

**UNIVERSITY OF SPLIT
FACULTY OF PHILOSOPHY
CENTRE FOR CROATIAN STUDIES ABROAD**

**SUMMER SCHOOL OF CROATIAN LANGUAGE AND
CULTURE 2010
SPLIT, CROATIA**

- **INTRODUCTORY COURSE IN CROATIAN LANGUAGE AND CULTURE – 60 classes**
- **INTERMEDIATE COURSE IN CROATIAN LANGUAGE AND CULTURE – 60 classes**
- **ADVANCED COURSE IN CROATIAN LANGUAGE AND CULTURE – 60 classes**
- **INTRODUCTION TO CROATIAN CULTURE, HISTORY AND GEOGRAPHY (PART OF INTRODUCTORY, INTERMEDIATE AND ADVANCED COURSES) – 25 classes**
- **TWO FIELD TRIPS: ISLAND OF HVAR AND DUBROVNIK – 20 classes**
- **INDIVIDUAL WORK – 45 classes**

Split, March 2010

INTRODUCTION:

Topics: **CROATIAN LANGUAGE AND CULTURE**

Type: **SUMMER VACATION COURSE FOR FOREIGN STUDENTS**

Coordinator: **Centre for Croatian Studies Abroad**

Head: **Professor Boris Škvorc**

Instructors: **Josip Lasić (Coordinator), Helena Burić, Eni Buljubašić, Josipa Korljan**

ECTS equivalent: 5 ECTS (150 classes of preparation and field work: 60 language classes, 25 culture and civilization classes, 20 classes of field trips to the island of Hvar and the town of Dubrovnik and 45 classes of individual work)

Schedule : July 5-23, 2010

Course overview

Classes will be taught in Croatian (with explanations in English when necessary, especially at the introductory level).

Lessons will take place every day from Monday to Friday for a total number of:

- 60 classes of teaching for students at the introductory level
- 60 classes of teaching for students at the intermediate level
- 60 classes of teaching for students at the advanced level
- 25 classes of teaching for all students which consists of topics related to Croatian culture, history and geography
- 20 classes of field trips
- 45 classes of individual work with prepared material

Teaching Methods

Classes are taught using communicative and cognitive methods. Since Croatian is a flexional language, special emphasis is placed on the grammatical structures of language. Students acquire basic communicative competences. They learn to use the language correctly in everyday situations, as well as to speak and read about everyday and more abstract topics.

The classes at all levels develop the following linguistic competencies:

- understanding
- listening
- writing
- speaking
- reading

Understanding

- to understand general small-talk (greetings, acknowledgments, congratulations...);
- to understand short spoken and written texts;
- to recognize the main topics and general information from longer written and spoken forms;
- to ask questions and ask for additional explanations;
- to interpret spoken and written texts;
- to talk about everyday topics

Speaking

- to pronounce sounds and words as correctly as possible;
- to use basic speaking phrases;
- to introduce and name objects, persons and events, and to describe basic feelings;
- to handle verbally everyday life situations;
- to demand further explanation;
- to receive and give information;
- to be able to express wishes, opinions or attitudes;
- to describe wishes, dreams, hopes and aspirations;
- to be able to retell events, stories, films, etc.;

Writing and reading

- to write correctly;
- to be able to fill in questionnaires, forms, to write a card, postcard, CV, letter etc.;
- to be able to follow simple written instructions;
- to know basic written phrases;
- to be able to write a simple short essay;
- to read simple texts.

Bibliography:

- Barešić, J: *Dobro došli 1*, Škola za strane jezike, Zagreb
- Barešić, J: *Dobro došli 2*, Škola za strane jezike, Zagreb
- Barić, E i autori, *Hrvatska gramatika*, Školska knjiga, Zagreb, 1997
- Čilaš M, - Gulešić-Machata, M - Pasini, D. – Udier, S. L.: *Hrvatski za po etnike*, Hrvatska sveučilišna naklada, Zagreb, 2006.
- Čilaš M, - Gulešić-Machata, Udier, S. L.: *Razgovarajte s nama*, FF Press, Zagreb 2009.
- Silić J./ Pranjković I.: *Gramatika za srednje škole i visoka učilišta*, ŠK, Zagreb 2005.
- Moguš M, *Povijest hrvatskoga književnog jezika*, Globus, Zagreb, 1993
- Kosovac, V – Lukić, V: *Učimo hrvatski 1*, Centar za strane jezike, Zagreb
- Kosovac, V – Lukić, V: *Učimo hrvatski 2*, Centar za strane jezike, Zagreb
- V.Kostrenčić i autori, *Učimo hrvatski 3*, Centar za strane jezike, Zagreb
- V.Kostrenčić i autori, *Učimo hrvatski 4*, Centar za strane jezike, Zagreb

