12. Week 12-15. Selected obligations as preparation for writing the final paper. Academic vocabulary and grammar exercises (iv).
  13. Week 12-15. Selected obligations as preparation for writing the final paper. Academic vocabulary and grammar exercises (iv).
  14. Week 12-15. Selected obligations as preparation for writing the final paper. Academic vocabulary and grammar exercises (iv).
  15. Week 12-15. Selected obligations as preparation for writing the final paper. Academic vocabulary and grammar exercises (iv).

# Contemporary Dutch Language V

<b>Name</b>	Contemporary Dutch Language V
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	6
<b>ID</b>	46855
<b>Semesters</b>	Winter
<b>Teachers</b>	Maarten Rombouts, M.Sc., Lector (primary)
<b>Hours</b>	Practical language 90
<b>Prerequisites</b>	To enrol course it is necessary to pass course Contemporary Dutch Language III To enrol course it is necessary to pass course Contemporary Dutch Language IV
<b>Goal</b>	Acquisition of skills of recognition, analysis and production of different text types.
<b>Teaching methods</b>	An active and interactive language learning process where students (with the guidance of a native speaker) use the language in communication with each other and learn from each other, using targeted language content and communication-oriented tasks. Students expand their vocabulary and progress in language competence from the level of developmental user B1 to the level of independent user B2. In doing so, direct attention is focused on the use of correct (grammatical) forms.
<b>Assessment methods</b>	Regular attendance of classes, submission of compulsory assignments; written and oral exam.

## Learning outcomes

1. Use morphologically, syntactically and semantically correct spoken and written expressions in accordance with the rules of the standard Dutch language at level B2 according to the Common European Framework of Reference for Languages.
2. Identify, explain and integrate the phonetic, morphological and syntactic phenomena of the Dutch language.
3. Use the vocabulary needed to communicate in different situations.
4. Interpret and comment on professional texts and contemporary literary prose written in standard language.
5. Orally and in writing critically formulate, argue and comment on your own opinion on the topic of conversation.
6. Hold an oral presentation on a given topic using information from various sources and communicate with the audience as needed.
7. Analyze and comment on longer speeches and lectures in the standard language and follow the complex argumentation if the topic is at least partially known like most TV news and programs dealing with current events, as well as documentaries and feature films.

## Content

1. Week 1-3. Positive (1). Communication: giving compliments. Grammar: conjunctions, adverbs, form zou (den), irregular verbs.
2. Week 1-3. Positive (1). Communication: giving compliments. Grammar: conjunctions, adverbs, form zou (den), irregular verbs.
3. Week 1-3. Positive (1). Communication: giving compliments. Grammar: conjunctions, adverbs, form zou (den), irregular verbs.
4. Week 4-6. Society (2). Communication: social conversations, fierce reactions. Grammar: passive and use of the forms 'het' and 'er', the form zou (den).
5. Week 4-6. Society (2). Communication: social conversations, fierce reactions. Grammar: passive and use of the forms 'het' and 'er', the form zou (den).
6. Week 4-6. Society (2). Communication: social conversations, fierce reactions. Grammar: passive and

- use of the forms 'het' and 'er', the form zou (den).
7. Week 7-9. Progressive (3). Communication: give your own judgment about who / what. Grammar: use of the forms 'er' and zou (den).
  8. Week 7-9. Progressive (3). Communication: give your own judgment about who / what. Grammar: use of the forms 'er' and zou (den).
  9. Week 7-9. Progressive (3). Communication: give your own judgment about who / what. Grammar: use of the forms 'er' and zou (den).
  10. Week 10-12. (Inter) nationally (4). Grammar: use of verb forms.
  11. Week 10-12. (Inter) nationally (4). Grammar: use of verb forms.
  12. Week 10-12. (Inter) nationally (4). Grammar: use of verb forms.
  13. Week 13-15. Repetition and exam preparation.  
Grammar units De regels van het Nederlands: contributions; grammatical functions of the form 'er'; conjunctions; negation; complex sentences; morphology and function of main sentences; morphology and function of dependent sentences; special verb constructions; word order in the middle of a sentence; word order in complex sentences; passive sentences.
  14. Week 13-15. Repetition and exam preparation.
  15. Week 13-15. Repetition and exam preparation.

# Contemporary Dutch Language VI

<b>Name</b>	Contemporary Dutch Language VI
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	4
<b>ID</b>	46858
<b>Semesters</b>	Summer
<b>Teachers</b>	Maarten Rombouts, M.Sc., Lector (primary)
<b>Hours</b>	Practical language 60
<b>Prerequisites</b>	To enrol course it is necessary to attend course Contemporary Dutch Language V
<b>Goal</b>	Deepening acquired receptive and productive competencies. C1 level in CEFR.
<b>Teaching methods</b>	An active and interactive language learning process where students (with the guidance of a native speaker) use the language in communication with each other and learn from each other, using targeted language content and communication-oriented tasks. The complexity of such language content is gradually being upgraded: from simple and everyday communication actions (which require simple and direct interaction about known and everyday phenomena and correspond to the level of the basic user B1) to the context of less everyday situations involving descriptions, experiences, events, dreams, expectations, ambitions, arguments and explanations (at the level of the independent user B2), with direct attention focused on the use of accurate (grammatical) forms.
<b>Assessment methods</b>	Regular class attendance, compulsory assignments, written and oral exam (reading, listening, writing, vocabulary, grammar).

## Learning outcomes

1. Use morphologically, syntactically and semantically correct spoken and written expressions in accordance with the rules of the standard Dutch language at level C1 according to the Common European Framework of Reference for Languages.
2. Identify, explain and integrate the phonetic, morphological and syntactic phenomena of the Dutch language.
3. Use the vocabulary needed to communicate with different topics and situations.
4. Interpret and comment on professional texts and contemporary literary prose written in standard language.
5. Orally and in writing critically formulate, argue and comment on your own opinion on the topic of conversation.
6. Hold an oral presentation on a given topic using information from various sources and communicate with the audience as needed.
7. Analyze and comment on longer speeches and lectures in the standard language and follow the complex argumentation if the topic is at least partially known like most TV news and programs dealing with current events, as well as documentaries and feature films.

## Content

1. Week 1-4. (Inter) nationally (4). Grammar: the use of verb forms, the form zou (den) and the pronunciation of conditions.
2. Week 1-4. (Inter) nationally (4). Grammar: the use of verb forms, the form zou (den) and the pronunciation of conditions.
3. Week 1-4. (Inter) nationally (4). Grammar: the use of verb forms, the form zou (den) and the pronunciation of conditions.
4. Week 1-4. (Inter) nationally (4). Grammar: the use of verb forms, the form zou (den) and the pronunciation of conditions.
5. Week 5-8. Creative (5). Grammar: the relative pronoun, the form zou (den) and the utterance of unverified information.

