**Chair of Polish language and literature**

Academic year 2020. / 2021.

Date: 13.10.2021.

# Studies

## University undergraduate double major studyPolish Language and Literature

**1. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 39622 | Physical Education 1 | 0 | 0/0/30 |
| 35894 | Polish Culture and Civilization | 4 | 30/15/0 |
| 188707 | Polish Language I | 6 | 0/0/90 |
| 35895 | Polish Pronunciation and Transcription | 5 | 30/0/15 |

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**2. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 35897 | Introduction to Polish Literature | 4 | 30/15/0 |
| 69714 | Parts of Speech - Inflection and Semantics | 5 | 30/15/0 |
| 39624 | Physical Education 2 | 0 | 0/0/30 |
| 35896 | Polish Language II | 6 | 0/0/90 |

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**3. semester**

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| **Mandatory courses** |
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| 51441 | History of the Polish Standard Language | 4 | 30/15/0 |
| 50927 | Physical Education 3 | 0 | 0/0/30 |
| 184264 | Polish Language III | 6 | 0/0/90 |
| 66249 | Polish Word Formation with Elements of Historical Grammar | 5 | 30/15/0 |

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**4. semester**

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| **Mandatory courses** |
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| 50932 | Physical Education 4 | 0 | 0/0/30 |
| 51443 | Polish Language IV | 6 | 0/0/90 |
| 51444 | Polish Literature until Modernism | 5 | 30/15/0 |
| 51445 | Polish Syntax | 5 | 30/15/0 |

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**5. semester**

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| **Mandatory courses** |
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| 184266 | Polish Language V | 6 | 0/0/90 |
| 52585 | Polish Literature from Modernism to Postmodernism | 6 | 30/30/0 |

 |
| **Elective courses - choose at least 3 ECTS credits (3898)** |
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| 78081 | Introduction to Literary Theory | 3 | 15/15/0 |
| 87084 | Old Church Slavonic - basic course for Polonists | 3 | 30/0/0 |

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**6. semester**

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| **Mandatory courses** |
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| 52591 | Polish Language VI | 6 | 0/0/90 |
| 69720 | Polish Lexicology and Phraseology | 3 | 15/15/0 |

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| **Elective courses - choose 5 ECTS credits (3899)** |
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| 78086 | Croatian Language | 5 | 0/60/0 |

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## University graduate double major studyPolish Language and Literature with Emphasis on Cultural Studies

**1. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 117878 | Adam Mickiewicz | 4 | 15/15/0 |
| 184263 | Polish Language I | 5 | 0/0/60 |

 |
| **Internal elective courses - during 1st and 2nd semester choose a min. of 8 ECTS credits - choose at least 4 ECTS credits (10697)** |
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| --- | --- | --- | --- |
| 160796 | Centraleuropean Horizons of Polish Literature | 4 | 15/15/0 |
| 59717 | Poland in 19th and 20th Century | 4 | 30/0/0 |

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**2. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 117650 | Polish Drama and Theatre | 4 | 15/15/0 |
| 124392 | Polish Language II | 5 | 0/0/60 |

 |
| **Internal elective courses - during 1st and 2nd semester choose a min. of 8 ECTS credits - choose 8 ECTS credits (10697)** |
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| --- | --- | --- | --- |
| 125614 | Contemporary Polish Novel | 4 | 15/15/0 |
| 160795 | Intermediality of Polish Literature and Culture | 4 | 30/0/0 |

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**3. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 184265 | Polish Language III and Translation of Polish Literary Texts | 5 | 0/0/60 |
| 117651 | Polish Literary Criticism and Literary Scholarship (methodology) | 5 | 15/15/0 |

 |
| **Elective courses - choose at least 4 ECTS credits (10799)** |
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| **Courses from this department** |
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| --- | --- | --- | --- |
| 118151 | Polish-Croatian Translatological Topics | 4 | 15/15/0 |
| 118150 | Twentieth -Century Polish Poetry | 4 | 15/15/0 |

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| **Courses from other departments** |
| Number of courses: 228 |

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**4. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 124393 | Polish Language IV and Translation of Polish Literary Texts | 5 | 0/0/60 |

 |
| **Graduate thesis or graduate exam - 4th semester - choose Graduate thesis or Graduate exam (13692)** |
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| --- | --- | --- | --- |
| 127951 | Master's Exam in Polish Language and Literature | 15 | 0/0/0 |
| 124395 | Master's Thesis in Polish Language and Literature | 15 | 0/0/0 |

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## University graduate double major studyPolish Language and Literature with Emphasis on Linguistics

**1. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 184263 | Polish Language I | 5 | 0/0/60 |
| 117654 | Polish Suprasyntax | 4 | 30/0/0 |

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| **Elective course - choose at least 4 ECTS credits (10698)** |
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| **Courses from this department** |
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| --- | --- | --- | --- |
| 118152 | Sociolinguistics | 4 | 15/15/0 |

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| **Courses from other departments** |
| Number of courses: 228 |

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**2. semester**

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| --- |
| **Mandatory courses** |
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| --- | --- | --- | --- |
| 124392 | Polish Language II | 5 | 0/0/60 |
| 124394 | Polish Pragmatics and Reading of Polish Pragmatic Texts | 4 | 30/15/0 |

 |
| **Elective course - Choose at least 4 ECTS credits (11856)** |
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| **Courses from this department** |
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| 125614 | Contemporary Polish Novel | 4 | 15/15/0 |
| 125607 | Language World of Senses in Polish and Croatian Language | 4 | 30/0/0 |

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| **Courses from other departments** |
| Number of courses: 190 |

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**3. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 117649 | Linguistic Research Methodology | 5 | 15/15/0 |
| 184265 | Polish Language III and Translation of Polish Literary Texts | 5 | 0/0/60 |

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| **Internal elective courses - choose at least 4 ECTS credits (10800)** |
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| --- | --- | --- | --- |
| 118147 | Ethnolinguistics | 4 | 30/0/0 |
| 118148 | Making of the Polish-Croatian Pragmaticon | 4 | 0/30/0 |
| 118151 | Polish-Croatian Translatological Topics | 4 | 15/15/0 |

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**4. semester**

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| --- |
| **Mandatory courses** |
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| --- | --- | --- | --- |
| 124393 | Polish Language IV and Translation of Polish Literary Texts | 5 | 0/0/60 |

 |
| **Graduate thesis or graduate exam - 4th semester - Graduate thesis or Graduate exam (13692)** |
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|  |  |  |  |
| --- | --- | --- | --- |
| 127951 | Master's Exam in Polish Language and Literature | 15 | 0/0/0 |
| 124395 | Master's Thesis in Polish Language and Literature | 15 | 0/0/0 |

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# Courses

## Adam Mickiewicz

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| --- | --- |
| **Name** | Adam Mickiewicz |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 4 |
| **ID** | 117878 |
| **Semesters** | Winter |
| **Teachers** | Dalibor Blažina, PhD, Full Professor (primary) |
| **Hours** |

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

 |
| **Prerequisites** | None |
| **Goal** | The course introduces students to the literary oeuvre of Adam Mickiewicz, the greatest Polish poet and codifier of the Polish language, whose work has strongly marked the development of Polish literature in the last two centuries. Due to this fact, an insight into Mickiewicz's work is fundamental for understanding not only the national literature, but also Polish culture in general. The course also deals with the reception and various types of Mickiewicz's “takeovers” in Polish and Croatian culture. |
| **Teaching methods** | lectures, analysing and interpreting texts, presenting video materials  |
| **Assessment methods** | seminar paper, oral exam  |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | critically evaluate individual Polish literary phenomena in realtion to the socio-historical context |
| 2. | describe the specificities of selected literary-historical periods, literary-stylistic formations and socio-historical affinities and differences in the development of Polish literature |
| 3. | apply literary-critical apparatus and insights into stylistic formations in the analysis and interpretation of literary works from any literary-historical period |
| 4. | autonomously research and compare different periods and elements of Polish cultural and social history by using historical, linguistic, literary- theoretical literature in Polish and Croatian |

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| **Content** |  |
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| --- | --- |
| 1. | Lecture: Adam Mickiewicz and Polish culture: a hypothesis about the romantic code of Polish culture. |
| 2. | Lecture: Classicist education and early romantic projections. Seminar: poetry from the time of Philomath. |
| 3. | Lecture: Ballads and Romances to the II and IV part of Forefathers’ Day: The Birth of Dramatic Structure. Seminar: Ballady i romanse; Dziady, II and IV part |
| 4. | Lecture: Russia: Konrad Wallenrod and Wallenrodism. Seminar: Konrad Wallenrod. |
| 5. | Lecture: Crimean Sonnets: lyricism and the idea of pilgrimage. Seminar: Sonety odeskie & Sonety krymskie. |
| 6. | Lecture: Rome: Mickiewicz as a "soldier of freedom". Seminar: Do Matki Polki. |
| 7. | Lecture: Messianism and despair. Seminar: Księgi narodu polskiego i pielgrzymstwa polskiego. |
| 8. | Lecture: Forefathers’ Day, III Part: from mortality to mystery. Seminar: Dziady, III Part. |
| 9. | Lecture: Mr. Tadeusz: return to the idyll? Seminar: Pan Tadeusz. |
| 10. | Lecture: Mickiewicz as a teacher: Paris Lectures. Seminar: Prelekcje paryskie |
| 11. | Lecture: Mickiewicz and Polish romanticism. Seminar: Mickiewicz through the eyes of contemporaries (selection of texts). |
| 12. | Lecture: Mickiewicz and European Romanticism. Seminar: Mickiewicz through the eyes of contemporary European critics and writers (selection of texts). |
| 13. | Lecture: Mickiewicz and the 20th century. Seminar: Literary takeovers and the struggle for the "stripping of bronze" (selection of texts) |
| 14. | Lecture: Mickiewicz and Croatian culture. Seminar: Mickiewicz as an argument (text fragments) |
| 15. | Lecture: An overview: Mickiewicz as a hero of national culture. Seminar: A Review of Contemporary Mickiewiczology. |

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## Centraleuropean Horizons of Polish Literature

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| **Name** | Centraleuropean Horizons of Polish Literature |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 4 |
| **ID** | 160796 |
| **Semesters** | Winter |
| **Teachers** | Filip Kozina, PhD, Assistant Professor (primary) |
| **Hours** |

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

 |
| **Prerequisites** | None |
| **Goal** | Introduce students to the development of political, social, cultural and literary perceptions of Central, that is, Central Eastern Europe from the Polish perspective. Based on the insight into the subject and literary-theoretical literature, students will analyse works in which themes and problems characteristic of the Central European space appear, whereby Polish literature will be viewed in a broader, supranational context. |
| **Teaching methods** | Lectures, student presentations, seminar discussions  |
| **Assessment methods** | Lecture attendance, student activity during discussions, passing grade on the seminar paper |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | critically evaluate individual Polish literary phenomena in relation to the socio-historical context |
| 2. | describe and compare the specificities of selected literary-historical periods and stylistic formations of Polish literature in relation to the European literary-historical context |
| 3. | recognize historical, social, and cultural connections between Croatia and Poland and use them in different situations of translation and communication |
| 4. | autonomously research and compare different periods and elements of Polish cultural and social history by using historical, linguistic, literary- theoretical literature in Polish and Croatian |

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| **Content** |  |
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| --- | --- |
| 1. | Introductory lecture: European regions |
| 2. | Central Europe: reality and/or myth? |
| 3. | Polish perspective: Central Eastern Europe |
| 4. | History awareness |
| 5. | Catastrophism and interwar period high culture |
| 6. | Nazism and Stalinism experience |
| 7. | Consequences of the Holocaust and Yalta |
| 8. | Communist totalitarianism experience |
| 9. | Transition experience |
| 10. | Polish eastern borderlands (Kresy): dialogue possibility |
| 11. | Remembering the past and space: white spots of post-Yalta relocations |
| 12. | (Post)colonial aspects of Central Eastern European area and mentality |
| 13. | Periphery of Central Europe: from oblivion to aesthetics and cultural anthropology |
| 14. | Perceptions of the East and West from the Polish, Central Eastern European |
| 15. | End discussion: Central Europe – past, present, future |

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## Contemporary Polish Novel

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| **Name** | Contemporary Polish Novel |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 4 |
| **ID** | 125614 |
| **Semesters** | Summer |
| **Teachers** | Filip Kozina, PhD, Assistant Professor (primary) |
| **Hours** |

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

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| **Prerequisites** | None |
| **Goal** | The course provides students with a detailed insight into the emergence, development and specifics of the Polish contemporary novel. On the example of the novel as a specific literary genre, students will be able to analyse the linguistic, stylistic and structural characteristics of individual works, detect and reflect on the cultural specifics of the Polish universe, their changes during the period in question and changes within the genre. |
| **Teaching methods** | - lectures, - analysing literary works, - seminar discussions, - presenting audio and visual materials |
| **Assessment methods** | - grade on the final seminar paper – evaluating student engagement in seminar discussions.  |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | describe and compare the specificities of selected literary-historical periods and stylistic formations of Polish literature in relation to the European literary-historical context |
| 2. | apply literary-critical apparatus and insights into stylistic formations in the analysis and interpretation of literary works from any literary-historical period |
| 3. | critically evaluate individual Polish literary phenomena in relation to the socio-historical context |
| 4. | recognize historical, social, and cultural connections between Croatia and Poland and use them in different situations of translation and communication |
| 5. | create, structure, and redact different types of texts, including those which demand argumentation, classification, or comparative analysis |
| 6. | connect and apply knowledge acquired in the undergraduate and graduate courses of study in Polish studies with the second chosen course of study in an interdisciplinary manner |
| 7. | continue formal and autonomous education in the field of Polish studies with a special emphasis on culture and literature on the basis of acquired knowledge |

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| **Content** |  |
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| 1. | Introductory lecture (introduction to the course and course materials; assigning seminar papers). |
| 2. | Polish novel 1956 – 1970. |
| 3. | Polish novel 1970 – 1987. |
| 4. | Polish novel 1987-2014. |
| 5. | Marek Hłasko: The Eighth Day of the Week |
| 6. | Czesław Miłosz: The Captive Mind |
| 7. | Witold Gombrowicz: Trans-Atlantyk |
| 8. | Witold Gombrowicz: Pornography |
| 9. | Ryszard Kapuściński: The Emperor |
| 10. | Tadeusz Konwicki: The Little Apocalypse |
| 11. | Olga Tokarczuk: House of Day, House of Night |
| 12. | Paweł Huelle: Mercedes-Benz |
| 13. | Wojciech Kuczok: Muck |
| 14. | Andrzej Stasiuk: Taksim |
| 15. | Joanna Bator: Sandy Mountain |