Working materials:

- textbooks, grammar books and workbooks;
- bilingual and other multilingual dictionaries;
- visual materials;
- audio recordings;
- grammar exercise materials;
- phonetic exercise materials;
- communication materials (dialogues, interviews, discussions...).

Topics:

- making acquaintances and introducing oneself;
- basic everyday communication;
- family;
- professions;
- nationalities;
- appearance and characteristics;
- food and drink;
- clothes;
- living;
- body and health;
- free time, hobbies and society;
- travelling and tourism;
- nature and the environment;

- everyday topics (post, bank, shopping, excursions, sightseeing,...);
- culture and civilization;
- geography (texts on Croatian regions and cities).

Requirements and Criteria for Evaluation:

Class attendance is compulsory.

The students are expected to:

- attend classes;
- prepare their homework;
- actively participate;
- pass all scheduled tests.

Evaluation:

Written and oral exam as well as a presentation of a report.

Introductory Croatian

SUMMER 2010

Coordinators: Josip Lasić and Eni Buljubašić

E-mail: jlasic@ffst.hr

Required Textbooks:

Čilaš M, - Gulešić-Machata, M - Pasini, D. – Udier, S. L.: *Hrvatski za početnike*, Hrvatska sveučilišna naklada, Zagreb, 2006.

Supplementary material *Elementary Croatian* by Josip Lasić (available in in the copy shop);

Recommended Materials:

Jasna Barešić: *Dobro došli: Udžbenik i rječnik 1*, Školska knjiga, Zagreb, 2005.

Excerpts from:

Jasna Barešić *Dobro došli 1, Gramatika hrvatskoga jezika i rješenja zadataka*, Sova - Škola za strane jezike, Zagreb, 1995.

Kosovac, V – Lukić, V: *Učimo hrvatski 1*, Centar za strane jezike, Zagreb

Kosovac, V – Lukić, V: *Učimo hrvatski 2*, Centar za strane jezike, Zagreb

Appropriate Croatian – English / English – Croatian dictionaries.

Other in-class materials (CDs and other books) will be presented at the beginning of the lessons.

Excerpts from:

a) C. Hawkesworth, *Colloquial Croatian and Serbian with CDs*, Routledge, 2003.

b) Vinko Grubišić, *Elementary Croatian*, CIC, Zagreb, 1994.

Course description:

In *Introductory Croatian* students learn basis of Croatian language. They can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters, can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Source: http://www.coe.int/T/DG4/Linguistic/Source/Framework_EN.pdf

The classes are held five days a week from Monday to Friday. It includes 30 class periods of language exercises a week, 10 class periods of speaking exercises, 10 class periods of Standard Croatian language functional grammar and 10 class periods of cultural lectures, which is altogether 30 class periods a week.

Listening: After this course, students can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). They can grasp the gist in short, clear, simple messages and announcements.

Reading: Students at this level can read very short, simple text. They can find specific, predictable information in simple everyday materials such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.

Speaking: Students can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. They can handle very short social exchanges, even though they can't usually understand enough to keep the conversation going themselves. They can use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and their present or most recent job.

Writing: After this course, students can write short, simple notes and messages related to matters in areas of immediate need. They can write a very simple personal letter, for example, thanking someone for something.

Source: http://www.coe.int/T/DG4/Linguistic/Source/Framework_EN.pdf

Goals:

Students are expected to achieve the above-described level of proficiency. They are supposed to acquire: a level of corresponding knowledge of the most important Croatian grammatical structures; the main usage features of the language; and the previously defined competency levels in listening, reading, speaking and writing

Exams:

Final exam and weekly tasks.