6. Week 5-8. Creative (5). Grammar: the relative pronoun, the form zou (den) and the utterance of unverified information.
7. Week 5-8. Creative (5). Grammar: the relative pronoun, the form zou (den) and the utterance of unverified information.
8. Week 5-8. Creative (5). Grammar: the relative pronoun, the form zou (den) and the utterance of unverified information.
9. Week 9-12. Sustainable (6). Grammar: pronouns, form zou (den), divisible verbs with a prepositional prefix.
10. Week 9-12. Sustainable (6). Grammar: pronouns, form zou (den), divisible verbs with a prepositional prefix.
11. Week 9-12. Sustainable (6). Grammar: pronouns, form zou (den), divisible verbs with a prepositional prefix.
12. Week 9-12. Sustainable (6). Grammar: pronouns, form zou (den), divisible verbs with a prepositional prefix.
13. Week 13-15. Repetition and exam preparation. Grammar units De regels van het Nederlands: negation; simple and complex sentences; conjunctions; the form and function of the main sentence; the form and function of the dependent sentence; special verb constructions; interrogative pronouns and adverbs; syntax: forms and functions; word order in the middle of a sentence; compound sentence syntax; passive sentences; spelling, punctuation.
14. Week 13-15. Repetition and exam preparation.
15. Week 13-15. Repetition and exam preparation.

## Contemporary Dutch Language VII

<b>Name</b>	Contemporary Dutch Language VII	
<b>Organizational unit</b>	Chair of Dutch language and culture	
<b>ECTS credits</b>	5	
<b>ID</b>	117638	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Maarten Rombouts, M.Sc., Lector (primary)	
<b>Hours</b>	Practical language	60
<b>Prerequisites</b>	None	
<b>Goal</b>	Developing the receptive and productive skills needed to independently write complex texts on literature and academic topics.	
<b>Teaching methods</b>	An active and interactive language learning process where students (with the guidance of a native speaker) use the language in communication with each other and learn from each other, using targeted language content and communication-oriented tasks. Students expand their vocabulary and progress in language competence from the level of independent user B2 to the level of advanced user C1. In doing so, direct attention is focused on the use of correct (grammatical) forms.	
<b>Assessment methods</b>	Regular attendance of classes, submission of compulsory assignments; oral presentations; written and oral exam.	

### Learning outcomes

1. name and describe basic notions and rules of Dutch grammar
2. recognize and explain basic linguistic forms at the level of phonetics, phonology, morphology, syntax and semantics of the Dutch language
3. Describe, explain and correctly apply the morphological and syntactic categories of the Dutch language
4. recognize and analyze functional elements of the Dutch sentence
5. sum up and interpret the meaning of spoken and written language forms in Dutch from various discourse types
6. categorize and analyze texts in Dutch that are part of various discourse types and functional styles
7. plan a presentation and orally present in Dutch in accordance with the given communicative situation
8. paraphrase and rearrange grammatically, stylistically and communicatively adequate texts in Dutch or independently compose their own

### Content

1. Week 1-4. Language and Culture (1): Related Speech; Observing key sentences in the text; Elements of structured text; Providing feedback; Exposure; Evaluation.
2. Week 1-4. Language and Culture (1): Related Speech; Observing key sentences in the text; Elements of structured text; Providing feedback; Exposure; Evaluation.
3. Week 1-4. Language and Culture (1): Related Speech; Observing key sentences in the text; Elements of structured text; Providing feedback; Exposure; Evaluation.
4. Week 1-4. Language and Culture (1): Related Speech; Observing key sentences in the text; Elements of structured text; Providing feedback; Exposure; Evaluation.
5. Week 5-7. Education (2): Expressing opinions using 'er' and 'daar'; Restraint in expressing opinions; Use of indirect speech; Addressing the audience; Compression. Academic vocabulary and grammar exercises: nouns.
6. Week 5-7. Education (2): Expressing opinions using 'er' and 'daar'; Restraint in expressing opinions; Use of indirect speech; Addressing the audience; Compression. Academic vocabulary and grammar exercises: nouns.
7. Week 5-7. Education (2): Expressing opinions using 'er' and 'daar'; Restraint in expressing opinions; Use of indirect speech; Addressing the audience; Compression. Academic vocabulary and grammar

exercises: nouns.

8. Week 8-10. Economics and the business sector (3): Expressing opinions in the business environment; Telegraph text compression style; References and related sentences; Writing a newspaper article; 'Er' in application; Meetings and sessions; Personal presentation ('elevator pitch'); Networking; Writing an open job application. Academic vocabulary and grammar exercises: verbs.
9. Week 8-10. Economics and the business sector (3): Expressing opinions in the business environment; Telegraph text compression style; References and related sentences; Writing a newspaper article; 'Er' in application; Meetings and sessions; Personal presentation ('elevator pitch'); Networking; Writing an open job application. Academic vocabulary and grammar exercises: verbs.
10. Week 8-10. Economics and the business sector (3): Expressing opinions in the business environment; Telegraph text compression style; References and related sentences; Writing a newspaper article; 'Er' in application; Meetings and sessions; Personal presentation ('elevator pitch'); Networking; Writing an open job application. Academic vocabulary and grammar exercises: verbs.
11. Week 11-13. Health and nutrition (4): Use of imperatives; Complaint and criticism; Situational communication; Record keeping; Responding to a complaint. Academic vocabulary and grammar exercises: adjectives.
12. Week 11-13. Health and nutrition (4): Use of imperatives; Complaint and criticism; Situational communication; Record keeping; Responding to a complaint. Academic vocabulary and grammar exercises: adjectives.
13. Week 11-13. Health and nutrition (4): Use of imperatives; Complaint and criticism; Situational communication; Record keeping; Responding to a complaint. Academic vocabulary and grammar exercises: adjectives.
14. Week 14-15. Repetition and exam preparation.
15. Week 14-15. Repetition and exam preparation.

## Contemporary Dutch Language VIII

<b>Name</b>	Contemporary Dutch Language VIII
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	5
<b>ID</b>	124372
<b>Semesters</b>	Summer
<b>Teachers</b>	Maarten Rombouts, M.Sc., Lector (primary)
<b>Hours</b>	Practical language 60
<b>Prerequisites</b>	To enrol course it is necessary to attend course Contemporary Dutch Language VII
<b>Goal</b>	Developing the receptive and productive skills needed to independently write complex texts on literature and academic topics.
<b>Teaching methods</b>	An active and interactive language learning process where students (with the guidance of a native speaker) use the language in communication with each other and learn from each other, using targeted language content and communication-oriented tasks. Students expand their vocabulary and progress in language competence at the level of the advanced C1 user. In doing so, direct attention is focused on the use of correct (grammatical) forms.
<b>Assessment methods</b>	Regular attendance of classes, submission of compulsory assignments, oral presentations; written and oral exam.

