



THE SCHOOL
FOR FIELD STUDIES



Language, Culture and Society of Croatia

SFS 2041

Syllabus
2 credits

The School for Field Studies (SFS) & Blue World Institute (BWI)
Center for the Conservation of Marine Megafauna
Veli Lošinj, Lošinj Island, Croatia

This syllabus may develop or change over time based on local conditions, learning opportunities, and faculty expertise. Course content may vary from semester to semester.

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COURSE CONTENT SUBJECT TO CHANGE

Please note that this is a copy of a recent syllabus. A final syllabus will be provided to students on the first day of academic programming.

SFS programs are different from other travel or study abroad programs. Each iteration of a program is unique and often cannot be implemented exactly as planned for a variety of reasons. There are factors which, although monitored closely, are beyond our control. For example:

- Changes in access to or expiration or change in terms of permits to the highly regulated and sensitive environments in which we work;
- Changes in social/political conditions or tenuous weather situations/natural disasters may require changes to sites or plans, often with little notice;
- Some aspects of programs depend on the current faculty team as well as the goodwill and generosity of individuals, communities, and institutions which lend support.

Please be advised that these or other variables may require changes before or during the program. Part of the SFS experience is adapting to changing conditions and overcoming the obstacles that may present. In other words, the elephants are not always where we want them to be, so be flexible!

Course Overview

This course introduces Croatia and the Croatia language. While all the staff at the Center speak English and all the core courses are taught in English this course will provide an entry point into other aspects of the local community through an introductory conversational knowledge of the language. The Croatian Language Module will be taught by professional Croatian-English Instructors providing reading, listening, oral, written, and practical applications of the course at beginner level. The workbook which will be used, among other materials, is published by Croaticum by the authors Marica Čilaš Mikulić, Milvia Gulešić Machata and Sanda Lucija Udier and it is called “Razgovarajte s nama!” (Talk to us!). It is intended for students, levels A1 and A2, according to the The Common European Framework of Reference for Languages and consists of 15 lessons which will be adjusted to the 20 contact hour classes. The lessons include dialogues, reading materials, comprehension, conversations skills, grammar explanations and exercises as well as cultural information about the country. The focus will be on acquiring basic knowledge of the language. It is important to know that The Common European Framework states that a person needs at least 90 to 100 hours of class to achieve level A1, 20 classes may open a new door and encourage a learner to continue learning the language.

The second module focusses on the cultural aspect of the island of Lošinj within the national and the macro-regional context. Three field trips will be incorporated into the module, including a visit to the capital city of Croatia, Zagreb. Students will visit the Croatian Natural History Museum in Zagreb and have some time to explore the city. The second trip, before the mid-term break, to either the city of Zadar or the city of Pula will be arranged to highlight the regional cultural aspect of the coastline, including its different heritage. The final trip will be on the island to Mali Lošinj will provide local cultural context also highlighting the historical divergence of the island. Finally, these cultural aspects will be further explored through lectures and workshops. Focus will also be on the local customs and the way of life, the students will have a chance to interact with the locals, meet other students from Croatia, participate in local customs, visit local sites, and get to experience island life. Students will also interact with the local community and be included in activities such as beach clean-ups, hikes, sports, and other activities.

Learning Objectives

The Croatian language module will involve 16 contact hours a local Croatian-English teacher. As with any SFS activity, your participation is mandatory. The language module aims to provide basic Croatian conversational instruction. As a student, you will have opportunities for positive community interactions, either structured or during your free time. You need to take advantage of these opportunities to improve your Croatian.

The Croatian Society and Culture Module Content requires students to participate in activities designed to provide insight and experiences with the cultural and historical context of region. Course activities, including lectures and cultural orientation. Fundamental to this module is understanding the role of Croatia within the global and macro-regional context.

How will Croatian and local society respond to local and global challenges? Consider the impact of entering the EU, globalization, the expansion and opening of real estate to foreigners in desirable coastal and island regions, the increased tourism visitation, the perception of biodiversity loss and climate change within the cultural context of Croatia.

Readings will be provided ahead of time. This is not a cultural immersion course since the emphasis of the program relies on the core courses. We encourage you to foster positive community interactions. Please consider that the number of contact hours for the Culture module is less than half of those of the core courses, and thus, it is important to do the assigned readings and be active in the discussions and take advantage of our limited time.

Assessment

This is a 2-credit course whose hours are divided between Croatian classes and culture classes and activities.

Active participation is expected in the discussion and analysis of classes, readings, and field activities. Materials for discussion will be provided ahead of time. Student performance in this course will be evaluated based on each assessment being evaluated on an individual basis.

The culture class provides a background on Croatian and Adriatic culture and society but does not have the same number of contact hours as the 4-credits of the other courses in the program, and thus, it does not have the same workload.

The evaluation breakdown for the course is as follows:

Assessment Item	Value (%)
Participation in language classes and cultural excursions	25
Quiz 1	25
Quiz 2	25
Quiz 3	25
TOTAL	100

Participation (25%)

Everybody should be prepared for each academic session. This implies reading the materials for each session with enough detail to be able to ask relevant questions; and to participate in analytical discussions about the key issues. Active participation during classes, discussions, assignments, and excursions is expected.