Quizzes:

Students are expected to take quizzes (weekly), a midterm and a final exam, as it is defined in this syllabus. The quizzes, midterm and final exam will be graded.

Homework assignments:

Students should expect weekly homework assignments. The assignments will be graded. Late assignments and a failure to turn in assignments could reduce a student's grade. Homework should be handed in on the due date.

Class attendance:

Attendance is required and will form a part of the final grade. A student who is frequently late to class, leaves early, or is not prepared to participate will not receive credit for attendance and participation.

Grading system:

Attendance and participation: 20%

Homework: 15%

Quizzes: 15%

Midterm exam /based on grammar: 25%

Final Exam /based on grammar and culture: 25%

Regarding the cultural aspect of the class:

Different kinds of short multimedia presentations (songs, video clips, literature) will be used in class every day to expose students to Croatian culture. The goal is to compare Croatian culture to other cultures as well as to address the specific interests of the students.

Lessons:**First week: 30 classes**

Structures:

Alphabet and sounds;

Verb conjugation;

Singular and plural *you*;

The verb *to be*;

Vocabulary differences;

Nouns and gender pronouns;

Questions;

Adjectives;

Adjectives, continued;

Spelling of personal names;

Nouns denoting professions and nationalities;
The verb *to be*, continued;
Plural of masculine nouns;
Vocabulary differences;
Vocative case and politeness formulations;
The words meaning *person*, people;
Accusative case;
Time expressions;
Present tense of verbs; negation;
Variant forms *refleks jat*.

Culture: General introduction to Croatian language and culture.

Lexical fields: Introducing oneself and others; common situations and objects; professions; spatial designations; education.

Structures:

Object pronouns, clitic forms;
Accusative case of animate nouns;
Object pronouns, full forms;
Demonstrative pronominal adjectives;
Fleeting vowels in adjectives;
Accusative of the animate masculine and fleeting vowels;
Introduction to verbal aspect;
Prepositions; long and short adjectives;
Adjectives ending in *-o*;
Verbs in *-jem*;

Situation: *life events and celebrations*;

The verb *moći*;

Nominative plural of nouns;

Nominative plural of adjectives;

Long-form pronouns used for emphasis;

Case forms of names;

Adverbs;

The word for *one*;

Feminine nouns ending in a consonant;

Culture: state, region, major centers and cities; national, ethnic and religious diversity; the postwar situation; language policies and cultural strategies;

Lexical fields: common situations and objects; professions; regional, national, ethnic and religious designations; names; possessives; features; in a café bar; in the street; at home.

Second week: 30 classes

Structures:

Accusative plural;
Added syllables in the plural;
Negation, continued;
Interrogative pronominal adjectives;
Sound shifts in the nominative plural;
Forms of the genitive case;
Fleeting vowels and consonant softening;
Possible accent shifts;
Question words and conjunctions;
Possessive pronominal adjectives;
Uses of the genitive case;
Pronouns in the genitive case;
Turning questions into statements;
Numbers and the partitive genitive ;
Masculine names ending in a vowel;
Prepositions with the genitive, continued;
“Pointer” words: English: *It is..*.;
Sentences;
Verb conjugation;
Names ending in *-ski, -ska*;
Culture: Croatian literatures; writers, literary traditions and trends; national literatures and their relations to other literatures; Ivo Andrić and Miroslav Krleža; prominent contemporary writers;
Lexical fields: culture; basic actions; directions; days of the week; months; seasons; weather and climate; travelling.

Structures:

Genitive plural;
Uses of the genitive plural;
Adverbs of direction;
The distributive *po*;
Uses of the genitive case, continued;
Prepositions with the accusative case;
Motion verbs and aspect;
The verb *to want*;
Genitive phrases of time;
Verbs and aspect;
The possessive adjective *svoj*;
The verb *budem, budeš* etc.;
Colloquial vocabulary;
Negation aspect and prefixation;
More on vocabulary differences;
Locative case;

Usage of the locative case;

Irregular plurals;

Past tense, introduction;

Verbal usage, continued;

Culture: women writers, women in Croatian literatures and culture; artistic and musical traditions and trends; film and popular culture; national food and drinks;

Lexical fields: actions, states; processes; numbers; transportation; colours; clothes; food and drink

Intermediate Croatian

SUMMER 2010

Coordinators: Josip Lasić and Josipa Korljan

E-mail: jlasic@ffst.hr

Required Textbooks:

Čilaš M, - Gulešić-Machata, Udier, S. L.: *Razgovarajte s nama, udžbenik hrvatskog jezika za više početnike A2/B1*, FF Press, Zagreb, 2009.