### Learning outcomes

1. name and describe basic notions and rules of Dutch grammar
2. Analyze and independently use morphologically and syntactically complex language units
3. Express and argue your own assessments and criticisms in the form of an essay or newspaper article
4. sum up and interpret the meaning of spoken and written language forms in Dutch from various discourse types
5. paraphrase and rearrange grammatically, stylistically and communicatively adequate texts in Dutch or independently compose their own
6. Explore, categorize and comment on the elements of individual cultures of the Dutch-speaking area and compare them with each other and with other cultures in contact
7. Comment on and critically evaluate scientific and professional publications in the Dutch language
8. categorize and analyze texts in Dutch that are part of various discourse types and functional styles

### Content

1. Week 1-2. Economy and Business Sector (3): Writing a newspaper article; 'Er' in application; Meetings and sessions; Personal presentation ('elevator pitch'); Networking. Academic vocabulary and grammar exercises.
2. Week 1-2. Economy and Business Sector (3): Writing a newspaper article; 'Er' in application; Meetings and sessions; Personal presentation ('elevator pitch'); Networking. Academic vocabulary and grammar exercises.
3. Week 3-7. Health and nutrition (4): Creative writing; Use of imperatives; Situational communication; Monologue. Academic vocabulary and grammar exercises.
4. Week 3-7. Health and nutrition (4): Creative writing; Use of imperatives; Situational communication; Monologue. Academic vocabulary and grammar exercises.
5. Week 3-7. Health and nutrition (4): Creative writing; Use of imperatives; Situational communication; Monologue. Academic vocabulary and grammar exercises.
6. Week 3-7. Health and nutrition (4): Creative writing; Use of imperatives; Situational communication; Monologue. Academic vocabulary and grammar exercises.
7. Week 3-7. Health and nutrition (4): Creative writing; Use of imperatives; Situational communication; Monologue. Academic vocabulary and grammar exercises.

8. Week 8-11. Philosophy and Ethics (5): Passive; Paraphrasing; Writing an argumentative essay. Academic vocabulary and grammar exercises.
9. Week 8-11. Philosophy and Ethics (5): Passive; Paraphrasing; Writing an argumentative essay. Academic vocabulary and grammar exercises.
10. Week 8-11. Philosophy and Ethics (5): Passive; Paraphrasing; Writing an argumentative essay. Academic vocabulary and grammar exercises.
11. Week 8-11. Philosophy and Ethics (5): Passive; Paraphrasing; Writing an argumentative essay. Academic vocabulary and grammar exercises.
12. Week 12-15. Psychology (6): Modal particles; Word order; Complex dependent sentences. Academic vocabulary and grammar exercises.
13. Week 12-15. Psychology (6): Modal particles; Word order; Complex dependent sentences. Academic vocabulary and grammar exercises.
14. Week 12-15. Psychology (6): Modal particles; Word order; Complex dependent sentences. Academic vocabulary and grammar exercises.
15. Week 12-15. Psychology (6): Modal particles; Word order; Complex dependent sentences. Academic vocabulary and grammar exercises.

# Culture and Civilization of Dutch speaking areas I

<b>Name</b>	Culture and Civilization of Dutch speaking areas I
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	3
<b>ID</b>	46846
<b>Semesters</b>	Winter
<b>Teachers</b>	Sládan Turković, PhD, Associate Professor (primary) Željana Pancirov Cornelisse, PhD, Postdoctoral Researcher
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	Introducing students to the basics of Dutch culture and society through the analysis and interpretation of the given literature and on the basis of independent preparation for teaching.
<b>Teaching methods</b>	teaching through lectures, exercises and teacher-led demonstrations in the classroom, presentations, short films, classroom discussion, E-Learning (Omega, etc.)
<b>Assessment methods</b>	Regular class attendance and active participation, constant testing of knowledge; exam

## Learning outcomes

1. to single out socio-historical processes in the Netherlands and compare the differences with the rest of the Dutch language area
2. analyze the importance and historical identity of the Dutch language
3. identify and name the most important geographical features of the Dutch language area
4. describe the century-old struggle against water in the Netherlands and single out and analyze the most effective methods of flood defense
5. define the Dutch (and Belgian) colonial past
6. name members of the Royal House and the Royal Family and compare their roles within the monarchy
7. name and describe Dutch political parties and place them in the context of the Dutch government
8. critically judge pluralism in Dutch society, but also in Western European society in general

## Content

1. Introduction to the course and program of the academic year
2. The Netherlands (Part I) - general information
3. The Netherlands (Part II) - general information
4. Dutch language - general characteristics
5. Education
6. Shaping the space (Part I) - fight against water
7. Shaping the space (Part II) - Randstad
8. The commercial picture
9. Business aspects of society
10. The ethnic heritage
11. Constitutional monarchy
12. The political system and pluralism (Part I)
13. The political system and pluralism (Part I)
14. Review of the course
15. Early exam date

## Culture and Civilization of Dutch speaking areas II

<b>Name</b>	Culture and Civilization of Dutch speaking areas II
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	3
<b>ID</b>	46849
<b>Semesters</b>	Summer
<b>Teachers</b>	Slađan Turković, PhD, Associate Professor (primary) Željana Pancirov Cornelisse, PhD, Postdoctoral Researcher
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	To enrol course it is necessary to attend course Culture and Civilization of Dutch speaking areas I
<b>Goal</b>	This course introduces students to the basics of Dutch culture and society by analyzing and interpreting the given literature and based on independent preparation for the lectures. Students will acquire knowledge of the entire Dutch language area with an emphasis on the contemporary (post-war) Netherlands. They will learn about the Dutch identity through the Dutch stereotypes and code of conduct, both in everyday life and in the business world.
<b>Teaching methods</b>	Teaching through lectures, exercises and teacher-led demonstrations in the classroom, presentations, short films, classroom discussion, E-Learning (Omega, etc.)
<b>Assessment methods</b>	Regular class attendance and active participation, constant testing of knowledge; exam

### Learning outcomes

1. describe the historical changes of pilarization in the Netherlands and conclude the consequences that pilarization has shaped modern society
2. describe the most important characteristics of the three feminist waves, name their most prominent members and their achievements
3. critically defend the claim of the existence of a Dutch (cultural) identity
4. define religious communities
5. define the most important facts about the media
6. highlight the most important laws that form the foundations of a tolerant Dutch society
7. critically judge a tolerant and multicultural society
8. compare the Netherlands and Belgium (emphasis is on Belgium) - a sociolinguistic approach
9. distinguish and name the most famous works of Dutch painters that define Dutch identity
10. recognize, explain, and use the most famous Dutch (social) stereotypes, also identify, explain, and use knowledge of Dutch habits and codes of conduct

### Content

1. Introduction to the course; 'De verzuiling' (pilarization)
2. Post-war Netherlands; Feminist waves
3. A multicultural society
4. Media; Religious communities
5. Laws and tolerance
6. North and South (the Netherlands and Belgium) - Part I
7. North and South (the Netherlands and Belgium) - Part II
8. Culture and art
9. Dutch Society (Part I) - Introduction
10. Dutch Society (Part II) - family and social life
11. Dutch Society (Part III) - stereotypes
12. Cultural identity (Part I) - introduction