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## Croatian Language

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| **Name** | Croatian Language |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 5 |
| **ID** | 78086 |
| **Semesters** | Winter, summer |
| **Teachers** | Ivana Vidović Bolt, PhD, Full Professor (primary)Zrinka Jelaska, PhD, Full Professor (primary)Josipa Tomašić Jurić, PhD, Assistant Professor |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 60 |

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| **Prerequisites** | None |
| **Goal** | Students will be introduced to basic elements of the Croatian language as a system and Croatian standardised language, expand existing knowledge of the spelling, speaking, morphological, syntactic and lexic norms of standardised Croatian, as well as get to know the attributes of individual functional styles.  |
| **Teaching methods** | Direct teaching, comparative analysis of the spelling of standardised Croatian, solving and analysing assigned spelling tasks, individual and group work on tasks and texts, analysis of seminar work and student’s oral presentation |
| **Assessment methods** | Oral exam, two assessment exams or written exam |
| **Learning outcomes** |  |
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| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. | notice one's own linguistic (spoken and written) insecurities and create conditions for their elimination |
| 8. | summarize and interpret the meaning of texts in different functional styles |
| 9. | use network corpora, lexicographic papers, and digital orthography manuals |

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| **Content** |  |
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| --- | --- |
| 1. | Introductory lesson. Basic terms: standardised language, literary language, other language, idioms, grammar, spelling, norms. Language handbooks. |
| 2. | Sounds č, ć, dž, đ. Shortening ije˃je, lengthening je˃ije. |
| 3. | Capital and lowercase first letter. Spelling signs and abbreviations. |
| 4. | Constructed and non-constructed writing of words. Writing words from foreign languages. |
| 5. | Croatian language dialects. |
| 6. | Functional styles. |
| 7. | How to write a seminar paper, CV, application. |
| 8. | Description and division of sounds. Sound changes. Prosodic system. |
| 9. | Words – changeable and unchangeable word types. Declensive words and their grammatic categories |
| 10. | Verbs and verb case system of standardised Croatian. |
| 11. | Tense layering of language. Language purism and borrowing. |
| 12. | Synonymy. Homonymy. Origin and type of phraseme. |
| 13. | Word formation in standardised Croatian. |
| 14. | Grammatic, content and informational sentence structure. Compound and complex sentences. |
| 15. | Word order. Agreement. |

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## Ethnolinguistics

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| **Name** | Ethnolinguistics |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 4 |
| **ID** | 118147 |
| **Semesters** | Winter |
| **Teachers** | Neda Pintarić, PhD, Full Professor (primary) |
| **Hours** |

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

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| **Prerequisites** | None |
| **Goal** | The outcomes are gaining knowledge, skills and competence in the ethnolinguistic discipline: researching and defining theoretical assumptions of ethnolinguistics, researching stereotypes in Polish and Croatian national oral literature, survey programming, analysing the Dictionary of national language stereotypes, examining new urban customs, comparison of the contemporary and historic relationship towards the existentials of material and spiritual culture, examining the similarities and differences in proverbs, researching formal and content forms of fairy tales and fables, examining weather related vocabulary. |
| **Teaching methods** | Analysis of scientific and literary textsTranslating Polish into CroatianWorking on a proverb dictionary (comparison of Croatian and Polish proverb meanings)Comparing Croatian and Polish kinship terminologyDesigning questions for a questionnaire about dialect body part termsFinding similarities and differences in the behaviour of people in Poland and Croatia |
| **Assessment methods** | Group (as per agreement) grading of seminar presentations through discussions with studentsLecture attendance, student participation in classEvaluation to be presented numerically |
| **Learning outcomes** |  |
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| --- | --- |
| 1. |  |
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| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. | explain the theoretical assumptions of ethno-linguistics as an integration of ethnological and linguistics disciplines and recognize the source of prevailing stereotypical models |
| 9. | recognize historical, social and cultural connections between Croatia and Poland and apply the aquired knowledge in different traductological situations and situations of communication |
| 10. | be able to continue formal and autonomous education in the field of Polish studies with a special emphasis on linguistics |

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| **Content** |  |
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| --- | --- |
| 1. | Theoretical insight into similarities and differences between ethnology and ethnolinguistics |
| 2. | Translating Polish scientific articles in the field of ethnolinguistics |
| 3. | Differentiating and analysis of ethnological elements in Croatian and Polish culture |
| 4. | Selection of different Polish sayings and finding Croatian equivalents |
| 5. | Classification of basic Polish existentials |
| 6. | Analysing stereotypical thinking about various ethnicities |
| 7. | Analysis of dialectal idioms containing the word “folk” in Polish and Croatian dictionaries |
| 8. | Analysing kinship terminology and drawing family trees |
| 9. | Comparison of folk customs and beliefs of old Slavs |
| 10. | Description of the Polis linguistic image of the world |
| 11. | Polish and Croatian weather related vocabulary with proverbs from saints |
| 12. | Similarities between Croatian and Polish newer urban customs |
| 13. | Comparing pagan and Christian customs regarding Christmas and Easter |
| 14. | Heaven and Earth in folk symbols |
| 15. | Notion of a curse as the power of words in folk literature |

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## History of the Polish Standard Language

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| **Name** | History of the Polish Standard Language |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 4 |
| **ID** | 51441 |
| **Semesters** | Winter |
| **Teachers** | Neda Pintarić, PhD, Full Professor (primary)Miroslav Hrdlička, PhD |
| **Hours** |

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

 |
| **Prerequisites** | None |
| **Goal** |  Familiarising students with the standardisation of Polish, display of the oldest monuments of Polish literacy and typological characteristics of the Polish language. Learning about the methodology of historical linguistics, the methodological basis offered by Polish linguists and the periodization of the Polish language. This course is a foundation both for students of graduate level Linguistics and Cultural studies.  |
| **Teaching methods** | - lectures accompanied by a power point presentation- students’ presentation of their seminar work and discussion |
| **Assessment methods** | During the semester there are three assessment exams. The final grade includes the grades of all three assessment exams, the quality of the seminar work presentation, class participation and the grade on the final exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | recognize historical, social, and cultural connections between Croatia and Poland and apply the acquired knowledge in different traductological situations and situations of communication |
| 2. | connect knowledge from different disciplines in linguistics and compare similarities and differences between Polish and Croatian |
| 3. | propose adequate terminological equivalents in Croatian by using metalanguage of various linguistic disciplines in Polish |

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| **Content** |  |
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| 1. | Introduction, class organisation, schedule, student responsibilities, literature. |
| 2. | Slavs as part of the Indo-European family. Forerunners of Polish, division of Slavic languages and its main characteristic, Polish in other people’s surroundings, language league, language, language family; basic terms. |
| 3. | Proto-Slavic language and its descendant languages. |
| 4. | Periodization of the development of Polish – theories and criteria of division; methodology of linguistic research. |
| 5. | Most important language changes in the pre-writing period IVowels. |
| 6. | Most important language changes in the pre-writing period II- consonants. |
| 7. | Vocabulary preserved from Proto-Slavic period; oldest loanwords in contemporary Polish. |
| 8. | Role of the creation of the Polish state in the shaping of the Polish language. |
| 9. | Characteristics and classification of the literate age. |
| 10. | Most important monuments of Polish literacy in the Old Polish period and first writings in Polish. |
| 11. | Beginnings and development of Polish writing; first Polish grammar books; first dictionaries. |
| 12. | Creation of Polish standardized language; general characteristics of Middle Polish period; most important linguistic changes; foreign influences; grammars; language and style of that period. |
| 13. | New Polish period from the 18th century up to the beginning of WWII. |
| 14. | Polish after 1939. Language of the war period. Polish language after the war. Polish language after 1989. |
| 15. | Contemporary Polish language. Summarizing the history of the Polish language. |

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## Intermediality of Polish Literature and Culture

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| **Name** | Intermediality of Polish Literature and Culture |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 4 |
| **ID** | 160795 |
| **Semesters** | Summer |
| **Teachers** | Đurđica Čilić Škeljo, PhD, Assistant Professor (primary)Filip Kozina, PhD, Assistant Professor (primary) |
| **Hours** |

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

 |
| **Prerequisites** | None |
| **Goal** | Outcomes By gaining insight into the cultural history and certain crucial topics of Polish culture and art, covered not only in the media of literature but also in relation to other media (music, art, architecture, film and other), students become acquainted with and able to critically analyse different phenomena of Polish culture. This will be of methodological and thematic use in their preparation for the final stages of their education and the development of their graduate thesis. |
| **Teaching methods** | Teaching methodsLectures, video and audio-material presentations |
| **Assessment methods** | Grading methodsLecture attendance, activity, passing grade on the seminar paper, oral exam. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | apply cultural knowledge in the analysis of artistic representations of individual Polish cities and regions |
| 2. | critically re-examine the forms of Polish national identity in various art media |
| 3. | explore and compare different periods of Polish literature with regard to the question of class, the position of women and sexual minorities in Polish literature and the field of literature |
| 4. | describe and compare the specifics of Polish literature on the Holocaust in relation to the European literary context |
| 5. | write a seminar paper and discuss the results of your analysis with the mentor |
| 6. |  |
| 6. |  |

 |
| **Content** |  |
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|  |  |
| --- | --- |
| 1. | Cultural and intermedial view of Polish culture |
| 2. | Warsaw: position in art and literature |
| 3. | Polish regionalism in literature and art |
| 4. | Polish sung verse tradition |
| 5. | Class and literature |
| 6. | Krakow: position in art and literature |
| 7. | Others in Polish literature and film |
| 8. | Catholic church in Polish literature |
| 9. | Polish nobility culture |
| 10. | Women and the Polish literary canon |
| 11. | Gay and lesbian Polish literature |
| 12. | Chopin and literature |
| 13. | Music in Polish literature after 1945 |
| 14. | Online literature |
| 15. | Holocaust in literature and film |

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## Introduction to Literary Theory

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| --- | --- |
| **Name** | Introduction to Literary Theory |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 3 |
| **ID** | 78081 |
| **Semesters** | Winter |
| **Teachers** | Đurđica Čilić Škeljo, PhD, Assistant Professor (primary) |
| **Hours** |

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

 |
| **Prerequisites** | None |
| **Goal** | OutcomesGaining elementary knowledge of literary studies and learning about contemporary literary theories. |
| **Teaching methods** | Teaching methodsLectures, seminar work, work on literary texts.  |
| **Assessment methods** | Grading methodsAssessment exam and oral exam.  |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Describe and comment on and compare literary genres and types. |
| 2. | Recognize and explain basic literary theory concepts and methods. |
| 3. | Apply literary critical apparatus and knowledge of stylistic formations in the analysis and interpretation of literary works from any literary-historical period. |
| 4. | Analyze, describe and compare the specifics of selected literary-historical periods. |
| 5. |  |

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| **Content** |  |
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| --- | --- |
| 1. | Literary studies. Classification. |
| 2. | Poetry analysis and interpretation (Seminar: Staff, Szymborska, Podsiadło) |
| 3. | Author, text, reader |
| 4. | Literary genres. |
| 5. | Prose. Author, narrator, character. |
| 6. | Poetry. A lyrical subject. |
| 7. | Drama. |
| 8. | Assessment exam. |
| 9. | Contemporary literary theories. |
| 10. |  |
| 11. | Structuralism |
| 12. | Poststructuralism, deconstruction |
| 13. | Cultural studies. |
| 14. | New Historicism, cultural materialism. |
| 15. | Psychoanalysis, feminism, gender. |

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## Introduction to Polish Literature

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| **Name** | Introduction to Polish Literature |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 4 |
| **ID** | 35897 |
| **Semesters** | Summer |
| **Teachers** | Đurđica Čilić Škeljo, PhD, Assistant Professor (primary) |
| **Hours** |

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

 |
| **Prerequisites** | None |
| **Goal** | OutcomesBy completing this course, students gain elementary knowledge necessary for further study of Polish literature – a historic and cultural framework of the rise of individual literary periods. |
| **Teaching methods** | Teaching methodsLectures and research paper |
| **Assessment methods** | Grading methodsWritten and oral exam. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | Compare and comment on cultural and literary processes in Poland. |
| 2. | Independently explore and categorize literary and cultural periods. |
| 3. | Independently articulate and describe the specifics of individual literary periods and formations. |
| 4. | Critically evaluate Polish literary phenomena in relation to the socio-historical context. |

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| **Content** |  |
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| --- | --- |
| 1. | Introductory lecture – a brief history of the development of the Polish literary language |
| 2. | The Middle Ages – Latin literacy and first Polish texts (Bogurodzica, Kazania Swiętokrzyskie, Rozmowa Mistrza Polikarpa ze Smiercią). |
| 3. | Renaissance - Mikołaj Rej, Jan Kochanowski. Union of Poland and Lithuania. Polonophilic ideologemes in Croatian literature of that period. |
| 4. | Baroque – Polish Sarmatism. |
| 5. | Enlightenment. |
| 6. | Romanticism as a specific Polish cultural formation – Messianism. |
| 7. | Assessment exam |
| 8. | Romanticism as a specific Polish cultural formation – Messianism. |
| 9. | Positivism |
| 10. | Young Poland - Modernism. |
| 11. | Interwar period 1918 -1939. (Skamander, the First and Second Avant-garde). |
| 12. | Literature after World War II. |
| 13. | Polish literature 1989-2000 |
| 14. | Nobel Prize laureates - Władysław Reymont, Henryk Sienkiewicz, Czesław Miłosz, Wisława Szymborska. |
| 15. | Contemporary Polish prose. |

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## Language World of Senses in Polish and Croatian Language

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| --- | --- |
| **Name** | Language World of Senses in Polish and Croatian Language |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 4 |
| **ID** | 125607 |
| **Semesters** | Summer |
| **Teachers** | Neda Pintarić, PhD, Full Professor (primary) |
| **Hours** |