Supplementary material *Elementary Croatian II* by Josip Lasić (available in the copy shop);

Recommended Materials:

Kosovac, V – Lukić, V: *Učimo hrvatski 3*, Centar za strane jezike, Zagreb

Kosovac, V – Lukić, V: *Učimo hrvatski 4*, Centar za strane jezike, Zagreb

Appropriate Croatian – English / English – Croatian dictionaries.

Other in-class materials (CDs and other books) will be presented at the beginning of the lessons.

Excerpts from:

a) C. Hawkesworth, *Colloquial Croatian and Serbian with CDs*, Routledge, 2003.

b) Vinko Grubišić, *Elementary Croatian*, CIC, Zagreb, 1994.

Course description:

Intermediate Croatian is a continuation of *Introductory Croatian*. It is an advanced-level class that accords to Common European Framework for B1 level. After this course, students will be independent users, able to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. They can deal with most situations likely to arise whilst travelling in an area where the language is spoken. They can produce

simple connected text on topics which are familiar or of personal interest. They can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

(http://www.coe.int/T/DG4/Linguistic/Source/Framework_EN.pdf).

The classes are held five days a week from Monday to Friday. It includes 30 class periods of language exercises a week, 10 class periods of speaking exercises, 10 class periods of Standard Croatian language functional grammar and 10 class periods of cultural lectures, which is altogether 30 class periods a week.

Students are expected to attain the following proficiency in the four competencies: understanding (listening and reading), speaking and writing.

Listening: According to CEF goals for B1 level, students can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. They can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

Reading: Students at this level, according to CEF for the B1 level, after this course can understand texts that consist mainly of high frequency everyday or job-related language. They can understand the description of events, feelings and wishes in personal letters.

Full comprehension of authentic texts may be hampered by some syntactic difficulties such as toponyms, inverted word order and pronominal reference at both sentence and paragraph level.

Speaking: This competence includes spoken interaction and production, and B1 level speakers can deal with most situations likely to arise whilst travelling in an area where the language is spoken. They can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). They can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions. They can briefly give reasons and explanations for opinions and plans, can narrate a story or relate the plot of a book or film and describe their reactions.

Writing: Students achieve full control of the writing system, orthographic rules and punctuation. A B1 level student can write simple connected text on topics

which are familiar or of personal interest. They can write personal letters describing experiences and impressions.

Source: http://www.coe.int/T/DG4/Linguistic/Source/Framework_EN.pdf

Goals:

- Learning standard Croatian language (grammar, syntax and lexis) and its usage in different situations, including students' specific fields of interest
- Developing all four competences – listening, reading, speaking, writing – based on various topics

Tests:

Final exam and weekly tasks.

Quizzes:

Students are expected to take quizzes (weekly), a midterm and a final exam, as it is defined in this syllabus. The quizzes, midterm and final exam will be graded.

Homework assignments:

Students should expect weekly homework assignments. The assignments will be graded. Late assignments and a failure to turn in assignments could reduce a student's grade. Homework should be handed in on its due date.

Class attendance:

Attendance is required and will form a part of the final grade. A student who is frequently late to class, leaves early, or is not prepared to participate will not receive credit for attendance and participation.

Grading system:

Attendance and participation: 20%

Homework: 15%

Quizzes: 15%

Midterm exam /based on grammar: 25%

Final Exam /based on grammar and culture: 25%

Regarding the cultural aspect of the class:

Different kinds of short multimedia presentations (songs, video clips, literature) will be used in class every day to expose students to Croatian culture. The goal is to compare Croatian culture to other cultures as well as to address the specific interests of the students.