13. Cultural identity (Part II) - outside the Dutch borders
14. Review of the course
15. Early exam date

# Dutch Colonialism

<b>Name</b>	Dutch Colonialism
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	4
<b>ID</b>	117635
<b>Semesters</b>	Winter
<b>Teachers</b>	Sladjan Turković, PhD, Associate Professor (primary) Maarten Rombouts, M.Sc., Lector
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	Acquisition of knowledge from the period of Dutch history related to the Dutch colonies.
<b>Teaching methods</b>	Classroom lectures
<b>Assessment methods</b>	Written exam

## Learning outcomes

1. Describe the main periods of the history of the Dutch East Indies from the 16th to the 20th century
2. Describe and explain trade and commercial and political relations in the Indian archipelago
3. Identify and compare the important cultural characteristics of the population of the Netherlands East India
4. Compare important names and terms in the political, material and psychological domains

## Content

1. General overview of the history of the Dutch East Indies (1595-1949) I
2. General overview of the history of the Dutch East Indies (1595-1949) II
3. Trade network, political (Portuguese, Spanish, English) and commercial relations in the Indian archipelago (India, Japan, China) I
4. Trade network, political (Portuguese, Spanish, English) and commercial relations in the Indian archipelago (India, Japan, China) II
5. Function and role of the VOC, ie the Dutch East India Company (ca. 1600-1800) and the Dutch trade society from 1824) I
6. Function and role of the VOC, ie the Dutch East India Company (ca. 1600-1800) and the Dutch trade society from 1824) II
7. Main features of production systems (so - called preanger system, credit interest rates, cultural system, etc.) I
8. Main features of production systems (so - called preanger system, credit interest rates, cultural system, etc.) II
9. The population of the Dutch East Indies, their essential cultural features
10. Population of the Netherlands East India, social status and interrelationships
11. Important names and terms in the political, material and mental domains (governors-in-chief, domestic and foreign policy events, types of vessels and their trajectories, religions, etc.) I
12. Important names and terms in the political, material and mental domains (governors-in-chief, domestic and foreign policy events, types of vessels and their trajectories, religions, etc.) II
13. Important names and terms in the political, material and mental domains (governors-in-chief, domestic and foreign policy events, types of vessels and their trajectories, religions, etc.) III
14. Important facts from the daily life of Batavia in the 17th century I
15. Important facts from the daily life of Batavia in the 17th century II

## Dutch History: an Overview I

<b>Name</b>	Dutch History: an Overview I
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	3
<b>ID</b>	46845
<b>Semesters</b>	Winter
<b>Teachers</b>	Nikola Anušić, PhD, Assistant Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None

### Goal

### Teaching methods

### Assessment methods

### Learning outcomes

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

### Content

- 1.
- 2.
- 3.
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- 15.

## Dutch History: an Overview II

<b>Name</b>	Dutch History: an Overview II
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	3
<b>ID</b>	46848
<b>Semesters</b>	Summer
<b>Teachers</b>	Slādan Turković, PhD, Associate Professor (primary) Nikola Anušić, PhD, Assistant Professor
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	To enrol course it is necessary to attend course Dutch History: an Overview I
<b>Goal</b>	
<b>Teaching methods</b>	
<b>Assessment methods</b>	
<b>Learning outcomes</b>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li></ol>
<b>Content</b>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li><li>6.</li><li>7.</li><li>8.</li><li>9.</li><li>10.</li><li>11.</li><li>12.</li><li>13.</li><li>14.</li><li>15.</li></ol>

# Dutch Literature I

<b>Name</b>	Dutch Literature I
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	3
<b>ID</b>	46852
<b>Semesters</b>	Winter
<b>Teachers</b>	Milka Car Prijić, PhD, Full Professor (primary) Toni Bandov, M.Sc., Assistant
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	The course provides students with an overview of contemporary Dutch and Flemish literature in the period from 1900 to 1945.
<b>Teaching methods</b>	lecture, PowerPoint presentations, short films, Omega
<b>Assessment methods</b>	Regular class attendance. Active participation. Two colloquia during the semester. Oral exam

## Learning outcomes

1. List the Dutch and Flemish literary movements of the first half of the 20th century
2. Group literary genres such as futuristic novel, new objectivity, etc.
3. Categorize Dutch and Flemish poets of the first half of the 20th century
4. Single out Dutch and Flemish novelists of the first half of the 20th century
5. List the canonical works of Dutch and Flemish novelists of the first half of the 20th century
6. Analyze and comment on literary works from the first half of the 20th century

## Content

1. Fin de siècle i belle époque (1900-1914): Naturalism, decadentism, socialism, feminism
2. Institutions and Positions: Literary Life in the Early 20th Century
3. Emancipatory Prose: Engaged Literature and Novels on 'Jewish Life'
4. Colonial Literature: Congo and Dutch East Indies
5. Journalism and literature: travelogues
6. World War I (1914-1918): The breakthrough of the avant-garde - Paul van Ostaïjen
7. Expressionism in the Low Countries: the journals Ruimte, De Vrije Bladen
8. Classicism, modernism, avant-garde and autonomy in poetry: Nijhoff, Van Ostaïjen, Van Doesburg, I.K. Bonset, Engelman
9. Content innovations in the novel: Roelants, Walschap, Zielens
10. 1930s: Polemics and the Economic Crisis
11. The journal Forum: discussions, canon and essay
12. Literary Modernism: Ter Braak, Du Perron, Vestdijk, Gilliams
13. Colonial Literature in the 1930s: Indonesian Nationalism
14. World War II (1940-1945): Cultural Institutions during the German Occupation
15. Hidden literature: illegal texts, diaries from concentration camps, resistance movements

# Dutch Literature II

<b>Name</b>	Dutch Literature II
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	3
<b>ID</b>	46854
<b>Semesters</b>	Summer
<b>Teachers</b>	Milka Car Prijić, PhD, Full Professor (primary) Toni Bandov, M.Sc., Assistant
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	To enrol course it is necessary to attend course Dutch Literature I
<b>Goal</b>	The course offers students an overview of significant studies, views and ideas about Dutch literature from 1945 to 1975. Starting from the belief that literature is not an independent phenomenon, the course aims to teach students to recognize links between literature, art and other social systems. The students independently read literary and scientific works (books and articles) about a certain period and actively participate in a discussion or presentation in class.
<b>Teaching methods</b>	lecture, PowerPoint presentations, short films, Omega
<b>Assessment methods</b>	Regular class attendance. Active participation. Two colloquia during the semester. Oral exam

## Learning outcomes

1. To single out literary and artistic movements in the Netherlands and Belgium after 1945
2. Group and describe literary genres such as confessional writing, short story, etc.
3. List the Dutch and Flemish poets of the second half of the 20th century
4. Recognize and accommodate Dutch and Flemish novelists of the second half of the 20th century
5. To single out and describe the capital works of Dutch and Flemish novelists of the second half of the 20th century
6. Analyze and comment on read literary works