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

 |
| **Prerequisites** | None |
| **Goal** | Explain how we gain awareness of the world through our basic senses in language.Discovering the inborn, hereditary and learned (cultural) communication (verbal and non-verbal) in different cultures.Similarities and differences in Polish and Croatian culture of verbal and non-verbal behaviour due to knowledge gained through the senses.Finding the answer as to why current culture is based on the visual and auditory while other senses are insufficiently included.Raise awareness about the differences between “warm” and “cold” cultures and show the proxemic and haptic elements in Slavic cultures. |
| **Teaching methods** | Recognizing basic sensory unitsDefining objects and terms in sensory communicationDifferentiating sense, senses and sensitivity in languageWriting down verbal senses from literary worksComparison of original and translation in expressing verbal sensespower-point presentationWorking on a dictionary |
| **Assessment methods** | Group evaluation of the seminar workDiscussion about the content of the workGrading class activityGrade on the exam |
| **Learning outcomes** |  |
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| 1. |  |
| 2. |  |
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| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. | understand the content and intention of all types of written or spoken texts in Polish, notwithstanding whether they are direct, indirect, allusive, ironic, or comic text types |
| 9. | create, structure, and redact different types of texts, including those which demand argumentation, classification, or comparative analysis |
| 10. | explain the theoretical assumptions of ethno-linguistics as an integration of ethnological and linguistics disciplines and recognize the source of prevailing stereotypical models |

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| **Content** |  |
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| 1. | Re-shaping non-verbal signs into verbal – putting the world into language through our senses |
| 2. | Visual pragmemes and pragmaphrasemes as sensory verbal units of communication |
| 3. | Visual pragmemes and pragmaphrasemes with the element of colour. Colours as social symbols. |
| 4. | Visualisation of space through special pragmemes and pragmaphrasemes. Horizontal and vertical movement through space expressed through prepositions. Looking at space from the position of the speaker. Space as a category of time. Omni-spatiality. |
| 5. | Auditive pragmemes and pragmaphrasemes with the element "ear". Auditive realisation of crying and laughter in words. |
| 6. | Haptic pragmemes and pragmaphrasemes and their classification. Transforming a tacem (unit of touch) into verbal gestures of touch |
| 7. | Olfactory pragmemes and pragmaphrasemes. Nonverbal olfactory signs in Croatian and Polish. Pragmemes and pragmaphrasemes with the component "nose". Poland and Croatian equivalence of olfactory pragmaphrasemes. |
| 8. | Gustatory pragmemes and pragmaphrasemes from nonverbal to verbal units. Types of tastes and their language terms. |
| 9. | Proprioceptive pragmemes and pragmaphrasemes - tripartite classification. Exteroceptive pragmemes and pragmaphrasemes with the component "skin" |
| 10. | Kinemoceptive proprioceptive pragmemes and pragmaphrasemes with the component "spasm" and "balance" |
| 11. | Interoceptive proprioceptive pragmemes and pragmaphrasemes with the component "heart". Abdominal organs in pragmaphrasemes with a positive and negative emotional meaning. |
| 12. | Types of interoceptive sense of time: grammatical, cultural, pragmatic and semantic time expressed via pragmemes and pragmaphrasemes (real, measurable and individual, immeasurable time) |
| 13. | Subperceptivity of how world is experienced: intuitive cognition, naming taboos in society, supernatural power of thought and word. |
| 14. | 14. Subperceptive pragmaphrasemes with the components "soul" and "spirit" |
| 15. | Analysis of sensory units in original and in translation of short literary form texts |

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## Linguistic Research Methodology

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| **Name** | Linguistic Research Methodology |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 5 |
| **ID** | 117649 |
| **Semesters** | Winter |
| **Teachers** | Ivana Vidović Bolt, PhD, Full Professor (primary) |
| **Hours** |

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

 |
| **Prerequisites** | None |
| **Goal** |  Familiarisation with the methodology of a scientific paper and writing a scientific paper. |
| **Teaching methods** | Learning and teaching is accomplished through analysis of Polish linguist’s works, their structure, language and contents, as well as formulating plans, bibliographies and synopsis of scientific paper – learning how to construct a scientific paper and understanding the linguistic characteristics of the academic style (structure of a scientific paper).Special attention given to methods of scientific work, research, polls, work with a language corpus, using online sources.  |
| **Assessment methods** | Student activity is followed and evaluated during the entire course. Each of the planned tasks is graded and is part of the final grade.  |
| **Learning outcomes** |  |
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| 1. | autonomously design different questionnaires and polls, conduct field research and analyze collected data relevant for producing different types of papers (professional papers, contributions to various textbooks, manuals, dictionaries, etc.) |
| 2. | formalize one's research in speech and writing for the purposes of MA graduate paper writing, academic conference participation, and publishing in academic and professional journals |
| 3. | connect and apply knowledge acquired in the undergraduate and graduate courses of study in Polish studies with the second chosen course of study in an interdisciplinary manner |
| 4. |  |

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| **Content** |  |
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| 1. | Introduction to the course. Introduction to literature, discussing previous experiences of writing various seminar and other papers. |
| 2. | Graduate thesis – goal and purpose. Discussing interests, possible topics. Drafting of ideas. |
| 3. | Oral presentation on a certain topic within the given timeframe. Presenting an overview of other authors' works. |
| 4. | Creating a bibliography, notes, making an excerpt. Preparing the thesis draft and oral presentation. |
| 5. | Field work, processing of materials. |
| 6. | Individual work with students on the preparation of their graduate thesis. |
| 7. | Individual work with students on the preparation of their graduate thesis. |
| 8. | Individual work with students on the preparation of their graduate thesis. |
| 9. | Individual work with students on the preparation of their graduate thesis. |
| 10. | Individual work with students on the preparation of their graduate thesis. |
| 11. | Individual work with students on the preparation of their graduate thesis. |
| 12. | Individual work with students on the preparation of their graduate thesis. |
| 13. | Individual work with students on the preparation of their graduate thesis. |
| 14. | Individual work with students on the preparation of their graduate thesis. |
| 15. | Individual work with students on the preparation of their graduate thesis. |

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## Making of the Polish-Croatian Pragmaticon

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| **Name** | Making of the Polish-Croatian Pragmaticon |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 4 |
| **ID** | 118148 |
| **Semesters** | Winter |
| **Teachers** | Neda Pintarić, PhD, Full Professor (primary) |
| **Hours** |

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

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| **Prerequisites** | To enrol course it is necessary to pass course Polish Pragmatics and Reading of Polish Pragmatic Texts |
| **Goal** | Introducing students to the lexicographic work on the design of a pragmatic dictionary by indicating emotionally positively or negatively marked words in both Polish and Croatian, and enabling the translation and providing examples for such entries. Gaining competencies in choosing and defining pragmeme lexemes for the pragmaticon |
| **Teaching methods** | Lexicographic method of word selection Creation of a lexicographic structure of a lemma (formal grammatical structure)Method of translating the meaning of individual entries from Polish into Croatian.Creating a model of meaning through providing examples about an entryComparison of Polish and Croatian pragmemes and pragmaphrasemes |
| **Assessment methods** | Activity, creativity, the number of selected and translated entries during the course are graded. At the end of the semester the students’ knowledge is examined. The grade is expressed numerically.  |
| **Learning outcomes** |  |
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| 1. |  |
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| 5. |  |
| 6. |  |
| 7. | understand the content and intention of all types of written or spoken texts in Polish, notwithstanding whether they are direct, indirect, allusive, ironic, or comic text types |
| 8. | compare the characteristics of verbal and non-verbal communication, autonomously formulate verbal signs and specificities of culturally determined non-verbal signs |
| 9. | recognize historical, social, and cultural connections between Croatia and Poland and use them in different situations of translation and communication |

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| **Content** |  |
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| 1. | Introduction to the pragmatic and lexicographic terminology in determining the choice of lemma for the pragmaticon |
| 2. | Differentiating pragmemes and pragmaphrasemes as emotional units of the pragmaticon and determining one of their features, such as: expressivity, impressiveness, explicitness, implicitness, affectivity, iconicity, modality, metaphoricity, connotativeness, sensitivity, imperativeness, pueritivity or their ambiguity. |
| 3. | Determining abbreviations for grammatical and pragmatic classification |
| 4. | Selection of Polish and Croatian dictionaries for the selection of pragmemes and pragmaphrasemes |
| 5. | Determining the number of meanings for certain Polish pragmemes and their Croatian translation. |
| 6. | Preparing examples of a specific pragmeme or pragmaphraseme in daily linguistic use |
| 7. | Creation of the pragmaticon starts with the first letter of the alphabet and ends with the last letter (A-Ž) |
| 8. | Creation of the pragmaticon online is done every year until it is finished |
| 9. | So far the letters A and B have been covered, which serves as a model for the creation of other letters |
| 10. | During 2014/15 the letter C will be developed until the end of the course. |
| 11. | During the academic year next letters will be developed. |
| 12. | During the academic year next letters will be developed. |
| 13. | During the academic year next letters will be developed. |
| 14. | During the academic year next letters will be developed. |
| 15. | During the academic year next letters will be developed. |

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## Master's Exam in Polish Language and Literature

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| --- | --- |
| **Name** | Master's Exam in Polish Language and Literature |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 15 |
| **ID** | 127951 |
| **Semesters** | Summer |
| **Teachers** | Đurđica Čilić Škeljo, PhD, Assistant ProfessorFilip Kozina, PhD, Assistant ProfessorIvana Vidović Bolt, PhD, Full ProfessorMiroslav Hrdlička, PhDNeda Pintarić, PhD, Full Professor |
| **Hours** |

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

 |
| **Prerequisites** | None |
| **Goal** |  |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
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| 1. |  |
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| 8. |  |

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| **Content** |  |
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## Master's Thesis in Polish Language and Literature

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| --- | --- |
| **Name** | Master's Thesis in Polish Language and Literature |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 15 |
| **ID** | 124395 |
| **Semesters** | Summer |
| **Teachers** | Đurđica Čilić Škeljo, PhD, Assistant ProfessorFilip Kozina, PhD, Assistant ProfessorIvana Vidović Bolt, PhD, Full ProfessorMiroslav Hrdlička, PhDNeda Pintarić, PhD, Full Professor |
| **Hours** |

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

 |
| **Prerequisites** | None |
| **Goal** |  |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
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| 1. |  |
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| **Content** |  |
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## Old Church Slavonic - basic course for Polonists

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| **Name** | Old Church Slavonic - basic course for Polonists |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 3 |
| **ID** | 87084 |
| **Semesters** | Winter |
| **Teachers** | Mateo Žagar, PhD, Full Professor (primary)Ivana Eterović, PhD, Assistant Professor |
| **Hours** |

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

 |
| **Prerequisites** | None |
| **Goal** | With extended Slavic vision (through Old Church Slavonic, as an ethalon), critically judge existing explanations of linguistic phenomena in Croatian and Polish.The role of the course in the overall curriculum: Mastering the basics of the Old Church Slavonic language makes it possible to place each Slavic language, including Polish, in broader Slavic frameworks, which in turn gives the opportunity to learn the given Slavic language with more understanding, i.e. more successfully. |
| **Teaching methods** | presentation, discussion, comparison with Croatian and Polish |
| **Assessment methods** | oral exam |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Define the Old Church Slavonic language according to the time, area, reason for its appearance and its function and with regard to its relation towards living Slavic languages. |
| 2. | List the vocal and consonant phonemes of the Old Church Slavonic language, on the one hand, and the vocal and consonant phonemes of contemporary Croatian and Polish, on the other. |
| 3. | List and compare the types of words with categories of gender, number and case in the Old Church Slavonic language, on the one hand, and such words in modern Croatian and Polish, on the other. |
| 4. | List the system of verb forms and the expression of tenses and moods in the Old Church Slavonic language, on the one hand, and in modern Croatian and Polish, on the other. |
| 5. | Master the use of the Old Church Slavonic language as an ethalon to explain linguistic phenomena in modern Croatian and Polish. |
| 6. | Describe the specificities of selected literary-historical periods, literary-stylistic formations, and socio-historical affinities and differences in the development of Polish literature. |
| 7. | Connect knowledge from different disciplines in linguistics and compare similarities and differences between Polish and Croatian. |

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| **Content** |  |
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| --- | --- |
| 1. | Relation: Proto-Indo-European language - Baltoslavic language community - Proto-Slavic - Old Church Slavonic - Slavic languages. Constantine and Methodius. Glagolitic and Cyrillic script. |
| 2. | Alphabet. The relationship between graphemes and phonemes. |
| 3. | Old Church Slavonic vocalism and consonantism in relation to vocalism and consonantism in Standard Croatian, on the one hand, and Polish, on the other. |
| 4. | Types of words. Masculine nouns – comparison with masculine nouns in Croatian and Polish. |
| 5. | Neuter nouns – comparison with neuter nouns in Croatian and Polish. |
| 6. | Feminine nouns – comparison with feminine nouns in Croatian and Polish. |
| 7. | Pronouns. |
| 8. | Pronouns - comparison with pronouns in Croatian and Polish. |
| 9. | Adjectives - indefinite and definite form. Comparison of adjectives. |
| 10. | Participles. Comparison with Croatian and Polish. |
| 11. | Numbers. Comparison with Croatian and Polish. |
| 12. | Verb tenses - comparison with Croatian and Polish. |
| 13. | Verb moods - comparison with Croatian and Polish. |
| 14. | Adverbs, prepositions, conjunctions and particles - comparison with Croatian and Polish. |
| 15. | General overview of the course content. |

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## Parts of Speech - Inflection and Semantics

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| **Name** | Parts of Speech - Inflection and Semantics |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 5 |
| **ID** | 69714 |
| **Semesters** | Summer |
| **Teachers** | Ivana Vidović Bolt, PhD, Full Professor (primary)Miroslav Hrdlička, PhD |
| **Hours** |

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

 |
| **Prerequisites** | None |
| **Goal** | Adopting basic paradigmatic models of Polish noun and verb word forms by presenting an overview of different approaches to grammar, considering the criteria for classifying word types, and distinguishing and describing inflected from selective grammatical categories of word types; describing the functions of invariable word types (adverbs, prepositions, conjunctions, exclamations and particules/modulants); comparing the similarities and differences between the abovementioned contents in Polish and Croatian. |
| **Teaching methods** | - lectures with power-point presentations- exercises from various Croatian and Polish textbooks books for learning and teaching Polish as a foreign language |
| **Assessment methods** | Students' work is monitored on a weekly basis, evaluation of student assignments, student self-evaluation. Students take three written assessment exams during the semester. Grades from the written assessments, student participation and the grade on the final exam make up the final grade. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | connect knowledge from different disciplines in linguistics and compare similarities and differences between Polish and Croatian |
| 2. | notice one's own linguistic (spoken and written) insecurities and create conditions for their elimination |
| 3. | propose adequate terminological equivalents in Croatian by using metalanguage of various linguistic disciplines in Polish |