Lessons:

First week: 30 classes

Structures:

Forms of the locative case, continued time expressions;

Ordinal numbers;

Dative case;

Dative and locative personal pronouns;

Word order; the pronominal forms *sam*, *samo*, *sama*;

The words *like* and *love*;

Other uses of the dative;

Instrumental case;

The instrumental case of pronouns;

The instrumental case with prepositions;

Uses of the instrumental case;

Prepositions with the instrumental;

Verbs of transport;

Negative imperative;

The imperative mood, continued;

“Inclinal” *se*-verbs;

Prepositions meaning “to [a person]”;

Aspect, continued;

Instrumental of means.

Culture: Croatian culture and cultural heritage; past and present time; nation, war and culture; communism and religion; health care and the social services system.

Lexical fields: sports; having fun; the weekend; at the doctor’s.

Structures:

Variation in suffixes and the gender of nouns;

Plural case forms;

Vocative case, continued;

Neuter nouns with added syllable *-et-*;

Irregular plurals of *dijete*, *brat*, *gospodin*;

Se-verbs, continued;

The future tense;

Word order in the future and variant spellings;

The preposition *na* in future time expressions;

Questions and negation in the future tense;

Word order in the future tense;

Meanings of *htjeti*;

Reflexive verbs;

The particle *se* with verbs;

Aspect, continued;

Negated prepositional phrases;

What clauses;

Verb typology;

Past tense;

Usage of the past tense;

Past and future tense of the “existential” *ima* and *nema*.

Culture: social structure and social life; personal and everyday life; the cult of the neighborhood; shopping; civil, national and religious holidays; tradition and modernization.

Lexical fields: landscapes; picnics; shopping; groceries; at a concert; holidays and celebrations.

Second week: 30 classes

Structures:

Word order in the past tense;

Verbal aspect, continued;

Subjectless sentences;

Verbal nouns;

Verbs of transport;

Comparison of adjectives;

Passive participles;

Comparison of adjectives expressed by consonant softening;

Comparison of adverbs;

Comparison *than*;

The verb *trebati*;

The instrumental case, continued;

The verb *trebati*, continued;

Cardinal numbers, review;

Agreement with cardinal numbers;

Fractions and approximate numbers;

Koji as a relative conjunction;

Present verbal adverb.

Culture: educational system in Croatia; transportation system; telecommunication and broadcast services; business; plans for the future.

Lexical fields: presents and gifts; post office; on a train; at work.

Structures:

Agreement with cardinal numbers;

Group numbers;

Past verbal adverbs;

Ordinal numbers in naming dates;

The “exact future”;

The conjunction *što*;

Words meaning “ought, might, may”;

Ordinal numbers, continued;

Culture: geography, weather and climate; flora and fauna; tourism; sports; some other things to know.

Lexical fields: sightseeing; tourism; at the market; geography.

Advanced Croatian

SUMMER 2010

Coordinators: Josip Lasić and Helena Burić

E-mail: jlasic@ffst.hr

Required Grammar Textbook:

Kosovac, V – Lukić, V: *Učimo hrvatski 4*, Centar za strane jezike, Zagreb

Recommended Materials:

- textbooks, grammar books, lexicons, monographs;
- texts (literary, specialized and newspaper);
- lexical exercises (antonyms, synonyms, homonyms...);
- audio recordings;
- grammar exercises;
- films and other video materials;
- blanks, forms, prospectus, ads, official letters
- appropriate Croatian – English / English – Croatian dictionaries

Passages from:

a) Korom, M: *Kroatisch für die Mittelstufe*, München, 1998.

b) Nemeth-Jajić, J: *Sati s jezikom hrvatskim*, Poznan, 1997.

Course description:

In *Advance Croatian* students learn the Standard Croatian language and exercise its use. They read, analyse and reproduce complex texts on various subject matters. They distinguish well between functional styles of the Standard Croatian language. They build a foundation that enables them to enrol the Croatian Language and Literature Course and to continue their professional preoccupation with the Croatian language.

The classes are held five days a week from Monday to Friday. It includes 30 class periods of language exercises a week, 10 class periods of speaking exercises, 10 class periods of Standard Croatian language functional grammar and 10 class periods of cultural lectures, which is altogether 30 class periods a week.