## Content

1. Literature after 1945: World War II as a turning point
2. Post-war literature: young authors and existentialism
3. Books about war: Ethical vs. aesthetic norms
4. Innovations in Dutch Poetry: Vijftigers
5. Innovations in Flemish poetry: Tijd en Mens magazine
6. Literature from 1955 - 1965: magical realism, women's writing, colonial and postcolonial literature
7. Neorealism: Barbarber magazine
8. Literary Criticism: Merlyn magazine
9. The 1960s in literature: the Provo movement, television, the sexual revolution
10. Literature and political engagement: student protests
11. The content emancipation of the youth literature
12. Postcolonial literature in Suriname and the Netherlands Antilles
13. Literary experiments: text as a linguistic construct
14. Poetry: between language, reality and imagination - neorealism and neo-romanticism
15. Prose in the Early 1970s: The Impact of Pocket Editions and the Commercialization of the Book Market

## Dutch Literature III

<b>Name</b>	Dutch Literature III
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	3
<b>ID</b>	46856
<b>Semesters</b>	Winter
<b>Teachers</b>	Milka Car Prijić, PhD, Full Professor (primary) Toni Bandov, M.Sc., Assistant
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	The course provides students with an overview of contemporary Dutch and Flemish literature from 1975 to 2005.
<b>Teaching methods</b>	lecture, PowerPoint presentations, short films, Omega
<b>Assessment methods</b>	Regular class attendance. Active participation. Two colloquia during the semester. Oral exam

### Learning outcomes

1. Highlight the main features of Dutch and Flemish prose after 1975.
2. Name the main authors and their relevant works after 1975.
3. Compare and single out the most important literary features in the works of studied writers
4. Critically judge and evaluate the contribution of individual literary works and writers to a given literary period

### Content

1. Literature from 1975 to 1985: Realism and Social Consciousness
2. Four controversies about the task of literature from 1980.
3. Literature and feminism
4. Postcolonial literature: second-generation authors
5. Poetry: the reckoning with the heritage of the Vijftigers
6. Literature from 1985 to 1995: the relationship between literature and cultural institutions
7. Postmodernism in Dutch Literature
8. The breakthrough of autobiographical prose
9. Content and formal innovations in youth literature in the 1980s
10. Literature after 1995: The Return of Afrikaans Literature
11. Literature in the age of digital media
12. Book market: publishing, bookstores, subsidies, awards
13. Changes in the field of literary criticism
14. The transition to the new millennium: Dutch literature in a multicultural society
15. Immigrant prose: young talents

## Dutch Translation Exercises

<b>Name</b>	Dutch Translation Exercises
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	2
<b>ID</b>	46859
<b>Semesters</b>	Summer
<b>Teachers</b>	Sladjan Turković, PhD, Associate Professor (primary) Gioia-Ana Ulrich Knežević, Lecturer
<b>Hours</b>	Practical language 30
<b>Prerequisites</b>	To enrol course it is necessary to attend course Contemporary Dutch Language V
<b>Goal</b>	Developing the skills of meaningful literary translation of different text types, especially literary ones. Introducing students to different methodological approaches and procedures in written translation.
<b>Teaching methods</b>	Frontal teaching, written and oral exercises, working with text
<b>Assessment methods</b>	Written examination

### Learning outcomes

1. List the main types and forms of translation
2. Describe and explain the productive phase of written translation
3. Apply theoretical foundations in the translation of offered texts
4. Evaluate the effect of adopted translation theories on the translation

### Content

1. Definition, main types and forms of translation
2. Receptive phase of written translation
3. Translation aids and resources
4. The productive phase of written translation
5. Dutch to Croatian translation exercises: children's literature, newspaper articles, essays, short stories, novels, poetry
6. Dutch to Croatian translation exercises: children's literature, newspaper articles, essays, short stories, novels, poetry
7. Dutch to Croatian translation exercises: children's literature, newspaper articles, essays, short stories, novels, poetry
8. Dutch to Croatian translation exercises: children's literature, newspaper articles, essays, short stories, novels, poetry
9. Dutch to Croatian translation exercises: children's literature, newspaper articles, essays, short stories, novels, poetry
10. Dutch to Croatian translation exercises: children's literature, newspaper articles, essays, short stories, novels, poetry
11. Dutch to Croatian translation exercises: children's literature, newspaper articles, essays, short stories, novels, poetry
12. Dutch to Croatian translation exercises: children's literature, newspaper articles, essays, short stories, novels, poetry
13. Croatian to Dutch translation exercises
14. Croatian to Dutch translation exercises

# Final Exam for Dutch Language and Cultural Studies

<b>Name</b>	Final Exam for Dutch Language and Cultural Studies	
<b>Organizational unit</b>	Chair of Dutch language and culture	
<b>ECTS credits</b>	15	
<b>ID</b>	124373	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Slađan Turković, PhD, Associate Professor (primary) Milka Car Prijić, PhD, Full Professor (primary) Željana Pancirov Cornelisse, PhD, Postdoctoral Researcher	
<b>Hours</b>	Seminar	0
<b>Prerequisites</b>	None	
<b>Goal</b>	Concept and write a thesis.	

## Teaching methods

## Assessment methods

## Learning outcomes

1. Identify and select relevant professional and scientific texts in the field of the selected topic, adequately study them and apply new knowledge in their work.
2. Focus the research area of appropriate width and depth, suitable for one-semester work on a topic.
3. Apply adequate ways of studying professional literature, note-taking and sketching.
4. Conceive the work of an appropriately explained goal and key theses.
5. Carry out the planned research independently and interpret the results.
6. Apply the usages of scientific writing.
7. Independently write a paper of appropriate systematicity, coherence and style.

## Content

1. Discussion of graduate areas of interest, guidance, bibliographic incentives;
2. Orientation of graduates to a narrower thematic area and methodology of work;
3. Graduate's report on the collected literature, working version of the topic;
4. Graduate's report on the studied literature, more precise definition of the topic, reference to additional literature;
5. Graduate's report on previous knowledge in the field of the selected topic;
6. Conception of work, provisional index;
7. Writing an introduction (explanation of the topic, goals, hypotheses, methodology);
8. Writing a paper, in consultation;
9. Writing a paper, in consultation;
10. Writing a paper, in consultation;
11. Writing a paper, in consultation;
12. Writing a paper, in consultation;
13. Writing a paper, in consultation;
14. Writing a paper, in consultation;
15. A thesis defense.