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| **Content** |  |
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| --- | --- |
| 1. | Types of grammar - synchronic and diachronic. Method of classifying word types. Variable word types. |
| 2. | Inflectional and selective categories of word types. Paradigmatic models of Polish noun word forms. The importance of flexion. Word and form. Case. Person. |
| 3. | Noun declension. |
| 4. | Masculine gender nouns. |
| 5. | Feminine gender nouns. |
| 6. | 6. Neuter gender nouns. |
| 7. | Adjective declension. Adjectives. Declension and gradation of adjectives. |
| 8. | Pronouns. Types of pronouns. Paradigmatics of pronouns. |
| 9. | Numerical declension. Types of numbers. |
| 10. | Function of conjugative word forms. Verbal grammatical categories. |
| 11. | Infinitive. Present, past and future tense. Conditional. Imperative. Participles - imiesłów przysłówkowy uprzedni, imiesłów przysłówkowy współczesny, imiesłów przymiotnikowy czynny and imiesłów przymiotnikowy bierny. |
| 12. | Unchangeable word types. Characteristics and function of adverbs. |
| 13. | Prepositions, particles, exclamations, conjunctions. |
| 14. | Revision. |
| 15. | Revision. Exam preparation. |

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## Polish Culture and Civilization

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| **Name** | Polish Culture and Civilization |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 4 |
| **ID** | 35894 |
| **Semesters** | Winter |
| **Teachers** | Filip Kozina, PhD, Assistant Professor (primary) |
| **Hours** |

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

 |
| **Prerequisites** | None |
| **Goal** | Introduction to Poland’s political, social and cultural (art) past through acquiring basic knowledge about key events and figures that had the biggest influence on the formation of the contemporary national and cultural identity of Poland. Thus gained knowledge introduces the context of Poland to the students and enables better understanding of literary and cultural tendencies. Additionally, a development of a deeper interest for further education in Polish studies as well as interest for keeping up-to-date with socio-political and cultural events in contemporary Poland is expected. |
| **Teaching methods** | - lectures – seminar discussion – presenting audio and visual materials.  |
| **Assessment methods** | - four written assessment exams (after each unit) – presenting seminar work – student activity (attendance and participation in classes) – the final grade is calculated as an average based on the three aforementioned elements – students who pass all written assessment exams are exempt from the oral exam – students who do not pass the written exams, take the oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | critically evaluate individual Polish literary phenomena in realtion to the socio-historical context |
| 2. | describe the specificities of selected literary-historical periods, literary-stylistic formations and socio-historical affinities and differences in the development of Polish literature |
| 3. | autonomously research and compare different periods and elements of Polish culture |
| 4. | compare and comment of cultural, social and historical processes in Poland |

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| **Content** |  |
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| 1. | Introductory lesson (introduction to the course and course materials, general information about Poland) |
| 2. | Poland up to the 13th century (Lusatian, sea-faring and Celtic culture, Polish tribes; Piast dynasty, adopting Christianity and Mieszko 1st, development of a kingdom, Boleslav the Brave, Boleslav the Bold, Boleslav Wrymouth). Seminar: Polish legends. |
| 3. | Poland 13th-16th century (feudal division, arrival of the crusaders, Mongol invasions; restoration of the kingdom, Vladislav Lokietek, Cazimir the Great; House of Anjou in Poland; creation of the Polish-Lithuanian Union, Jagiellonian dynasty). Seminar: Polish geography and natural heritage |
| 4. | Polish society and culture in the medieval period (Western-European influence through the clergy, beginnings of literacy, feudal system, colonisation, development of universities and trade; romantic, gothic and humanist culture and art). Seminar: Polish-Croatian historical and cultural relationship |
| 5. | Poland in the 16th century (Jagiellonian dynasty golden age, consolidation of the Polish-Lithuanian Union as a republic of nobles; Stefan Batory, religious tolerance, social progress and the development of trade; renaissance culture and art). First assessment exam: The Middle ages in Poland. |
| 6. | Poland in the 17th century (Waza dynasty, rise and oligarchy of magnates, Ukrainian question, wars with Turks, Cossacks, Sweden and Moscow, decline of Union’s power, Jan III Sobieski; Sarmatism and Baroque culture and art). Seminar: Polish folklore and cuisine. |
| 7. | Poland in the 18th century (Saxon Wettyn dynasty, Russian influence, Stanisław August Poniatowski, partition of Poland, 1791 Constitution, Kościuszko uprising, disappearance of Poland from the political map of Europe; Enlightenment and classicist culture and art). Seminar: Polish music. |
| 8. | Divided Poland until 1850 (Napoleon, Polish Legions, Duchy of Warsaw, the November Uprising, Hotel Lambert and Adam Jerzy Czartoryski, Russification and Germanization; the importance of the Romantic movement and culture and art). Second assessment exam: Poland from 1492-1795. |
| 9. | Divided Poland until 1918 (January Uprising, life in the three occupation zones, development of civil society and economy, establishment of political parties, World War I; culture and art of positivism and Young Poland). Seminar: Polish architecture. |
| 10. | Poland in the interwar period (return of independence and struggle for borders, Józef Piłsudski and "Sanation", development of state and society before and after the great world crisis, national issues in the Second Republic; interwar culture and art). Seminar: Polish painting. |
| 11. | World War II in Poland (September campaign, Nazi and Soviet occupation, Katyń, life under Nazism, underground state and resistance movement (AK and AL), Władysław Sikorski, Władysław Anders, the Warsaw Ghetto Uprising). Third assessment exam: Poland from 1795-1939. |
| 12. | The end of World War II and communist totalitarianism (Warsaw Uprising, Yalta Treaty, border changes, communist PRL, Stalinism and Bolesław Bierut, Poznan '56 and the rule of Władysław Gomułka, Stefan Wyszyński). Seminar: Holocaust in Poland. |
| 13. | Poland in the Eastern Bloc (rule of Edward Gierek, establishment of KOR, Independent Trade Union "Solidarity" and Lech Wałęsa, Wojciech Jaruzelski and the state of war, Jerzy Popiełuszko, Round Table Talks and the fall of communism). Seminar: Prominent Poles. |
| 14. | Poland after democratic transition (first free elections, post-communist and transitional period, Lech Wałęsa, Aleksander Kwaśniewski, accession to NATO and the European Union, Lech Kaczyński, economic progress). Seminar: Polish film. |
| 15. | Contemporary Poland (geopolitical, geostrategic, economic and cultural position of Poland). Fourth assessment exam: Poland after 1939. |

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## Polish Drama and Theatre

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| **Name** | Polish Drama and Theatre |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 4 |
| **ID** | 117650 |
| **Semesters** | Summer |
| **Teachers** | Dalibor Blažina, PhD, Full Professor (primary) |
| **Hours** |

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| Lectures | 15 |
| Seminar | 15 |

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| **Prerequisites** | None |
| **Goal** | The course introduces students with the basic aspects and phenomena of Polish drama and theatre which have, to a significant degree, reflected or even started deep politically-ideological or even wider, world-view, changes within the original cultural context, thus enabling them not only easier orientation within said tradition, but in the understanding of Polish cultural codes in general. |
| **Teaching methods** | Lectures, work on texts, discussions, video materials  |
| **Assessment methods** | Seminar paper, oral exam |
| **Learning outcomes** |  |
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| 1. | critically evaluate individual Polish literary phenomena in relation to the socio-historical context |
| 2. | describe and compare the specificities of selected literary-historical periods and stylistic formations of Polish literature in relation to the European literary-historical context |
| 3. | apply literary-critical apparatus and insights into stylistic formations in the analysis and interpretation of literary works from any literary-historical period |
| 4. | autonomously research and compare different periods and elements of Polish cultural and social history by using historical, linguistic, literary- theoretical literature in Polish and Croatian |

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| **Content** |  |
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| 1. | Lecture: Place and role of the theatre in Polish culture. Seminar: elementary literature and the problem of materials in theatre research. |
| 2. | Lecture: Liturgical dramatizations and theatralisation, elegic and humanist comedy. Seminar: Visitatio sepulchri. |
| 3. | Lecture: Mystery and mortality. Seminar: Historia o chwalebnym zmartwychwstaniu Pańskim. |
| 4. | Lecture: Studied drama and theatre of the renaissance. Seminar: J. Kochanowski, Odprawa posłów greckich. |
| 5. | Lecture: Drama and theatre during the baroque. Seminar: Komedia rybałtowska |
| 6. | Lecture: Theatre in the service of the enlightenment. Seminar: W. Bogusławski, Krakowiacy i górale. |
| 7. | Lecture: Dramatic thought of romanticism: Forefathers’s Day, A. Mickiewicza and XVI “theatre Lecture”. Seminar: A. MIckiewicz, Dziady. |
| 8. | Lecture: Drama by Zygmunt Krasiński and Juliusz Słowacki. Seminar: Z. Krasiński, Nie-boska komedia and J. Słowacki, Kordian. |
| 9. | Lecture: Aleksander Fredro and Polish citizen's dramaturgy. Seminar: A. Fredro, Zemsta. |
| 10. | Lecture: Theatre thought of Young Poland. Symbolicist theatre of S. Wyspiański. Seminar: S. Wyspiański, Wesele. |
| 11. | Lecture:“Pure form” theatre of Stanisław Ignacy Witkiewicz Seminar: S. I. Witkiewicz, Szewcy. |
| 12. | Lecture: Witold Gombrowicz's theatre form. Seminar: W. Gombrowicz, Ślub. |
| 13. | Lecture: Existentialism and grotesque: drama of the absurd. Seminar: S. Mrożek, Tango, T. Różewicz, The Card Index. |
| 14. | Lecture: Jerzy Grotowski's “Poor theatre”. Seminar: Akropolis. |
| 15. | Lecture: Tadeusz Kantor's “Theatre of death”. Seminar: Umarła klasa. |

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## Polish Language for Students of Other Study Programs

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| **Name** | Polish Language for Students of Other Study Programs |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 5 |
| **ID** | 64090 |
| **Semesters** | Summer |
| **Teachers** | Ivana Maslač, Senior Lector (primary) |
| **Hours** |

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| Proofreading exercies | 60 |

 |
| **Prerequisites** | None |
| **Goal** | OutcomesGaining basic language skills, ability to understand elementary content and coping in typical communication situations  |
| **Teaching methods** | Teaching methodsOral presentation of the teaching materials, use of textbook, audio-visual materials, didactic games.  |
| **Assessment methods** | Grading methodsConditions for taking the exam: - regular attendance, - active participation in classes, - regular carrying out of written and oral assignments, - passing assessments of continuous oral exams (three oral colloquia). Written exam. |
| **Learning outcomes** |  |
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| 1. | understanding and using common expressions regarding substantial needs of every-day life |
| 2. | ability to communicate in short routine conversations about familiar day-to-day topics |
| 3. | ability to understand very short, simple texts in written form |

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| **Content** |  |
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| 1. | Polish alphabet and pronunciation. Greetings and introductions (Jak masz na imię? Jak się nazywasz?). |
| 2. | Basic personal information (Skąd jesteś? Gdzie mieszkasz?). Present – conjugation -m,-sz (glagoli być, mieć, mieszkać), personal pronouns. |
| 3. | Objects in the classroom, colours, basic adjectives (Co to jest..? Jakie to jest...?) Nominative singular, demonstrative pronouns. |
| 4. | Describing a person (Jaki jesteś?). Conjugation -ę,-isz/-ysz (glagoli lubić, uczyć się). |
| 5. | Jobs, interests (Kim jesteś z zawodu? Czym się interesujesz? Ile masz lat?) Instrumental singular, numbers, forms: rok, lat, lata. |
| 6. | Basic everyday activities, hobbies, sports (Co lubisz robić?). Conjugation -ę,-esz (verbs pisać, gotować). |
| 7. | Shopping (Czy jest...? Ile to kosztuje?). Accusative singular of nouns and adjectives, numbers revision. |
| 8. | Meals and provisions (Co lubisz jeść? Czy wolisz ... czy ...?). Instrumental plural, verbs pić, jeść. Negation and genitive singular (Lubię mięso. Nie lubię mięsa.) |
| 9. | Family (Czyja to rodzina? Czyj to jest brat?). Everyday activities, parts of the day – recap and expansion. Possessive pronouns, adverbs of time. |
| 10. | Arranging a meeting (Masz ochotę pójść do kina?). Names of days in the week, hours. Daily routine (O której godzinie zazwyczaj...?). Ordinal numbers. |
| 11. | Leisure time (Gdzie byłeś? Co robiłeś w zeszłym tygodniu?). Perfect (verbs jeść, pójść). |
| 12. | Sightseeing in Krawkow, orientation in a city (Jak dojść do Rynku Głównego?). Verbs iść i jechać. |
| 13. | Your appartement. Names of rooms, furniture, spatial relations (Gdzie to jest?). Locative singular, prepositions on, w, przy, o, po. |
| 14. | Expressing opinions and feelings (Co o tym myślisz? Podoba si się to?). Declination of personal pronouns. |
| 15. | Overview and exam |

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## Polish Language I

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| **Name** | Polish Language I |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 5 |
| **ID** | 184263 |
| **Semesters** | Winter |
| **Teachers** | Małgorzata Vražić, Lector (primary) |
| **Hours** |

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| Proofreading exercies | 60 |

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| **Prerequisites** | None |
| **Goal** |  |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
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## Polish Language I

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| **Name** | Polish Language I |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 6 |
| **ID** | 188707 |
| **Semesters** | Winter |
| **Teachers** | Katarzyna Kubiszowska, Lector (primary) |
| **Hours** |

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| Proofreading exercies | 90 |

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| **Prerequisites** | None |
| **Goal** |  |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
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| 1. | describe different situations important for undisturbed communication and simultaneously interview interlocutors in Polish |
| 2. | understand written and spoken text, interpret written and audio content |
| 3. | notice one's own linguistic (spoken and written) insecurities and create conditions for their elimination |