Communication goals:

Listening: Students understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. Students understand most TV news and current affairs programmes. Students understand the majority of films in standard dialect.

Reading: Students read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. Students understand contemporary literary prose.

Spoken Interaction: Students interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. Students take an active part in discussion in familiar contexts, accounting for and sustaining their views.

Spoken Production: Students present clear, detailed descriptions on a wide range of subjects related to their field of interest. Students can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Writing: Students can write clear, detailed texts on a wide range of subjects related to their interests. Students can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. Student write letters highlighting the personal significance of events and experiences.

Source: http://www.coe.int/T/DG4/Linguistic/Source/Framework_EN.pdf

Tests: Make-ups for excused absences only, with prior notification.

Quizzes:

Students are expected to take quizzes (weekly), a midterm and final exam, as it is defined according to this syllabus. The quizzes, midterm and final exam will be graded.

Homework Assignments:

Students should expect regular homework assignments weekly. Assignments will be graded. Late assignments and a failure to turn in the assignments could reduce students' grade. Homework should be handed in on the due date.

Class Attendance:

Attendance is required and will form a part of the final grade. A student who is repeatedly late to class, leaves early, or is not prepared to participate, will not receive attendance and participation credit.

Grading System:

Attendance and participation: 20%

Homework: 15%

Quizzes 15%

Midterm Exam /based on grammar: 25%

Final Exam /based on grammar and culture: 25%

Lessons:

First week: /30 classes/

Topics:

Croatian Language Status Planning

Deklaracija o nazivu i položaju hrvatskog književnog jezika 1967.

Croatian language in abroad

Petar Miloš: "Legende o rodijaku Ćipi"

Language Policy and Political Discourse

T. Gazdić-Alerić: „Speech Fluency of Croatian Parliament Representatives“

Grammar:

Verb aspect usage

Congruity;

Conditional clauses;

Past perfect;

Verb tense ordering in complex sentences;

Word order;

Fundamentals of word formation;

Phoneme changes at morpheme boundary;

Synthesis of phoneme changes

Culture:

Croatian/English translation of two modern Croatian songs

Daily projects:

Reading and listening daily Croatian news and conversation about news: radio; newspaper; Internet

Second week: /30 classes/

Topics:

Linguistic Manipulation: Political Rhetoric

R. Baretić: “For jor ajz onli”

Newspeak in Language Reality

A. Tomić: “Veliki šoping”

Bilježnica Robija K. /two stories by choice/

Grammar:

direct and indirect speech;

declension of nouns *kći* (*daughter*) and *mati* (*mother*);

definite and indefinite adjective and pronoun declension;

selected chapters on syntax;

regional stratification of the language (Croatian dialects);

chronological stratification of the language (short history of the language);

functional stratification of the language (styles);

phraseology;

orthography.

Culture:

Croatian/English translation of two modern Croatian songs

Daily projects:

Reading and listening daily Croatian news and conversation about news: radio; newspaper; Internet

Third week: /25 classes/

Croatian culture and civilization

**For all students enrolled in the Introductory, Intermediate and
Advanced Units**

SUMMER 2010

Instructors: Josip Lasić and Helena Burić

E-mail: jlasic@ffst.hr

Required Texts and Resources: All materials will be supplied as
aforementioned and available in English

Background and Purpose of the Course: this course will empower students with the introductory-level command of Croatian and give them an introduction into the Croatian culture. This course, either on its own or in conjunction with the intermediate-level course will meet the foreign language graduation requirement at those universities and their respective colleges which enforce this requirement. Needless to say, knowledge of a less commonly taught foreign language brings about numerous other benefits, such as broadening one's horizons, providing an employable skill (especially in the government intelligence, diplomatic, and trade communities), etc.