## **Flemish and Dutch painting of the 15th, 16th and 17th century**

<b>Name</b>	Flemish and Dutch painting of the 15th, 16th and 17th century
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	3
<b>ID</b>	46857
<b>Semesters</b>	Winter
<b>Teachers</b>	Sanja Cvetnić, PhD, Full Professor (primary)
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	Survey of the most important protagonists and interpreting the iconographic and stylistic features as well as the profiles of the patrons through different periods. The historical context and European significance of Dutch art schools from Franco-Flemish miniaturists around 1400 to the end of the XVII. century are particularly emphasized, as is the European importance of Dutch painters and graphic artists.
<b>Teaching methods</b>	“frontal teaching”, PowerPoint presentations, individual working tasks
<b>Assessment methods</b>	Oral and written exam

### **Learning outcomes**

1. Place the most important Dutch artists, commissioners and collections in time and space
2. Describe the genesis and chronology of stylistic changes
3. Recognize and describe stylistic differences in a particular time period
4. Describe and single out the main features of the influence of Dutch art on Italian, German, Spanish and French art
5. Highlight the main features of Dutch artists in the European context, in the given time period

### **Content**

1. Ars nova
2. Jan van Eyck and Rogier van der Weyden
3. Heritage of ars nova
4. Last decades of the 15th century
5. Generation around 1500
6. Generation after 1500 - family Brueg(h)el
7. Written proof: Dutch schools of the 15th and 16th centuries
8. Dutch painting – de Gouden Eeuw
9. Frans Hals and Rembrandt
10. Genre-painting
11. Landscapes and maritime scenes
12. Architecture painting and still life
13. Flemish painting of the 17th century: Pieter Paul Rubens, Anton van Dyck and Jacob Jordaens
14. Written proof: Flemish and Dutch schools in 17th centuries
15. Individual relations of the students

# Fundamentals of the Dutch Language I

<b>Name</b>	Fundamentals of the Dutch Language I	
<b>Organizational unit</b>	Chair of Dutch language and culture	
<b>ECTS credits</b>	2	
<b>ID</b>	125812	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Slađan Turković, PhD, Associate Professor (primary) Petra Bručić, M.A., Professional Associate	
<b>Hours</b>	Practical language	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Acquiring the basics of Dutch language (vocabulary, grammar, language functions) and applying them in different types of communication (speaking, writing, listening, reading).	
<b>Teaching methods</b>	Speaking, writing, listening, reading in regular language classes (exercises) and individual work; online resources.	
<b>Assessment methods</b>	Regular class attendance, submitted homework, written and oral exam (reading, listening, writing, vocabulary, grammar).	

## Learning outcomes

1. Get acquainted with native speakers, ask and answer simple questions about themselves or someone else, their immediate environment and basic and most familiar everyday activities.
2. Through listening, understand familiar words, basic phrases, and shorter sentences that relate to someone's personal information, family, place of residence, and their immediate environment.
3. Through reading, understand simple texts (composed primarily of simple sentences and most familiar/frequent words) and shorter private messages and letters.
4. Fill out the personal information forms that require to enter one's name, citizenship, address, marital status, occupation.
5. Write short, simple texts with basic information about themselves and their immediate surroundings, or about someone else.

## Content

1. Week 1-2. Basic information about Dutch-speaking areas and about the Dutch language. Basics of the pronunciation, spelling, reading, dictate.
2. Week 1-2. Basic information about Dutch-speaking areas and about the Dutch language. Basics of the pronunciation, spelling, reading, dictate.
3. Week 3-5. Communication: introducing oneself, asking for more information, greeting, spelling. Grammar: personal, possessive and demonstrative pronouns, present tense, interrogative words, basic sentences and their syntax. Pronunciation.
4. Week 3-5. Communication: introducing oneself, asking for more information, greeting, spelling. Grammar: personal, possessive and demonstrative pronouns, present tense, interrogative words, basic sentences and their syntax. Pronunciation.
5. Week 3-5. Communication: introducing oneself, asking for more information, greeting, spelling. Grammar: personal, possessive and demonstrative pronouns, present tense, interrogative words, basic sentences and their syntax. Pronunciation.
6. Week 6-9. Communication: birthday congratulations, naming days, months and years. Grammar: numbers, interrogative words (II).
7. Week 6-9. Communication: birthday congratulations, naming days, months and years. Grammar: numbers, interrogative words (II).
8. Week 6-9. Communication: birthday congratulations, naming days, months and years. Grammar: numbers, interrogative words (II).
9. Week 6-9. Communication: birthday congratulations, naming days, months and years. Grammar:

- numbers, interrogative words (II).
10. Week 10-13. Communication: asking "What's the time?". Grammar: syntax of the main clause including inversion, syntax of interrogative clauses, numbers (II).
  11. Week 10-13. Communication: asking "What's the time?". Grammar: syntax of the main clause including inversion, syntax of interrogative clauses, numbers (II).
  12. Week 10-13. Communication: asking "What's the time?". Grammar: syntax of the main clause including inversion, syntax of interrogative clauses, numbers (II).
  13. Week 10-13. Communication: asking "What's the time?". Grammar: syntax of the main clause including inversion, syntax of interrogative clauses, numbers (II).
  14. Week 14-15. Repetition of material, preparing for exam.
  15. Week 14-15. Repetition of material, preparing for exam.

## Fundamentals of the Dutch Language II

<b>Name</b>	Fundamentals of the Dutch Language II
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	2
<b>ID</b>	125813
<b>Semesters</b>	Summer
<b>Teachers</b>	Slađan Turković, PhD, Associate Professor (primary) Petra Bručić, M.A., Professional Associate
<b>Hours</b>	Practical language 30
<b>Prerequisites</b>	To enrol course it is necessary to pass course Fundamentals of the Dutch Language I
<b>Goal</b>	Mastering the basics of Dutch language (vocabulary, grammar, language functions) and applying them in different types of communication (speaking, writing, listening, reading).
<b>Teaching methods</b>	Speaking, writing, listening, reading in regular language classes (exercises) and individual work; online resources.
<b>Assessment methods</b>	Regular class attendance, submitted homework, written and oral exam (reading, listening, writing, vocabulary, grammar).

### Learning outcomes

1. Engage in basic spoken and/or written communication in the cafeteria, restaurant, cafe, shop, at the market, on the street, with friends, ask for and provide basic information about food, drink, clothing and one's own preferences.
2. Through reading or listening, understand basic signs and instructions in a restaurant or cafe, at the market, in a store...
3. Respond, verbally or in writing, affirmatively or negatively, to a proposal or invitation, or personally suggest certain basic activities.
4. Communicate orally with basic vocabulary or write simple texts or messages about themselves, their immediate surroundings, daily habits, obligations and activities, and also, through reading or listening, understand texts and messages of an equivalent subject matter and complexity.
5. Show abilities and skills in Dutch described as Level A1 according to the Common European Framework of Reference for Languages.