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## Polish Language II

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| **Name** | Polish Language II |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 5 |
| **ID** | 124392 |
| **Semesters** | Summer |
| **Teachers** | Małgorzata Vražić, Lector (primary) |
| **Hours** |

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| Proofreading exercies | 60 |

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| **Prerequisites** | To enrol course it is necessary to pass course Polish Language I |
| **Goal** |  |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
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## Polish Language II

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| **Name** | Polish Language II |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 6 |
| **ID** | 35896 |
| **Semesters** | Summer |
| **Teachers** | Katarzyna Kubiszowska, Lector (primary) |
| **Hours** |

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| Proofreading exercies | 90 |

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| **Prerequisites** | To enrol course it is necessary to pass course Polish Language I |
| **Goal** |  |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
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| 1. | describe different situations important for undisturbed communication and simultaneously interview interlocutors in Polish |
| 2. | understand written and spoken text, interpret written and audio content |
| 3. | notice one's own linguistic (spoken and written) insecurities and create conditions for their elimination |

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## Polish Language III

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| **Name** | Polish Language III |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 6 |
| **ID** | 184264 |
| **Semesters** | Winter |
| **Teachers** | Ivana Maslač, Senior Lector (primary) |
| **Hours** |

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| Proofreading exercies | 90 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Polish Language II |
| **Goal** | OutcomesAcquiring communicative competencies in Polish at the A2 / B1 level according to the Common European Framework of Reference for Languages of the Council of Europe. |
| **Teaching methods** | Teaching methodsOral presentation of teaching materials, use of textbooks, use of audio and visual materials. Teaching is based primarily on conversation (pair work, group work) and other active forms of practice. During the semester, students read the given literature (short forms), regularly prepare short oral presentations, solve grammar tasks, write dictations and short essays. The focus is placed on the development of all language competencies: reading comprehension, listening comprehension, grammatical and orthographic correctness, speech, writing. |
| **Assessment methods** | Grading methodsWritten exam; Conditions for taking the final exam: 1. regular attendance and active participation in classes, 2. regular carrying out of written and oral assignments, 3. passing all three assessment exams during the semester.  |
| **Learning outcomes** |  |
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| 1. | describe different situations important for undisturbed communication and simultaneously interview interlocutors in Polish |
| 2. | understand written and spoken text, interpret written and audio content |
| 3. | notice one's own linguistic (spoken and written) insecurities and create conditions for their elimination |

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| **Content** |  |
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| 1. | Nominative plural of masculine nouns and adjectives. Personality: characteristics, expressing opinions about close people and public figures, comparison. |
| 2. | Perfect. Describing situations and events in the past tense. Reading and writing cardinal numbers, expressing dates. Vocabulary related to periods of a persons’ life from birth to death. |
| 3. | Using instrumental in a sentence. Family relationships. Expressing beliefs, desires, requests and expectations – sentences with connecting words że and żeby and the verb powinien. |
| 4. | Nominative plural of non-masculine nouns and adjectives. Names of rooms in the house, furniture and devices. Verbal nouns. House chores and use of objects in immediate vicinity. |
| 5. | Review and assessment exam. |
| 6. | Present tense. Daily routine: every-day actions at home, at college and in public transportation. Introduction into verbs of motions. |
| 7. | Accusative – formation and use in a sentence. Adjective gradation. Appearance, dressing and fashion. |
| 8. | Personal pronouns in the accusative. Job: professions, looking for a job and work conditions. Expressing opinion about a job, satisfaction and dissatisfaction. |
| 9. | Present tense – review and new material. Seasons and weather conditions. Hours in conversational language. |
| 10. | Review and assessment exam. |
| 11. | Locative – formation and use in a sentence. Life in the city: architecture, institutions, stores, entertainment. Describing spatial relations. |
| 12. | Dative – formation and use in a sentence. Friendship and relationships. Describing inner states and relationships with others, expressing sympathy and antipathy. |
| 13. | How are we feeling? – describing moods, health status and lifestyle. Asking for and giving advice. |
| 14. | Formation and use of the imperative. Vocabulary related to visiting the doctor. Re-telling the reading material. |
| 15. | Review and assessment exam |

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## Polish Language III and Translation of Polish Literary Texts

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| **Name** | Polish Language III and Translation of Polish Literary Texts |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 5 |
| **ID** | 184265 |
| **Semesters** | Winter |
| **Teachers** | Małgorzata Vražić, Lector (primary) |
| **Hours** |

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| Proofreading exercies | 60 |

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| **Prerequisites** | To enrol course it is necessary to pass course Polish Language II |
| **Goal** |  |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
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## Polish Language IV

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| **Name** | Polish Language IV |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 6 |
| **ID** | 51443 |
| **Semesters** | Summer |
| **Teachers** | Ivana Maslač, Senior Lector (primary) |
| **Hours** |

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| Proofreading exercies | 90 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Polish Language III |
| **Goal** | OutcomesAcquiring communicative competencies in Polish at the B1 level according to the Common European Framework of Reference for Languages of the Council of Europe. |
| **Teaching methods** | Teaching MethodsOral presentation of teaching materials, use of textbooks, use of audio and visual materials. Teaching is based primarily on conversation (pair work, group work) and other active forms of practice. During the semester, students read the given literature (short forms), regularly prepare short oral presentations, solve grammar tasks, write dictations and short essays. The focus is placed on the development of all language competencies: reading comprehension, listening comprehension, grammatical and orthographic correctness, speech, writing. |
| **Assessment methods** | Grading MethodsThe final exam consists of a written part, which includes the grammar covered, and an oral part, which tests the ability to communicate in everyday situations. Conditions for taking the final exam: - regular attendance, - regular carrying out of written and oral assignments, - 50% of dictations that received a passing grade, - 3 passed assessment exams during the semester. |
| **Learning outcomes** |  |
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| 1. | understand written and spoken text, interpret written and audio content |
| 2. | describe different situations important for undisturbed communication and simultaneously interview interlocutors in Polish |
| 3. | notice one's own linguistic (spoken and written) insecurities and create conditions for their elimination |

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| **Content** |  |
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| 1. | Future of perfect and imperfect verbs. Plans for the future, describing a situation and events in the future. Expressing hope, worry, fears. |
| 2. | Adverb gradation and use of comparative and superlative in a sentence. Vocabulary related to nature and living in rural areas. Expressing preferences and decisions. |
| 3. | Use of accentuated and non-accentuated forms of personal pronouns in a sentence. Orthography: Polish rz or ż? Re-telling assigned text. |
| 4. | Genitive of nouns and adjectives – formation and use in a sentence. Polish cuisine –traditional dishes, recipes. Describing dietary habits. |
| 5. | Review and assessment exam. |
| 6. | Verb aspect – formation of perfect verbs in Polish. Service industry – types of services, expressing pleasure and displeasure, complaints and claims. |
| 7. | Negative sentences with the imperative. Institutions, documents, handling formalities. Expressing necessity, asking for permission. |
| 8. | Vocative. Religious and state holidays, family celebrations and anniversaries. Congratulating, expressing joy, regret, sorrow and Compassion. Re-telling of assigned text. |
| 9. | Conditional. Expressing assumptions, conditions, wishes. Orthography: Open or closed spelling of forms bym, byś, by, byśmy, byście. |
| 10. | Review and assessment exam. |
| 11. | Declination of numbers 2 to 4. Education – vocabulary related to school and college. Education system in Poland. Orthography: Polish ó or u? |
| 12. | Verbs of movement. Trips and tourism. Names of countries, cities and their inhabitants. Re-telling of assigned text. |
| 13. | Fearlessly taking the exam! – Types of exams, exam preparations, types of studying. Beginning and ending a conversation, supporting contacts, persuasion. |
| 14. | Verbal adjectives and adverbs – formation and use in a sentence. Polish people in Poland and abroad. |
| 15. | Review and assessment exam. |

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## Polish Language IV and Translation of Polish Literary Texts

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| **Name** | Polish Language IV and Translation of Polish Literary Texts |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 5 |
| **ID** | 124393 |
| **Semesters** | Summer |
| **Teachers** | Małgorzata Vražić, Lector (primary)Đurđica Čilić Škeljo, PhD, Assistant Professor |
| **Hours** |

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| Proofreading exercies | 60 |

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| **Prerequisites** | To enrol course it is necessary to pass course Polish Language III and Translation of Polish Literary Texts |
| **Goal** |  |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
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## Polish Language V

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| **Name** | Polish Language V |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 6 |
| **ID** | 184266 |
| **Semesters** | Winter |
| **Teachers** | Małgorzata Vražić, Lector (primary) |
| **Hours** |

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| Proofreading exercies | 90 |

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| **Prerequisites** | To enrol course it is necessary to pass course Polish Language IV |
| **Goal** |  |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
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## Polish Language VI

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| **Name** | Polish Language VI |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 6 |
| **ID** | 52591 |
| **Semesters** | Summer |
| **Teachers** | Małgorzata Vražić, Lector (primary) |
| **Hours** |

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| Proofreading exercies | 90 |

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| **Prerequisites** | To enrol course it is necessary to pass course Polish Language V |
| **Goal** |  |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
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## Polish Lexicology and Phraseology

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| **Name** | Polish Lexicology and Phraseology |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 3 |
| **ID** | 69720 |
| **Semesters** | Summer |
| **Teachers** | Ivana Vidović Bolt, PhD, Full Professor (primary) |
| **Hours** |

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

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| **Prerequisites** | None |
| **Goal** | Students will be introduced to new theoretical lexicological and phraseological settings. They will expand their knowledge by the use of new lexemes and phrasemes which they will encounter in various texts. Students will be familiarised with the similarities and differences between Polish and Croatian. Through the examples of published Polish and Croatian phraseological dictionaries, students will be given the possibility of participating in the creation of bilingual phraseological dictionaries. |
| **Teaching methods** | Lectures are interactive with continuous student participation. Lectures are conducted with the help of technical aids and PowerPoint presentations while students present their seminar work prepared in consultation with the teacher.Within the seminar, various Polish and Croatian dictionaries are analysed in detail. |
| **Assessment methods** | Student participation – student’s work, attendance, commitment, interest in teaching topics, participation in devising dictionary articles and regular completion of all assigned tasks are being monitored. Students have to submit a written seminar paper.Continuous assessment exams – students take three continuous assessment examsExam – The final grade is based on the grades of three written continuous assessments and a seminar paper. The course concludes with an exam.  |
| **Learning outcomes** |  |
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| 7. | understand written and spoken text, interpret written and audio content |
| 8. | recognize desemanticized relations, identify how they are motivated, their phraseological meaning, and pragmatic functions |
| 9. | use network corpora, lexicographic papers, and digital orthography manuals |
| 10. | recognize historical, social, and cultural connections between Croatia and Poland and apply the acquired knowledge in different traductological situations and situations of communication |

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| **Content** |  |
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| 1. | Introduction to the course. Overview of literature and seminar topics. |
| 2. | Lexeme, lexicology. Lexicology and semantics. Lexicology and lexicography. |
| 3. | Word in a text, word, lexeme (słowo, wyraz, leksem). Lexeme as connection between word and content. |
| 4. | Definitions of meaning. Unambiguity and ambiguity of lexemes. |
| 5. | Polysemy and homonymy. Synonymy, types of synonyms. Antonymy. |
| 6. | Lexical layering. temporal, spatial, social. |
| 7. | Polish phraseological terminology in comparison with Croatian. Polish phraseological schools. |
| 8. | Phraseology in a narrower and broader sense. Definitions of phrasemes. Aspects of analysing phrasemes: structural (three-stage division of phrasemes), syntactic, semantic analysis. |
| 9. | Phraseological variance, paradigm, synonymy, equivalence. |
| 10. | Basics of Polish and Croatian phraseography. |
| 11. | Phraseological equivalence - criteria, conditions, research results. Phraseological variance and types of variance. |
| 12. | Presence of phrasemes in different functional styles. |
| 13. | Analysing groups of phrasemes depending on origin and motivation (biblical, mythological, national phraseology in comparison with Croatian) |
| 14. | Translation of phrasemes (analysis of phrasemes in Polish literary works and their translations into Croatian) |
| 15. | Revision. Exam preparation. |

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## Polish Literary Criticism and Literary Scholarship (methodology)

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| **Name** | Polish Literary Criticism and Literary Scholarship (methodology) |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 5 |
| **ID** | 117651 |
| **Semesters** | Winter |
| **Teachers** | Filip Kozina, PhD, Assistant Professor (primary) |
| **Hours** |

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

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| **Prerequisites** | None |
| **Goal** | In the theoretical aspect, the course introduces students to the basic paradigms of contemporary Polish literary criticism and literary studies. The practical part deals with the possibilities of implementing these methodologies in the work of students who are preparing to write a thesis in the field of Polish literature or cultural studies, and introduces students to the organization of a thesis paper, preparing and writing of this paper. |
| **Teaching methods** | lectures, discussions, working on texts  |
| **Assessment methods** | preparing a report on the preparations made for selecting the topic, methodology and concept of the future thesis paper (requirement for taking the exam) and the oral exam. |
| **Learning outcomes** |  |
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| 1. | autonomously plan research topics, collect necessary data, and interpret it by using the method of connecting theoretical and newly-acquired practical knowledge |
| 2. | autonomously research and compare different periods and elements of Polish cultural and social history by using historical, linguistic, literary- theoretical literature in Polish and Croatian |
| 3. | connect and apply knowledge acquired in the undergraduate and graduate courses of study in Polish studies with the second chosen course of study in an interdisciplinary manner |
| 4. | continue formal and autonomous education in the field of Polish studies with a special emphasis on culture and literature on the basis of acquired knowledge |

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| **Content** |  |
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| 1. | Purpose of the thesis: completion of studies or introduction to research work? |
| 2. | Brief overview: contemporary literary epistemes |
| 3. | Brief overview: contemporary critique and theory of literature |
| 4. | Plurality of scientific research methodologies: does the goal justify the means? |
| 5. | Methodology of scientific research on examples |
| 6. | Selecting the thesis topic: appropriate methods and goals |
| 7. | Typology of academic writing: scientific, professional and academic papers |
| 8. | Using and noting professional and scientific literature |
| 9. | Organizing the paper, collecting and selecting materials |
| 10. | Notes, abstracts, literature, index, table of contents |
| 11. | Reviewing or grading the paper |
| 12. | Individual work with students: selecting a topic for the thesis paper |
| 13. | Individual work with students: selecting relevant literature |
| 14. | Individual work with students: selecting appropriate methodology |
| 15. | Thesis defence |