Quizzes (50%)

Three quizzes will be used to evaluate the knowledge of the students attained from the cultural field trips and associated lectures.

Grading Scheme

A	95.00 - 100.00%	B+	86.00 - 89.99%	C+	76.00 - 79.99%	D	60.00 - 69.99%
A-	90.00 - 94.99%	B	83.00 - 85.99%	C	73.00 - 75.99%	F	0.00 - 59.99%
		B-	80.00 - 82.99%	C-	70.00 - 72.99%		

General Reminders

Honor Code/Plagiarism – SFS places high expectations on their students and we hold students accountable for their behaviors. SFS students are held to the honor code below. SFS has a zero-tolerance policy towards student cheating, plagiarism, data falsification, and any other form of dishonest academic and/or research practice or behavior. Using the ideas or material of others without giving due credit is cheating and will not be tolerated. Any SFS student found to have engaged in or facilitated academic and/or research dishonesty will receive no credit (0%) for that activity.

“SFS does not tolerate cheating or plagiarism in any form. While participating in an SFS program, students are expected to refrain from cheating, plagiarism and any other behavior which would result in a student receiving credit for work which they did not accomplish on their own. Students are expected to report any instance of cheating or plagiarism by others.”

Deadlines – Deadlines for written and oral assignments are instated to promote equity among students and to allow faculty ample time to review and return assignments before others are due. As such, deadlines are firm; extensions will only be considered under extreme circumstances. Late assignments will incur a penalty of 10% of your grade for each day you are late. After two days past the deadline, assignments will no longer be accepted. Assignments will be handed back to students after a one-week grading period. Grade corrections for any assessment item should be requested in writing at least 24 hours after assignments are returned. No corrections will be considered afterwards.

Content Statement – Every student comes to SFS with unique life experiences, which contribute to the way various information is processed. Some of the content in this course may be intellectually or emotionally challenging but has been intentionally selected to achieve certain learning goals and/or showcase the complexity of many modern issues. If you anticipate a challenge engaging with a certain topic or find that you are struggling with certain discussions, we encourage you to talk about it with faculty, friends, family, the HWM, or access available mental health resources.

Participation – Since we offer a program that is likely more intensive than you might be used to at your home institution, missing even one lecture can have a proportionally greater effect on your final grade simply because there is little room to make up for lost time. Participation in all components of the course is mandatory, it is important that you are prompt for all activities, bring the necessary equipment for field exercises and class activities, and simply get involved.

AI Usage in Assignments – SFS acknowledges the growing role of artificial intelligence (AI) tools in education and professional settings. While AI can be a valuable resource for learning and productivity, its use must align with the learning goals and integrity of each assignment. For this reason, students are encouraged to discuss the acceptable uses of AI for each assignment with the instructor. If you wish to use AI for any part of an assignment, consult with the instructor beforehand to ensure that its use adheres to the academic expectations of the course. Let’s work together to navigate this evolving landscape responsibly!

Course Content

Type: **FL**: Field Lecture, **L**: Lecture

*Readings in **Bold** are required.

No	Title and outline	Type	Time (hrs)	Required Readings
1	Course Introduction	L	2.0	Language Textbook: Čilaš-Mikulić et al., 2021
2	Croatian Coast and Islands	L	1.0	
3	Language Course	L	1.0	Language Textbook
4	Language Course	L	2.0	
5	History of Croatia	L	1.0	
6	Language Course	L	1.0	Language Textbook
7	Language Course	L	2.0	
8	Language Course	L	2.0	
9	Catamaran to Zadar and Briefing	FL	1.0	
10	Visit Zadar	L	2.0	
11	Language Course	L	1.0	Language Textbook
12	History of Lošinj	L	1.0	Fučić et al., 1990
13	Language Course	L	2.0	Language Textbook
14	Language Course	L	2.0	
15	Visit to Apoksiomen Muesum	FL	2.0	
16	Language Course Review	L	2.0	Language Textbook
Total contact hours			25	
UMN Hours*			30	

*[UMN defines](#) an instructional hour as a 50-minute block. SFS syllabi are written in full 60-minute hours for programming purposes. Therefore 50 full hours = 60 UMN instructional hours (for four credit courses) and 25 full hours = 30 UMN instructional hours (for two credit courses).

Reading List

*Readings in **Bold** are required

1. **Čilaš-Mikulić, M., Gulešić-Machata, M., & Lucija-Udier, S. (2021).** Razgovarajte s nama! Udžbenik hrvatskoga jezika za razine A1 i A2 / Talk to us! Textbook of Croatian for levels A1 and A2. Hrvatska sveučilišna naklada. 2021. ISBN: 978-953-169-427-8
2. **Fučić, B., Braun, M., & Miroslavljević, V. (1990).** Apsyrtydes. Narodno sveučilište.