### Content

1. Week 1. Recap of the previously learned information.
2. Week 2-4. Communication: asking "How are you?", giving positive and negative answers, asking "What's the time?". Grammar: syntax of the main clause including inversion, syntax of interrogative clauses, numbers, negation patterns (I).
3. Week 2-4. Communication: asking "How are you?", giving positive and negative answers, asking "What's the time?". Grammar: syntax of the main clause including inversion, syntax of interrogative clauses, numbers, negation patterns (I).
4. Week 2-4. Communication: asking "How are you?", giving positive and negative answers, asking "What's the time?". Grammar: syntax of the main clause including inversion, syntax of interrogative clauses, numbers, negation patterns (I).
5. Week 5-7. Communication: ordering and buying something, asking for a price, paying. Grammar: negation patterns (II), modal verbs (I).
6. Week 5-7. Communication: ordering and buying something, asking for a price, paying. Grammar: negation patterns (II), modal verbs (I).
7. Week 5-7. Communication: ordering and buying something, asking for a price, paying. Grammar: negation patterns (II), modal verbs (I).
8. Week 8-10. Communication: arranging a meeting, making suggestions, asking "How do you like...?",

- considering or describing something as positive or negative. Grammar: articles, adjectives (I), modal verbs (II).
9. Week 8-10. Communication: arranging a meeting, making suggestions, asking "How do you like...?", considering or describing something as positive or negative. Grammar: articles, adjectives (I), modal verbs (II).
  10. Week 8-10. Communication: arranging a meeting, making suggestions, asking "How do you like...?", considering or describing something as positive or negative. Grammar: articles, adjectives (I), modal verbs (II).
  11. Week 11-13. Communication: in the shop, buying and trying out clothes. Grammar: plural, using 'er' with quantity, using om...te+infinitive.
  12. Week 11-13. Communication: in the shop, buying and trying out clothes. Grammar: plural, using 'er' with quantity, using om...te+infinitive.
  13. Week 11-13. Communication: in the shop, buying and trying out clothes. Grammar: plural, using 'er' with quantity, using om...te+infinitive.
  14. Week 14-15. Repetition of material, preparing for exam.
  15. Week 14-15. Repetition of material, preparing for exam.

# Introduction to Linguistics for Nederandists

<b>Name</b>	Introduction to Linguistics for Nederandists
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	3
<b>ID</b>	46861
<b>Semesters</b>	Summer
<b>Teachers</b>	Slađan Turković, PhD, Associate Professor (primary) Željana Pancirov Cornelisse, PhD, Postdoctoral Researcher
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	To enrol course it is necessary to attend course Introduction to the Study of Dutch Language
<b>Goal</b>	In this course students will acquire knowledge of language as a phenomenon of social reality and linguistics as a scientific discipline, gaining insights into the history of linguistic thought.
<b>Teaching methods</b>	teaching through lectures, exercises and teacher-led demonstrations in the classroom, presentations, classroom discussion, E-Learning (Omega, etc.)
<b>Assessment methods</b>	class attendance, written exam

## Learning outcomes

1. name and describe the most important linguistic terms
2. name and compare the differences between fundamental linguistic disciplines
3. specify the main varieties of the Dutch language
4. state the main features of theory of young grammarians and reshape the main premises of the theory
5. name and describe main language contacts
6. compare and highlight main features of linguistic theories in the 20th century
7. independently compare the achievements of linguistic theories in the 19th and 20th centuries

## Content

1. Introduction and linguistic terminology
2. Phonetics
3. Phonology
4. Morphology
5. Syntax
6. Linguistic variation in the Dutch language
7. 19th Century Linguistics: Young Grammarians
8. Language changes and language contact
9. Similarity of Dutch and Croatian language
10. 20th Century Linguistics: Structuralism
11. 20th Century Linguistics: Generative Linguistics
12. Language acquisition
13. Linguistic typology
14. Recapitulation
15. Preliminary exam

# Introduction to the Study of Dutch Language

<b>Name</b>	Introduction to the Study of Dutch Language	
<b>Organizational unit</b>	Chair of Dutch language and culture	
<b>ECTS credits</b>	3	
<b>ID</b>	46851	
<b>Semesters</b>	Winter	
<b>Teachers</b>	Slađan Turković, PhD, Associate Professor (primary) Željana Pancirov Cornelisse, PhD, Postdoctoral Researcher	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	This course offers an introduction to the basic themes and problems that Dutch linguistics is dealing with.	
<b>Teaching methods</b>	teaching through lectures, exercises and teacher-led demonstrations in the classroom, presentations, short films, classroom discussion; E-Learning (Omega, etc.)	
<b>Assessment methods</b>	Regular class attendance and active participation, two preliminary exams; final exam	

## Learning outcomes

1. enumerate and describe the main types of languages
2. describe the properties of inflectional language types
- 3.
4. conclude and independently determine which language type the main European languages belong to
5. categorize and describe the historical development of the Dutch language from 700 to the present
6. define sociolinguistic differences between the Dutch language in Belgium and the Netherlands
7. name the linguistic variations of the Dutch language that arose due to colonization

## Content

1. Introductory lecture
2. Linguistic typology, language families, Germanic languages
3. Linguistic typology, language families, Germanic languages
4. An overview of the history of the Dutch language
5. An overview of the history of the Dutch language
6. Norms and rules (dictionaries, grammars; spelling)
7. Norms and rules (dictionaries, grammars; spelling)
8. Dialects
9. Language situation in Belgium
10. Dutch in (former) colonies
11. Morphology
12. Word formation
13. Phraseology
14. Verbal form
15. Review of the course

# Language Seminar

<b>Name</b>	Language Seminar
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	3
<b>ID</b>	83629
<b>Semesters</b>	Summer
<b>Teachers</b>	Sladjan Turković, PhD, Associate Professor (primary) Željana Pancirov Cornelisse, PhD, Postdoctoral Researcher
<b>Hours</b>	Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	This course introduces students to independent analysis of linguistic issues and developing scientific-critical thinking.
<b>Teaching methods</b>	frontal teaching, practical exercises, PowerPoint presentations, discussions, individual and group work
<b>Assessment methods</b>	continuous monitoring, presentation and end-of-term paper

## Learning outcomes

1. search the literature and use online databases properly
2. select information and critically evaluate the relevance of the text
3. correctly conceptualize academic work, define a goal, set and argue a thesis, use academic style of writing
4. make a scientific biography and scientific notes
5. apply the principles of academic ethics in own writing
6. argue own critical thinking based on linguistic texts
7. design, prepare and hold a presentation in front of an audience

## Content

1. Scientific research and methodology of writing (scientific) papers
2. Scientific research and methodology of writing (scientific) papers
3. Scientific research and methodology of writing (scientific) papers
4. Scientific research and methodology of writing (scientific) papers
5. Introduction to rhetoric
6. Introduction to rhetoric
7. Debate
8. Debate
9. Critical analysis of linguistic texts
10. Critical analysis of linguistic texts
11. Critical analysis of linguistic texts
12. Critical analysis of linguistic texts
13. Productive phase of writing texts
14. Productive phase of writing texts
15. Final discussion

# Literature from the Middle Ages to the Modern Period

<b>Name</b>	Literature from the Middle Ages to the Modern Period	
<b>Organizational unit</b>	Chair of Dutch language and culture	
<b>ECTS credits</b>	4	
<b>ID</b>	124371	
<b>Semesters</b>	Summer	
<b>Teachers</b>	Milka Car Prijić, PhD, Full Professor (primary) Toni Bandov, M.Sc., Assistant	
<b>Hours</b>	Lectures	30
<b>Prerequisites</b>	None	
<b>Goal</b>	Expanding knowledge and insight into the most important stages in the development of Dutch and Flemish literature from the Middle Ages to modern times.	
<b>Teaching methods</b>	Lecture, PowerPoint presentations, short films, Omega	
<b>Assessment methods</b>	Regular class attendance. Active participation. Two colloquia during the semester. Oral exam.	