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## Polish Literature from Modernism to Postmodernism

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| **Name** | Polish Literature from Modernism to Postmodernism |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 6 |
| **ID** | 52585 |
| **Semesters** | Winter |
| **Teachers** | Đurđica Čilić Škeljo, PhD, Assistant Professor (primary)Filip Kozina, PhD, Assistant Professor (primary) |
| **Hours** |

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

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| **Prerequisites** | None |
| **Goal** | After providing an overview of conditions under which Polish literature developed at the end of the 19th and during the 20th century, the course provides students with an insight into literary movements and the most important literary phenomena in addition to including basic analyses and interpretations of the most important works of Polish literature during that period. Students gain a broader and more complete insight into Polish literature by explaining and problematizing the periodization of Polish literature of this period, interpreting specific literary-historical and poetic terms and investigating the history of Polish literature of this period not only from the aspect of key authors and their works, but also from a genealogical point of view. Seminar papers foster independent work by analysing selected literary works. The course, therefore, provides students with a foundation for a more intensive and deeper study of Polish literature at the graduate level. |
| **Teaching methods** | -lectures – seminar discussions – audio and video-content presentations |
| **Assessment methods** | -two written assessment exams (1st: Young Poland and the inter-war period, 2nd: Polish literature from 1939 up to present day), - seminar presentation, - student activities (attendance and course activity) – conditions necessary for oral exam: a passing grade on both written exams, seminar paper submitted, 12 literary works read (all periods and three genres must be represented, and the read work must include minimally eight works from the list of essential literature) – oral exam |
| **Learning outcomes** |  |
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| 1. | evaluate personal intrests and competences and choose appropriate areas for continued education |
| 2. | isolate and analyze relevant specificities of literary-historical periods and individual works of Polish literature |
| 3. | critically evaluate individual Polish literary phenomena in realtion to the socio-historical context |
| 4. | describe the specificities of selected literary-historical periods, literary-stylistic formations and socio-historical affinities and differences in the development of Polish literature |

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| **Content** |  |
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| 1. | Introductory lecture (course description and assigning seminar topics). Polish literature 1890.1914. Terminological issues (modernism, Young Poland, neoromanticism). Worldview antinomies. Influence of naturalism and decadentism. S. Przybyszewski and seekers for the absolute in the shadow of A. Schopenhauer’s philosophy. F. Nietzsche and H. Bergson’s influence. Seminar: Young Poland poetry (J. Kasprowicz, T. Miciński, L. Staff). |
| 2. | Young Poland prose: between the national and the social - S. Żeromski. Young Poland folklorism. Seminar: W. S. Reymont (The Peasants). |
| 3. | Young Poland drama: G. Zapolska. Symbolist break and appearance of S. Wyspiańskog. Revision of romantic myths. Important critiques of S. Brzozowski (The Legend of Young Poland). Seminar: S. Wyspiański (The Wedding) |
| 4. | Literature in restituted Poland. Periodization 1918-1939. Poetry between two wars: new functions. Futurism. Scamandrites, formism, expressionism. Krakow avant-garde. Second avant-garde. Seminar: Futurist’s programmes, J. Lechońa, K. Wierzyński, J. Tuwim, J. Iwaszkiewcz, M. Pawlikowska-Jasnorzewska, J. Czechowicz and Cz. Miłosz’s poetry |
| 5. | Between modernism and avant-garde: S. I Witkiewicz – Witkacy. Catastrophism, theory of Pure Form, drama and novels. Echoes of World War I and the revolution. Beginnings of modern drama. Seminar: S. I. Witkiewicz - Witkacy (The Shoemakers). |
| 6. | 1920s prose: from politics to psychology (S. Żeromski, J. Kaden-Bandrowski, Z. Nałkowska, M. Dąbrowska). 1930s prose: from psychology to anatomy (J. Iwaszkiewicz, Z. Uniłowski, M. Choromański). Seminar: S. Żeromski (The Coming Spring), J. Iwaszkiewicz (The Young Ladies of Wilko). |
| 7. | Bruno Schulz: poetry of childhood and homeland prose. Mythization of reality. Seminar: B. Schultz (The Cinnamon Shops) |
| 8. | Witold Gombrowicz: anthropology of Form. Seminar: W. Gobrowicz (Ferdydurke). |
| 9. | First assessment exam (Young Poland and inter-war literature). Second World War and literature. Return to romanticism and symbolism: T. Różewicz and C. Miłosz's poetry. Internment camp of T. Borowski. Seminar: poetry by K. K. Baczyński, T. Różewicz, C. Miłosz (Ocalenie). |
| 10. | 1Peiodization of literature 1945-1989. Socialist realism and gradual destruction of dogma. Polish poetry up to 1989. Seminar: poetry by W. Szymborska, Z. Herbert, C. Miłosz, T. Różewicz, A. Zagajewski. |
| 11. | Polish prose up to 1989. Description of war and post-war internment camp reality (J. Andrzejewski, Herling Grudziński). Socialist realism and “melting” literature (M. Hłasko). Holocaust literature (Krall). Literary reports (Kapuściński). Strategies of deflection (Konwicki). Literature of the village (Myśliwski). Seminar: J. Andrzejewski (Ashes and Diamnods), M. Hłasko (The Eight Day of the Week), H. Krall (To Make it Before God). |
| 12. | Polish prose in emigration (the role of J. Giedroyć's “Culture “): deconstruction of the Polish form and national mythology, remembering history and space. Seminar: W. Gombrowicz (Trans-Atlantyk and Pornografia), C. Milosz (The Captive Mind and Native Realm). |
| 13. | Polish drama up to 1989. Strategies of theatre diversion: ready-made by M. Białoszewski, T. Różewicz's existentialism, S. Mrożek's grotesque. Seminar: T. Różewicz (The Card Index), S. Mrożek (Tango). |
| 14. | Polish literature after 1989. Function of literature under new circumstances. Postmodernism and feminism. Poetry about the Third Republic. Seminar: O. Tokarczuk (Primeval and Other Times; House of Day, House of Night) |
| 15. | Magic realism (Huelle). Little homelands literature and facing “white spots” (Chwin). Middle-European horizons of Polish literature (Stasiuk). History in the reflection of family and intimate stories (Kuczok, Dehnel, Bator). Seminar: P. Huelle (Where is David Wiser?), A. Stasiuk (Nine, On the Road to Babadag). Second assessment exam (Polish literature from 1939 up to present day) |

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## Polish Literature until Modernism

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| **Name** | Polish Literature until Modernism |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 5 |
| **ID** | 51444 |
| **Semesters** | Summer |
| **Teachers** | Dalibor Blažina, PhD, Full Professor (primary) |
| **Hours** |

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| Lectures | 30 |
| Seminar | 15 |

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| **Prerequisites** | None |
| **Goal** | OutcomesThis course introduces students to the elementary issues of the history of Polish literature from its beginnings to the end of the 19th century: the Middle Ages, renaissance, baroque, enlightenment, romanticism and positivism. It also displays the possibilities of applying analytically-interpretative procedures on the base literary corpus. |
| **Teaching methods** | Teaching methodsLectures, text analysis, video presentations. |
| **Assessment methods** | Grading methodsContinuous assessment: three exams (an exam follows every time two units), seminar paper, oral exam.  |
| **Learning outcomes** |  |
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| 1. | isolate and analyze relevant specificities of literary-historical periods and individual works of Polish literature |
| 2. | recognize, explain, and use the basic critical apparatus of literary scholarship - basic literary-theoretical and critical concepts necessary for the analysis of a literary work |
| 3. | compare and comment of cultural, social, and historical processes in Poland |
| 4. | apply literary-critical apparatus |
| 5. | critically evaluate individual Polish literary phenomena in relation to the socio-historical context |
| 6. | recognize historical, social, and cultural connections between Croatian and Polish literature |
| 7. |  |

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| **Content** |  |
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| 1. | Middle Ages: Historic, social and worldview context of the development of literacy in Poland from the 10th to the 15th century. Oral tradition. Latin literacy: almanacs, journals and hagiographies. Early lyricism. Liturgical drama and theatre. Beginnings of literacy in Polish. |
| 2. | Renaissance I: Historic, social and worldview context of the development of the Renaissance in Poland in the 16th century. Periodization: from the Middle Ages to baroque. Humanism, early renaissance. Mikołaj Rej. Poetry and prose in Latin and Polish (fragments) |
| 3. | Jan Kochanowski, life and work. Jan Kochanowski, Epigrams (Fraszki) and other works. |
| 4. | Renaissance II: late renaissance and beginning of baroque. Sarmatism. Poetry and translated works. Kochanowsky’s elegies, Sęp Szarzyńsky’s poetry. |
| 5. | Baroque I: Historic, social and worldview context of the development of baroque in 17th and 18th century Poland. Periodization of baroque literature. Early baroque poetry. Eulenspiegel literature (literatura sowizdrzalska). Development of the epic form: role of translated literature. Szymon Szymonowic’s poetry. Eulenspiegel literature, komedia rybałtowska: elective. |
| 6. | Baroque II: Baroque poetry. Latin poets. Jan Andrzej Morsztyn’s poetry. Jan Chryzostom Pasek and baroque memoirs. Wacław Potocky and Jan Andrzej Morsztyn’s poetry; Jan Chryzostom Pasek’s memoirs (Pamiętniki) – fragments. |
| 7. | Enlightenment I: Historic, social and worldview context of the development of the enlightenment during the second half of the 18th century Poland. Periodization of Enlightenment. Literature in service of reforms: Ignacy Krasicki. Theatre and drama as a political stage. Ignacy Krasicki, Satire (Satyry) and fables and lessons (Bajki i przypowieści). |
| 8. | Enlightenment II: Downfall of the Polish Noble Republic and the role of literature in the new political landscape. Literature as part of the programme to preserve national identity. Stanisław Trembecky’s poetry. Sentimentalism. Aleksander Fredro’s comediographic work. A. Fredro, revenge (Zemsta). |
| 9. | Romanticism I: Historic, social and worldview context of the development of romanticism in Poland during the first half of the 19th century. Romanticism periodization. Sentimentalism and early romanticism. Ukraine school. Antoni Malczewski, Maria. |
| 10. | Adam Mickiewicz I: Biography up to 1830: Vilno, Kovno, escaping Russia, Rome. European influence. Against classicism. Shaping the first romanticism programme: folklorism, individualism, sensitivity, mystery. Byronic hero. Adam Mickiewicz, Ballads and romances (Ballady i romanse), Forefathers’ Day II, IV, (Dziady II, IV), Crimea sonnets (Sonety krymskie). |
| 11. | Adam Mickiewicz II: Biography 1831-1855: Dresden, Paris, Lausanne, Rome, Constantinople. November uprising and the shaping of messianism. Books about the Polish people and pilgrimage. Creating drama and the peak of romanticism: III part of Forefathers’ Day (Dziady III). Towards sentimentalism and realism: Master Thaddeus (Pan Tadeusz). Lausanne lyricism. Paris lectures. A. Mickiewicz – Poland’s greatest romantic myth. Adam Mickiewicz, Forefathers’ Day III and Master Thaddeus |
| 12. | Lecture: Juliusz Słowacki: biography. Against Mickiewicz. From Shakespeare to the King Ghost. Dramaturgic particularities. Juliusz Słowacki, Kordian, In Switzerland (W Szwajcarii). |
| 13. | Zygmunt Krasiński: Biography. Trying to find a “third“ path: messianism, catastrophism and the Kingdom of Heaven on Earth. Zygmunt Krasiński, The Undivine Comedy (Nie-boska komedia). |
| 14. | Positivism I: Historic, social and worldview context of the development of positivism in Poland during the second half of the 19th century. Attempt at periodization. Crisis of romanticism and beginning of positivism: Cyprian Kamil Norwid. Positivism programme. January Uprising, tendency literature: Eliza Orzeszkowa. Realism and attempted synthesis: Bolesław Prus. Eliza Orzeszkowa, On the Niemen (Nad Niemnem), Bolesław Prus, The Doll (Lalka) and Pharaoh. |
| 15. | Positivism II: the end of the positivist programme: Henryk Sienkiewicz and literature: naturalism. Modernist rejection of Sienkiewicz: against. Summation attempt at the beginning of the 20th century. Henryk Sienkiewicz, With Fire and Sword, (Ogniem i mieczem) and Quo Vadis. |

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## Polish Pragmatics and Reading of Polish Pragmatic Texts

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| **Name** | Polish Pragmatics and Reading of Polish Pragmatic Texts |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 4 |
| **ID** | 124394 |
| **Semesters** | Summer |
| **Teachers** | Neda Pintarić, PhD, Full Professor (primary) |
| **Hours** |

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

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| **Prerequisites** | None |
| **Goal** | Acquiring theoretic knowledge, speaking skills and cultural competence in spoken Polish based on the analysis of Polish texts from various speaking situations |
| **Teaching methods** | Lecturepower-point presentationtext analysislistening and recognizing non-verbal auditory signs |
| **Assessment methods** | Grade 1: Individual presentation and seminar paperGrade 2: Translating Polish into CroatianGrade 3: Reading original Polish textsGrade 4: student engagementThe final grade is derived from the above-mentioned grades. |
| **Learning outcomes** |  |
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| 7. | analyze and break down the structure of various textual genres in the Polish language and explain their function in practice |
| 8. | participate in discussions on various topics in the Polish language; initiate, lead, summarize, and end a discussion or polemics in Polish |
| 9. | create, structure, and redact different types of texts, including those which demand argumentation, classification, or comparative analysis |
| 10. | compare the characteristics of verbal and non-verbal communication, autonomously formulate verbal signs and specificities of culturally determined non-verbal signs |