CROATIAN CULTURE AND CIVILIZATION COMPONENT TO INTRODUCTORY, INTERMEDIATE AND ADVANCED COURSES

Summer 2010 – 25 class periods

Lesson 1: 3 classes

General information about the language and the region;

Lesson 2: 3 classes

Regions, major centers; Ethnic and religious affiliation; Differences in attitudinal and behavioral patterns

Lesson 3: 3 classes

Educational system; Popular sports and teams; Flora and fauna of the region; Climate and weather;

Lesson 4: 3 classes

Social and healthcare system; further attitudinal and behavioral differences; Conceptualizing differences;

Lesson 5: 3 classes

Transportation infrastructure; Major cities; Major companies; Working conditions;

Lesson 6: 3 classes

Forms of shopping; Culture of shopping; Banks; Telecommunications; TV and Radio Stations;

Lesson 7: 3 classes

Ethnic foods and beverages; Major tourist points of interest; Popular music;

Lesson 8: 2 classes

Major artists and works of art; Literary traditions; Ethnic crafts; Major religious holidays and practices;

Lesson 9: 2 classes

This lesson reviews all major points covered in this course, its cultural aspect and norms, grammar, skills and vocabulary

Two field trips /20 class periods/

The island of Hvar and the town of Dubrovnik
For all students enrolled in the Introductory, Intermediate and Advanced
Units

First Saturday, 10th July

Short story about island of Hvar.... <http://www.island-hvar.info/>

The island of Hvar

Hvar, the island in the Adriatic Sea, is the longest and the sunniest Croatian island and one of the most beautiful islands in the world. It is a part of the central Dalmatian archipelago with the area of 299.6 sq km (length 68.2 km, width up to 10.5 km) and population of 11,459 inhabitants. The island of Hvar is administratively part of the Split-Dalmatia county in Dalmatia, Croatia.



Map of the island of Hvar

The major places (all on the coast of the island) are: the town of Hvar, Stari Grad, Jelsa, Sućuraj and Vrboska. Other places on the coast are: Milna, Sveta Nedilja, Ivan Dolac and Zavala. Places which aren't on the coast are: Brusje, Grablje, Selca kod Starog Grada, Dol, Rudina, Vrbanj, Svirče, Vrisnik, Pitve, Humac, Poljica, Zastraišće, Gdinj, Bogomolje and Selca kod Bogomolja.

The island of Hvar is separated from the island of Brač (by the Hvar Channel), from the island of Vis (by the Vis Channel), from the island of Korčula (by the Korčula Channel) and from the peninsula Pelješac (by the Neretva Channel), while the east cape of the island (Sućuraj) is located just three nautical miles

away from the mainland (Drvenik on Makarska Riviera). In front of the western part of the southern coast of Hvar are Pakleni Islands (Pakleni Otoci), and in front of the middle part the island of Šćedro. A crest stretches across the middle part of the island, with the highest peak Sveti Nikola (St. Nicholas) (628 m); north of it is the fertile Big Field (Velo Polje). The northern coast of the island, with the spacious Stari Grad Bay and a number of coves, is much more indented than the southern.



The island of Hvar was populated already in the prehistoric times and later inhabited by the Illyrians, who came into conflict with the Greek colonizers in the 4th century BC. In Oglavak and Košćak (near Sućuraj on the east cape of island) was the position of the Illyrian queen Teuta place. Numerous tumuli on the island are of Illyrian origin. Hvar accepted the Greek settlers but was the only one that had an Ionic settlement (Pharos, today Stari Grad). Hvar played an important role in the Roman-Illyrian conflicts, when its rulers (Demetrije Hvaranin) tried to preserve its independence. In Roman times Hvar lost its earlier importance.

In the 7th century the island of Hvar came under the Principality of Croatia (Kingdom of Croatia since 925 till 1102). In the following centuries Hvar recognized the sovereignty of the Croatian-Hungarian ruler, the Bosnian King Tvrtko, the Split's Duke Hrvoje, the Dubrovnik Republic, Venice, France, Austria, Italy, Yugoslavia and, finally, Republic of Croatia (since 1991).

Second Saturday, 17th July

Short story about the town of Dubrovnik.... <http://whc.unesco.org/en/list/95>

Dubrovnik

The 'Pearl of the Adriatic', situated on the Dalmatian coast, became an important Mediterranean sea power from the 13th century onwards. Although severely damaged by an earthquake in 1667, Dubrovnik managed to preserve its beautiful Gothic, Renaissance and Baroque churches, monasteries, palaces and fountains. Damaged again in the 1990s by armed conflict, it is now the focus of a major restoration programme co-ordinated by UNESCO.