## Learning outcomes

1. Highlight the main features of medieval Dutch literature
2. List the main types of drama and list the differences between them
3. A critical look at the Renaissance period and literature
4. Compare Dutch literary romanticism in the Netherlands with literary epochs in neighboring countries
5. List and compare Dutch writers and their works from the 19th century

## Content

1. The oldest written texts, chivalric romance
2. Didactic literature
3. Catholicism in the Middle Ages
4. The beginnings of medieval drama in Western Europe, profane drama, religious drama
5. Minnesang, Medieval Poetry - Renaissance Literature
6. Humanism, Reformation, Erasmus, Het Wilhelmus
7. P.C. Hooft, Bredero
8. Vondel, Huygens
9. J. Cats, W.Y. Bontekoe - Literature of Romanticism
10. B. Wolf, A. Deken, W. Bilderdijk
11. Historical novels, Hildebrand, Piet Paaltjens
12. Multatuli
13. 'Eightiers'
14. F. V. Eeden, L. Couperus
15. Gorter, Nescio

## Modern Visual Art for students of Dutch

<b>Name</b>	Modern Visual Art for students of Dutch
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	3
<b>ID</b>	83630
<b>Semesters</b>	Summer
<b>Teachers</b>	Lovorka Magaš Bilandžić, PhD, Associate Professor (primary)
<b>Hours</b>	Seminar 30
<b>Prerequisites</b>	None
<b>Goal</b>	The course introduces students to the cultural context that influenced the understanding of events that shaped the art scene in the Netherlands from the second half of the 19th century to the present day. The course will encourage an independent understanding of themes and content specific to the art of the chosen area. Through the course, the students will acquire knowledge of cultural, social, and political circumstances, which shaped the art of the period.
<b>Teaching methods</b>	Frontal teaching, lectures, discussions, conversations, mentoring of seminar work with corrections and reference to additional literature; presentations; film screenings and presentations of other visual content relevant to the course
<b>Assessment methods</b>	Written exam (two midterm exams during classes or integral exam), seminar paper (oral presentation and written seminar).

### Learning outcomes

1. to detect artistic movements and phenomena relevant to art from the late 19th and during the 20th century
2. to understand the development of modern and contemporary art
3. to train students to recognize and understand artistic practices
4. to state the basic architectural movements
5. to look critically at artistic events that refer to recent social and political phenomena

### Content

1. Symbolism and Post-Impressionism
2. Vincent van Gogh
3. Similarities and differences of Flemish and Dutch art
4. The Amsterdam School
5. De Stijl in the Netherlands and echoes in other areas and environments
6. Theo van Doesburg, Piet Mondrian
7. Documentary photography of the middle and second half of the 20th century (Emmy Andriesse, Ed van der Elsken)
8. CoBrA and the social role of art
9. Paradigms of Dutch residential architecture and its influences on other countries
10. Contemporary architecture in the Netherlands – interpolations and revitalizations
11. Performative aspects of contemporary art practice (Ulay and his influences)
12. Positions of post-war art practice (Jan Dibbets, Liza May Post, Fiona Tan)
13. OMA and the role of globalism in the age of transition
14. Cultural policy of the Netherlands – institutions, individuals
15. Socially engaged practice and new cultural activism

# Sociolinguistics

<b>Name</b>	Sociolinguistics
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>ECTS credits</b>	4
<b>ID</b>	225507
<b>Semesters</b>	Winter
<b>Teachers</b>	Slādan Turković, PhD, Associate Professor (primary) Željana Pancirov Cornelisse, PhD, Postdoctoral Researcher
<b>Hours</b>	Lectures 30
<b>Prerequisites</b>	None
<b>Goal</b>	Obtaining basic knowledge of the most important theoretical aspects of sociolinguistics. Students are learning how to correlate these theories with analysis from specific language situations in multilingual Dutch community.
<b>Teaching methods</b>	Teaching through lectures, exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.)
<b>Assessment methods</b>	Class attendance, class activity, written exam.

## Learning outcomes

1. name and describe the basic sociolinguistic terms;
2. recognize and critically describe changes in the standard Dutch language;
3. recognize the Dutch language varieties according to the categorized social factors;
4. recognize and interpret the problems of bilingualism and multilingualism in the Dutch language area;
6. predict and explain the possible future development of the Dutch language (regarding the influence of other languages).

## Content

1. Sociolinguistics - an overview;
2. Sociolinguistics - an overview;
3. Standard Dutch language;
4. Linguistic varieties and social factors;
5. Dialects;
6. Language and social classes;
7. Language and ethnic groups;
8. Language and ethnic groups;
9. Language varieties - age (youth language);
10. Language varieties - gender;
11. Bilingualism and multilingualism;
12. Language policy - the Netherlands and Belgium;
13. Language policy - regional languages;
14. Language contacts;
15. The future of the Dutch language.



## **Teachers**

## **Bandov, Toni**

<b>Academic degree</b>	master of science
<b>Title</b>	assistant
<b>Organizational unit</b>	Chair of Dutch language and culture

### **CV**

Toni Bandov was born in 1989 in Livno. He studied Philosophy and Dutch studies at the Faculty of Philosophy and Social Sciences in Zagreb. During his studies, he devoted himself to the study of Afrikaans language and Afrikaans literature. Since September 2017 he has been employed as an assistant-researcher at the Department of Dutch Studies.

## Bručić, Petra

**Academic degree** master of arts  
**Title** professional associate  
**Organizational unit** Chair of Dutch language and culture

### CV

Petra Bručić was born and grew up in Zagreb. She completed a master's degree program in Croatian and German language and literature at the Faculty of Humanities and Social Sciences in Zagreb. She also earned an MA degree in Dutch language at the Leiden University in the Netherlands. Since 2012 she has been teaching Dutch language at the Faculty of Humanities and Social Sciences in Zagreb. She is regularly participating in international workshops and seminars on linguistics, foreign language didactics, translation, cultural exchange and intercultural communication, European heritage... She speaks English, German, Dutch and Russian, and has a passive knowledge of Italian.

## **Pancirov Cornelisse, Željana**

<b>Academic degree</b>	doctor of philosophy
<b>Title</b>	postdoctoral researcher
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>CV</b>	

## **Rombouts, Maarten**

<b>Academic degree</b>	master of science
<b>Title</b>	lector
<b>Organizational unit</b>	Chair of Dutch language and culture
<b>CV</b>	

## **Ulrich Knežević, Gioia-Ana**

**Academic degree**

**Title**

lecturer

**Organizational unit**

Chair of Dutch language and culture

**CV**