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| **Content** |  |
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| 1. | Defining language pragmatics terms, differentiating pragmatics from pragmalinguistics (wider and narrower content), describing units of pragmatics (pragmeme and pragmaphrasem) and their functions in language |
| 2. | Explaining components of the communication chain with Polish terminology |
| 3. | Exemplifying the developmental chain of verbalizing non-verbal signs through four stages of language coding of multi-code units |
| 4. | Presenting the state and problems of pragmatics in Poland and Croatia, issues examined by the most important scientists in the field |
| 5. | Fundamental tasks of pragmatics: awareness of the complete human communication, development of a pragmatic dictionary as a new universal multi-code dictionary with marked, added emotionally modulated meaning of lexemes, creating a new model and network of a complete inter-grammatical presentation of language, development of a multi-code grammar |
| 6. | Analysing pragmatic determinants in the Polish-Croatian dictionary and pragmaticon |
| 7. | Classification of pragmemes into cultural, emotional and automated pragmemes and pragmaphrasemes |
| 8. | Structuring the Polish greeting-communication scheme: invocation or entering into communication; intervocation or remaining in communication; exvocation or ending communication |
| 9. | Types of greetings in invocation and exvocation according to different cultural parameters |
| 10. | Addressing pragmemes in communication, that is, types of addressing an interlocutor and vice versa. Vocative phrases of a positive and negative form of addressing within the pragmemes of assessment |
| 11. | Initial and modal pragmemes in communication; phytonyms, zoonyms, anthroponyms, pueritive pragmemes, toponyms, numeral, spatial and time pragmemes and pragmaphrasemes |
| 12. | Empty words, catchphrases or automated pragmemes and pragmaphrasemes |
| 13. | Analysis of Polish texts and recognizing pragmemes and pragmaphrasemes |
| 14. | Listening to texts and determining auditory non-verbal and verbal pragmemes |
| 15. | Analysis of the pragmatic vocabulary, differentiating dialectal, slang, conversational and literary elements in a text. Exam preparation |

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## Polish Pronunciation and Transcription

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| **Name** | Polish Pronunciation and Transcription |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 5 |
| **ID** | 35895 |
| **Semesters** | Winter |
| **Teachers** | Ivana Vidović Bolt, PhD, Full Professor (primary)Katarzyna Kubiszowska, Lector |
| **Hours** |

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| --- | --- |
| Lectures | 30 |
| Laboratory exercies | 15 |

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| **Prerequisites** | None |
| **Goal** | Students need to incorporate necessary knowledge from Polish phonetics and phonology. Special attention is given to differences in terminology and classification between Croatian and Polish, as well as to the correct pronunciation which is practiced at phonolaboratory exercises. |
| **Teaching methods** | A combination of lectures and encouraging students to think individually, research and find similar markings in Croatian. Considering most students will be encountering Polish for the first time, Croatian will be used as the starting point for greater ease and quality in interpreting most terms and phenomena, as well as for ease of material adoption. During phonoloaboratory exercises special attention is placed on the pronunciation of more demanding Polish phones and groups. Students are encouraged to participate in individual work, or rather, group work (10 students) in the phonolaboratory, where they can practice pronunciation. |
| **Assessment methods** | STUDENT’S WORK – class topic, dictionary work and timely work on all tasksASSESSMENT EXAMS – students will write three assessment exams + they have to transcribe a short paragraph and read selected templates EXAM -the final grade is derived from the grades of the three assessment exams from phonetics, phonology and the history of Polish sounds, phonolaboratory exercises (transcription and transliteration) and the final written and oral exam.  |
| **Learning outcomes** |  |
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| 1. |  |
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| 5. |  |
| 6. | connect knowledge from different disciplines in linguistics and compare similarities and differences between Polish and Croatian |
| 7. | notice one's own linguistic (spoken and written) insecurities and create conditions for their elimination |
| 8. | propose adequate terminological equivalents in Croatian by using metalanguage of various linguistic disciplines in Polish |

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| **Content** |  |
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| 1. | Introduction, basic information about the course, lectures, literature in Polish and Croatian and the exam. Informing students about the course and the technical equipment in the phonolaboratory. |
| 2. | Short overview of Croatian phonetics and phonology with basic notes about the elementary differences with Polish.Basic phonetic differences between Polish and Croatian with examples. Introductory exercises with audio materials. |
| 3. | Subject and definition of phonetics. Descriptive and historic phonetics. Phonetics and phonology (subjects of research). Speech and writing. Polish alphabet. |
| 4. | Basic phonological theoretical terms: opposition, distinctive features, phoneme. Phoneme and phone. Types of oppositions. Phone and letter. |
| 5. | Polish phonologic system. General features. Vocal apparatus. Consonant groups and connections. |
| 6. | Review. Written assessment exam.Softness and softening; difference between speech and writing. |
| 7. | Vocal alterations. Voicing assimilation and by place of articulation, apophonic phenomena.Nasals. |
| 8. | Polish vocal system. Characteristics and classifications. Special features of Polish nasals.Voicing assimilation. |
| 9. | Polish consonant system. Characteristics and classifications.Transcription and transliteration. Prosodic features - features of the Polish accent (rules and exceptions); intonation of words and sentences.Assimilation considering the change in place of articulation. |
| 10. | Revision. Written assessment.Assimilation by the degree of proximity of speech organs. |
| 11. | General features of modern phonological models.Germination. |
| 12. | Historical overview of the Polish vocal system.Accent. |
| 13. | Historical overview of the Polish consonant system.Principles of text transcription. |
| 14. | Revision. Written assessment.Assessment exam. |
| 15. | Revision. |

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## Polish Suprasyntax

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| **Name** | Polish Suprasyntax |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 4 |
| **ID** | 117654 |
| **Semesters** | Winter |
| **Teachers** | Neda Pintarić, PhD, Full Professor (primary) |
| **Hours** |

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

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| **Prerequisites** | None |
| **Goal** |  |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
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| 7. |  |
| 8. | understand the content and intention of all types of written or spoken texts in Polish, notwithstanding whether they are direct, indirect, allusive, ironic, or comic text types |
| 9. | express the same piece of information in syntactically varied ways (in writing/speech, formal/informal tone, private/official register) |
| 10. | apply variants of formal and informal language register and corresponding stylistic and orthographic conventions depending on the situation of communication |

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| **Content** |  |
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## Polish Syntax

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| **Name** | Polish Syntax |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 5 |
| **ID** | 51445 |
| **Semesters** | Summer |
| **Teachers** | Neda Pintarić, PhD, Full Professor (primary)Miroslav Hrdlička, PhD |
| **Hours** |

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

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| **Prerequisites** | None |
| **Goal** | Gaining knowledge, skills and competencies in syntactic functions of parts of a syntagm and simple sentence, as well as the forms of composing clauses into complex syntactic structures. |
| **Teaching methods** | Class is interactive, students are constantly participating. Lectures are held with the help of technology and Power Point presentations. During the seminar the students themselves present their work which was prepared in coordination with the lecturer. |
| **Assessment methods** | Weekly evaluation, homework evaluation, student self-evaluation.Three assessment exams during the semester. The grades on these exams together with the student participation and final exam comprise the final grade.  |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | connect knowledge from different disciplines in linguistics and compare similarities and differences between Polish and Croatian |
| 2. | analyze Polish sentences, interpret them from a syntactic perspective, and isolate communication effects of variously structured sentences |
| 3. | propose adequate terminological equivalents in Croatian by using metalanguage of various linguistic disciplines in Polish |
| 4. | define and comprehend syntactic categories in Polish |

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| **Content** |  |
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| 1. | Introduction to the syntax of the Polish language (definitions, microsyntax and its units, macrosyntax and units, suprasyntax and units; basic parts of syntagms and simple sentences; basic relations of clauses in a complex sentence; text and its parts), workshop exercises, translation from Polish into Croatian, evaluation; |
| 2. | 2. Syntactic structure of a syntagm (noun phrase, verb phrase, attribute and predicate groups, prepositional phrases, phrasemes; formal and pragmatic division of syntagms), workshop exercises, translation from Polish to Croatian, evaluation |
| 3. | Simple sentence (main and secondary parts of a sentence, embedded parts, dialogic replica as a ellipsis, sentences and their equivalents) workshop exercises, translation from Polish into Croatian, evaluation |
| 4. | Continuous assessment exam |
| 5. | Formal and semantic analysis of the subject (subject types, parts of speech that can serve as the subject), workshop exercises, translation from Polish to Croatian, evaluation |
| 6. | Formal and semantic analysis of the predicate (predicate types, subject predicate relationship in old and new syntax, parts of speech that can serve as a predicate), workshop exercises, translation from Polish to Croatian, evaluation |
| 7. | Secondary parts of the sentence (attribute, object and adverbial structure, microconnectors in a simple sentence, relationship between the attribute with the subject and object, relationship of the adverbial and the predicate, types of adverbials, sequence of secondary parts in a Polish sentence, relationship between the subject and object in active and passive sentences) workshop exercises, translation from Polish to Croatian, evaluation |
| 8. | 2nd continuous assessment exam |
| 9. | Macrosyntactic relations in a complex sentence (determining the borders of clauses and their macro connectors, difference between coordination and subordination, grammatical and logical dependence of unfinished structures, types of dependent clauses, types of independent clauses, similarities and differences with Croatian, participle clauses, inserted clauses, direct and indirect speech) workshop exercises, translation from Polish to Croatian, evaluation |
| 10. | Formal-semantic approach to complex sentences according to newer Polish syntax (51 tipes of clause relations to macroconnectors, relation pKq – clause p, connector, clause q), workshop exercises, translation from Polish to Croatian, evaluation |
| 11. | Complex-compound sentence (more clauses of the same type – standalone independent clauses, different types of clauses, schematic depiction of clauses) workshop exercises, translation from Polish to Croatian, evaluation |
| 12. | Suprasyntax or text syntax (definitions of a text, difference between text and discourse, parts of a text, text and context, supraconnectors and their types, foric words, modal words, direct and indirect reference with signalling words, signals of text segmentation – invocational signals of segmentation, - exvocational signals of segmentation, text cohesion signals, - intervocational cohesion signals, suprasyntax and pragmatics relationship) workshop exercises, translation from Polish to Croatian, evaluation |
| 13. | 3rd continuous assessment exam |
| 14. | Revision in microsyntax. |
| 15. | Revision. Exam preparation. |

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## Polish Word Formation with Elements of Historical Grammar

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| --- | --- |
| **Name** | Polish Word Formation with Elements of Historical Grammar |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 5 |
| **ID** | 66249 |
| **Semesters** | Winter |
| **Teachers** | Neda Pintarić, PhD, Full Professor (primary) |
| **Hours** |

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

 |
| **Prerequisites** | To enrol course it is necessary to pass course Parts of Speech - Inflection and Semantics |
| **Goal** | Learning basic word formation terms in Polish and Croatian, be able to independently perform inflectional, morphological and word formation analysis.Becoming aware of the similarity between Polish and Croatian word formation processes to facilitate the learning of Polish words. |
| **Teaching methods** | Class participationPowerPoint presentationanalysing examples from the dictionary and textbookworkshopswriting a seminar paper |
| **Assessment methods** | Graded exams (3 written continuous assessment exams)class participationunderstanding the vocabulary and use of dictionarysummative assessment |
| **Learning outcomes** |  |
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| 1. |  |
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| 6. |  |
| 7. | critically evaluate available examples and isolate relevant ones as well as form conclusions after conducting multi-aspect interrogation |
| 8. | propose adequate terminological equivalents in Croatian by using metalanguage of various linguistic disciplines in Polish |
| 9. | use network corpora, lexicographic papers, and digital orthography manuals |

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| **Content** |  |
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| --- | --- |
| 1. | Defining word formation in Polish and Croatian grammars, determining similarities and differences |
| 2. | Translating basic Polish word formation terms and providing Croatian examples |
| 3. | Distinguishing the inflectional structure of words (base and suffix), morphological structure of words (root and affixes) and the formative structure of words (formative basis, formative formant, grammatical formant). |
| 4. | Relationship between motivating and motivated words, mutual motivation, word formation nest, word family, derivation and composition |
| 5. | Word formation types and categories (formant and co-formant, prefix and suffix as formants, polyfunctionality and co-functionality of formants. |
| 6. | Forming new words by derivation and composition processes. Determining root words (etymon), lexicalization or indivisibility of previously divided words, loss of word transparency due to alternations and changes in meaning |
| 7. | Productivity of formants (fertile and infertile suffixes, alternations in the morphological node, perintegration and absorption as historical changes, neologisms, contamination as one of the models of new word formation) |
| 8. | The role of suffixes and prefixes in relation to word roots, morphophonemic functional alternations, meaning of postfixes |
| 9. | General classification of derivatives from word types (from nouns, adjectives, pronouns, numbers and verbs, less often from particules and exclamatives) |
| 10. | Noun groups according to the old Latin division to nomina actionis, essendi, agentis, instrumenti, patientis, obiecti, attributive, feminativa, expressive. |
| 11. | Research of derivatives from the Polish dictionary and comparison with Croatian ones |
| 12. | Comparing Polish and Croatian adverbial forms (formation of adverbs-lexemes and formation of complex adverbs - prepositional expressions) |
| 13. | Formation of verb derivatives in Polish in comparison with Croatian and Old Slavic derivatives |
| 14. | Pronoun roots and formation of different types of pronouns and numbers |
| 15. | Going through exam questions and revision |

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## Polish-Croatian Translatological Topics

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| **Name** | Polish-Croatian Translatological Topics |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 4 |
| **ID** | 118151 |
| **Semesters** | Winter |
| **Teachers** | Ivana Vidović Bolt, PhD, Full Professor (primary) |
| **Hours** |

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

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| **Prerequisites** | None |
| **Goal** | Centuries long mutual interest in culture and tradition has resulted in numerous translations of Polish books in the broadest sense of the word into Croatian as well as Croatian books into Polish. Although the first translations in both countries were done by writers motivated by their own curiosity, but also a desire to bring the written word of a related language closer to their compatriots, over time, professional translators in both countries also emerged. |
| **Teaching methods** | Examination of Polish translations of Croatian authors, Croatian translations of Polish authors, of poetry and prose as well as numerous cultural and academic personalities who have, in different periods, published various cultural studies, almanacs, overviews and compendiums. Special attention is placed on lexicographic and grammatical works, as a linguistic-cultural affirmation of the diversity of collaboration. Translations of Croatian literature into Polish, published after 1991, are available thanks to the creation of the exhibition collection of the Zagreb School of Slavic Studies in The Guttenberg Galaxy. Translation of Polish literature to Croatian are available to course participants in the National and University Library, as well as the library of the Faculty of Humanities and Social Sciences. Guest lectures by translators from both Polish and Croatian are expected. |
| **Assessment methods** | Class attendance, obligatory seminar work, participation in analysis of selected works.  |
| **Learning outcomes** |  |
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| 1. |  |
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| 6. | critically evaluate individual Polish literary phenomena in relation to the socio-historical context |
| 7. | recognize historical, social, and cultural connections between Croatia and Poland and apply the acquired knowledge in different traductological situations and situations of communication |
| 8. | continue formal and autonomous education in the field of Polish studies with a special emphasis on culture and literature on the basis of acquired knowledge |
| 9. | connect and apply knowledge acquired in the undergraduate and graduate courses of study in Polish studies with the second chosen course of study in an interdisciplinary manner |

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| **Content** |  |
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| 1. | Course introduction. Getting to know the content and goals, as well as the literature and obligations. |
| 2. | Introduction into Polish-Croatian and Croatian-Polish cultural-translatory contacts, periodization of the cultural history as the framework of important historical events, chronology of the most important literary events from the beginning of literacy up to the 21st century. |
| 3. | Croatian translations of Polish literature. |
| 4. | Polish translations of Croatian literature. Linguo-stylistic analysis of selected originals and translations. |
| 5. | Croatian translators of Polish literature. |
| 6. | Polish translators of Croatian literature. |
| 7. | Croatian topic, motifs and characters in Polish literature. |
| 8. | Polish topics, motifs and characters in Croatian literature. |
| 9. | Linguo-stylistic analysis of selected original work and translation. Presenting seminar works (Each student has to create a seminar work in which he will introduce all translated work by one author. The seminar presentation is held in front of other course participants.) |
| 10. | Linguo-stylistic analysis of selected original work and translation. Presenting seminar works (Each student has to create a seminar work in which he will introduce all translated work by one author. The seminar presentation is held in front of other course participants.) |
| 11. | Linguo-stylistic analysis of selected original work and translation. Presenting seminar works (Each student has to create a seminar work in which he will introduce all translated work by one author. The seminar presentation is held in front of other course participants.) |
| 12. | Linguo-stylistic analysis of selected original work and translation. Presenting seminar works (Each student has to create a seminar work in which he will introduce all translated work by one author. The seminar presentation is held in front of other course participants.) |
| 13. | Linguo-stylistic analysis of selected original work and translation. Presenting seminar works (Each student has to create a seminar work in which he will introduce all translated work by one author. The seminar presentation is held in front of other course participants.) |
| 14. | Linguo-stylistic analysis of selected original work and translation. Presenting seminar works (Each student has to create a seminar work in which he will introduce all translated work by one author. The seminar presentation is held in front of other course participants.) |
| 15. | Analysis of covered materials. Conclusions about the collaboration on the basis of the studied and covered materials. |

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## Sociolinguistics

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| **Name** | Sociolinguistics |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 4 |
| **ID** | 118152 |
| **Semesters** | Winter |
| **Teachers** | Ivana Vidović Bolt, PhD, Full Professor (primary)Anita Skelin Horvat, PhD, Associate ProfessorMiroslav Hrdlička, PhD |
| **Hours** |

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

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| **Prerequisites** | None |
| **Goal** | Introducing students to the terms, methods and scope of one of the macro-linguistic disciplines of linguistics, its past (J. Fishman, W. Labov, I.Hoffman, J. Gumperz, B. Bernstein), and creating awareness of social layers of language and the social determination of language behaviour. Selected material will be used to prove the connection between the changes in language and social changes. These new insights will help students understand the approach to new disciplines within linguistics and to connect them into one inter-disciplinary, cultural whole. During the course students will master the skills of observing and analysing scientific discourse and how to present the newfound knowledge to the rest of the students through a constructed debate. |
| **Teaching methods** | Lecturesseminarsindividual assignmentsblended e-learning – Omega |
| **Assessment methods** | Class participation – participation in the analysis of read texts and oral presentation of a shorter assigned textexam gradegraded seminar work |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | connect and apply knowledge acquired in the undergraduate and graduate courses of study in Polish studies with the second chosen course of study in an interdisciplinary manner |
| 2. | integrate acquired linguistic knowledge and critically follow the further development of specific disciplines |
| 3. | autonomously design different questionnaires and polls, conduct field research and analyse collected data relevant for producing different types of papers (professional papers, contributions to various textbooks, manuals, dictionaries, etc.) |

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| **Content** |  |
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| 1. | Sociolinguistics’ subject matter; history and development |
| 2. | Sociolinguistics and other scientific fields; Language culture and sociolinguistics |
| 3. | Representatives of Polish sociolinguistics; Sociolinguistic research worldwide |
| 4. | Polish language in the 21st century. Language awareness of the Polish people. Language auto-stereotype |
| 5. | Linguistic worldview. Reflection of the world in the language. |
| 6. | Polish language politics in the European Union |
| 7. | Methods of sociolinguistic research |
| 8. | Conservativism and social innovation in a language |
| 9. | Selected topics – family language |
| 10. | Bilingualism |
| 11. | Change, innovation, variety – sociolinguistic concepts |
| 12. | Sociolects and Dialects |
| 13. | Men and women’s language from a sociolinguistic perspective |
| 14. | Personal names from a sociolinguistic perspective |
| 15. | Phenomenon of the Polish vernacular (potocyzacja) |

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## Twentieth -Century Polish Poetry

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| **Name** | Twentieth -Century Polish Poetry |
| **Organizational unit** | Chair of Polish language and literature |
| **ECTS credits** | 4 |
| **ID** | 118150 |
| **Semesters** | Winter |
| **Teachers** | Đurđica Čilić Škeljo, PhD, Assistant Professor (primary) |
| **Hours** |

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

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| **Prerequisites** | None |
| **Goal** | OutcomesAcquiring competence in analytic and interpretative reading of poetry, as well as being introduced to the most important characteristics and reach of 20th century Polish poetry. |
| **Teaching methods** | Teaching methodsLectures and work on poetry texts. Analysis and interpretation. |
| **Assessment methods** | Grading methodsSeminar paper |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Identify and analyze relevant patterns of literary-historical periods and individual literary works of 20th century Polish poetry. |
| 2. | Describe and analyze the specifics of selected literary-historical periods and stylistic formations of 20th century Polish poetry in relation to the European literary-historical context. |
| 3. | Critically evaluate individual Polish literary phenomena in relation to the socio-historical context. |
| 4. | Independently analyze and interpret poetry using a critical and literary-theoretical apparatus. |

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| **Content** |  |
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| 1. | Young Poland |
| 2. | T. Miciński, K. Przerwa Tetmajer |
| 3. | L. Staff, B. Leśmian |
| 4. | Interwar period. Scamandrites |
| 5. | Scamandrite sattelites; M. Pawlikowska-Jasnorzewska |
| 6. | Krakow avant-garde and other avant-garde; Futurists |
| 7. | The generation of Columbus; Tadeusz Różewicz |
| 8. | Socrealist poetry; Jugovina 1956 |
| 9. | Cursed Poets": Bursa, Stachura, Wojaczek |
| 10. | Czesław Miłosz; Wisława Szymborska |
| 11. | Zbigniew Herbert and the “undisclosed world” |
| 12. | New wave: Krynicki, Barańczak, Zagajewski, Lipska |
| 13. | The second circulation poetry: Brulion |
| 14. | Third Republic poetry: loss and melancholy |
| 15. | Newest Polish poetry |

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# Teachers

## Blažina, Dalibor

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| **Academic degree** | doctor of philosophy |
| **Title** | full professor |
| **Organizational unit** | Chair of Polish language and literature |
| **CV** |  |
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## Čilić Škeljo, Đurđica

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Chair of Polish language and literature |
| **CV** |  |
| Đurđica Čilić was born in 1975 in Livno, Bosnia and Herzegovina. She studied Polish language and literature and Croatian language and literature at Faculty of Humanities and Social Sciences, University of Zagreb where she graduated in 1999 with thesis on contemporary Polish literature. The master thesis of her postgraduate studies was entitled “The Role of History in the poetry of Zbigniew Herbert” (2005). In 2010, she earned her Ph.D. with the thesis “Shaping of authors in the poetry of Czesław Miłosz and Tadeusz Różewicz”. She has been working at the Department of Polish Language and Literature at the Faculty of Humanities and Social Sciences since 2000, teaching courses in Polish literature, translation and literary theory. She regularly writes professional and scientific papers on 20th-century Polish literature, literary reviews and she translates from Polish. She was the secretary general and a member of the Organizing Committees for professional and scientific conferences: Zdravko Malić Days (October 2007), Czesław Miłosz - poet between the East and The West, Art and Ideology (October 2011), Witkacy and others – polonist contributions from Zagreb (2015), Art and Democracy (2018) and Julie Benešić and his time (2019). She has participated in more than thirty scientific meetings and conferences in Croatia, Serbia, Poland and Germany. With Professor Sychowski-Kavedžija, she edited the book The Power of Taste by Zbigniew Herbert, a selection from his opus (Disput, Zagreb 2009), and with Professor Dalibor Blažina she edited a collection A Century of Czesław Miłosz (FF Press, Zagreb, 2013) and Witkacy i drugi – zagrebački polonistički doprinosi (FF Press, Zagreb 2016.). From 2007 to 2011 she was an active contributor to the Canon and Stereotypes. West Slavic Literature from a Croatian Perspective (lead by dr. Sc. Katica Ivanković). She is the author of the scientific study Three Faces of Authors. Miłosz, Różewicz and Herbert, Hrvatska sveučilišna naklada, Zagreb 2020.List of translations (selection):Books:Olga Tokarczuk: Ormar (original title: Szafa), Naklada MD, Zagreb, 2003.Adam Zagajewski: Nevidljiva ruka (original title: Niewidzialna reka), Meandarmedia, Zagreb, 2013.Justyna Bargielska: Druga ruža, SKUD Ivan Goran Kovačić, Zagreb, 2016.Barbara Klicka: Banket i koža, SKUD Ivan Goran Kovačić, Zagreb, 2017.Krystyna Dąbrowska: Bajka o ježevima, SKUD Ivan Goran Kovačić, Zagreb, 2019.Wisława Szymborska: Svijet koji nije od ovoga svijeta, Zagreb, 2021.Adam Zagajewski: Pravi život i Asimetrija, Zagreb, 2021.  |
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## Hrdlička, Miroslav

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| **Academic degree** | doctor of philosophy |
| **Title** |  |
| **Organizational unit** | Chair of Polish language and literature |
| **CV** |  |
| Miroslav Hrdlička was born in 1984 in Zagreb. He graduated in Polish language and literature and Philosophy at the Faculty of Humanities and Social Sciences, University of Zagreb, where he also defended his doctoral dissertation Category of Reflexivity in Croatian and Polish at the Postgraduate Doctoral Study of Linguistics, under Prof. Dr. Sc. Neda Pintarić’s mentorship.At the Polish Language and Literature Section of the Department of West Slavic Languages and Literature, he worked as an external associate (2012/2013), after which he has been employed as an assistant (since October 1, 2014) and as a postdoctoral student (since November 1, 2020). He was an associate on institutional projects: Possibilities of Lexicographic Processing of Phrases in Slavic Languages (2014), Croatian Animal Phraseology (2016), Animalistic Images in Phraseological Treasure (2017) and Croatian-Polish Contrastive Research (2018, 2019 and 2020). led by Prof. Dr. Sc. Ivana Vidović Bolt and on the project of the Croatian Science Foundation Comparative Slavic Linguo-Cultural Themes (IP-2013-11-2131) led by Prof. Dr. Sc. Nede Pintarić. His professional training includes several scientific research residencies in Poland (Warsaw, Katowice, Krakow), while he also participated in the Summer School of Polish Language, Literature and Culture in Cieszyn in 2014.He was the secretary and member of the organizing committee of the international scientific conference Animalistic Phrasemes in Slavic Languages (2014), secretary of the international scientific conference Comparative Slavic Linguistic and Cultural Themes (2018) and member of the organizing committee of the international scientific conference 4th Malić Days. Julije Benešić and his time: on the occasion of 100 years of the Polish language lectureship in Zagreb (2019). |
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## Kozina, Filip

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| **Academic degree** | doctor of philosophy |
| **Title** | assistant professor |
| **Organizational unit** | Chair of Polish language and literature |
| **CV** |  |
| Born in 1981 in Zagreb where he went to elementary and grammar school. In 1999 he enrolled in the Polish Language and Literature and Croatian Language and Literature program at the Faculty of Humanities and Social Sciences in Zagreb, graduating in 2005. His graduate thesis was “A. G. Matoš: Art and Nationalism “; mentor: dr. sc. Vinko Brešić).He has been working at the Polish Language and Literature Section of the Department of West Slavic Languages and Literature, since 2005: first as a junior research assistant (collaborator on two scientific projects), then as an assistant from 2013, and as an assistant lecturer since 2016. In 2013 he defended his doctoral dissertation “Central Europe in Adrzej Stasiuk's Travelogues and Essays,” mentored by dr. sc. Dalibor Blažina.On several occasions he spent time on scientific research in Poland (University of Warsaw, Jagiellonian University in Kraków).At the Polish Language and Literature Section he holds lectures in translation, cultural and literary courses, as well as organizing field courses in Poland.His scientific interests are mostly related to contemporary Polish literature (space in literature, imagology, post-colonial theory, ideology), the reception of Polish literature in Croatia and the work of A.G. Matoš. He writes scientific, technical and literary texts, is a conference translator from Polish (economic, political and cultural contacts) and collaborates with the publishing house “Naša djeca. “He is married and has three children. |
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## Kubiszowska, Katarzyna

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| **Academic degree** |  |
| **Title** | lector |
| **Organizational unit** | Chair of Polish language and literature |
| **CV** |  |
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## Maslač, Ivana

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| **Academic degree** |  |
| **Title** | senior lector |
| **Organizational unit** | Chair of Polish language and literature |
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## Pintarić, Neda

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| **Academic degree** | doctor of philosophy |
| **Title** | full professor |
| **Organizational unit** | Chair of Polish language and literature |
| **CV** |  |
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## Vidović Bolt, Ivana

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| --- | --- |
| **Academic degree** | doctor of philosophy |
| **Title** | full professor |
| **Organizational unit** | Chair of Polish language and literature |
| **CV** |  |
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## Vražić, Małgorzata

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| **Academic degree** |  |
| **Title** | lector |
| **Organizational unit** | Chair of Polish language and literature |
| **CV** |  |
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