

## I. **SECOND CYCLE TEACHER EDUCATION MASTER'S STUDY PROGRAMME IN ANDRAGOGY**

### **Information about the programme**

*Title:* Second cycle teacher education master's study programme in **Andragogy**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme consists of the following courses:*

- **Andragogy – single teacher education course,**
- **Andragogy – combined teacher education course.**

With a combined course, a link with another combined study programme or course is required. The combined teacher education study course in Andragogy can be linked with any of the combined (non-teacher) and combined teacher education study programmes or courses, with the exception of the combined teacher education study programme Pedagogy.

### **Programme description**

Students of the second cycle teacher education master's study programme Andragogy develop the knowledge and competences that enable them to function successfully in the field of adult education. The programme trains students for responsible and reflective work in the field of adult education and training in different organisations and settings (e.g. counselling, work in adult education organisations, human resources, work with the elderly, young people, etc.). Graduates are trained for research and development of andragogical theory and practice.

They cultivate an active attitude towards the profession and nurture their own professional development. The course prepares students to address andragogical issues related to the organisation and management of educational projects and institutions, the development of educational programmes, and for independent work in the field of andragogical counselling.

The programme is conducted in small groups, with the emphasis on active study, acquisition of practical skills and the students' professional and personal development. During the study programme, in both years of study, students take part in a study placement, which can take place in different institutions of adult education. During the placement, they gain an in-depth insight into the functioning of an educational institution and practical experience which they can relate to the knowledge acquired in the courses they attend at the faculty. The Department of Educational Sciences is home to the Alumni Club of Educational Science at the University of Ljubljana and the Educational Science Student Association (DŠAP). The aim of both clubs is to bring together students, professors and graduates to build social networks, expand their knowledge, and gain experience in the field of their education and work. The Department also offers a number of opportunities for exchange and study abroad, including: Erasmus+ (EU countries), the Norwegian Financial Mechanism, and the CEEPUS network named Pedagogy and Andragogy in Central and East Europe - PACE, which connects faculties in Central and Eastern Europe (Poland, Slovakia, Croatia, Serbia, Bosnia and Herzegovina, and Macedonia).

### **Conditions for completing the programme**

In order to complete the study programme, the student must complete all the study requirements as stipulated in the accredited course syllabus and the curricula of each course within the study programme, totalling 120 ECTS points (single course) or 60 ECTS points (combined course). To complete the entire study programme, students of combined courses must also complete all the requirements of the other course of 60 ECTS points, totalling 120 ECTS points, as well as prepare, submit and successfully defend a master thesis.

### **Professional profile and skills**

Graduates are specialists in the field of education. During their studies, they acquire multidisciplinary skills in psychology, sociology, pedagogy and andragogy, enabling them to work and be employed in a wide variety of professional, developmental or research fields. During their studies, graduates of the Andragogy study programme acquire the knowledge and competences that enable them to work independently in all of the above fields, but particularly in the field of adult education. They successfully engage in a variety of institutions and programmes dealing with adult education and the development of lifelong learning. The skills acquired allow for their independent development, implementation and evaluation of adult education programmes. During their studies, graduates of the second cycle teacher education master's study programme in Andragogy are trained to act responsibly and thoughtfully in a variety of organisations and settings (e.g. counselling, working in adult education organisations, in human resources, working with the elderly, young people, etc.).

### **Access to employment**

Graduates of the second cycle teacher education master's study programme in Andragogy are employed in positions in the field of education and training. They can be employed in counselling services in primary and secondary schools, private educational institutions and adult counselling centres. Many graduates also work in family counselling. In the course of andragogy studies, much attention is also paid to corporate training and career development. That is why a significant proportion of graduates are employed in the HR departments and training centres of companies (e.g. Telekom, Lek, IBM, etc.), where they tend to the career development of employees, the organisation and delivery of training courses (including in the form of e-learning) and the evaluation thereof. The work of Andragogy graduates can also be project-based, dealing with specific target groups in adult education – some work with young school leavers (project learning for young adults), others are involved in programmes to raise key competences (training for life successfulness), many work with older adults (day activity centres for the elderly, university for the third age). Graduates are also employed in various research and development institutions in the field of education (e.g. Slovene Institute for Adult Education, Institute of the Republic of Slovenia for Vocational Education and Training, various faculties, etc.), as well as in the state administration (Ministry of Education), etc.

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## **II. SECOND CYCLE MASTER'S STUDY PROGRAMME IN ENGLISH STUDIES**

### **Information about the programme**

*Title:* Second cycle master's study programme in **English Studies**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses:*

- **English Studies – single course,**
- **English Studies – combined course,**
- **English Studies – single teacher education course,**
- **English Studies – combined teacher education course.**

With a combined course, a link with another combined study programme or course is required. The combined teacher education master's study programme in English Studies can be linked with any of the combined teacher education master's study programmes, but cannot be linked with the combined non-teacher master's study programmes.

### **Programme description**

The second cycle programme in English Studies offers a choice between a teacher-education and a non-teacher course, and between a single-course and a combined-course programme. The non-teacher programme prepares students for independent high-level professional work in the field of English and American Studies, for high-quality interlingual and intercultural mediation, and for independent research work. With the cultural coexistence and the global role of the cultural creations of English-speaking communities on the rise, the international demand for professionals with these linguistic and intercultural skills and competences is high, and calls for more and more

professionals who are able to make independent critical judgements about intercultural influences. The fundamental objective of the teacher-education programme is to provide quality education in social sciences and humanities, with an emphasis on educational sciences and in relation to a specific subject area. It prepares students for the creative and most demanding teaching work at all levels of English language teaching. It provides them with the highest standard of language teaching skills and the ability to critically adapt to different modern teaching methods in both cross-curricular integration and teamwork. It also equips them for independent research work, particularly action research in teaching, and for furthering their knowledge in the desired field. In this respect, graduates of the programme are qualified to teach English at all levels and in all forms, both nationally and internationally.

The curriculum is based on compulsory subjects and on specialised elective subjects in the fields of linguistics and literature. The number of subjects and the level of electives depend on the course of study; the non-teacher course also allows for external electives. As part of the teacher education programme, and particularly for the combined programme, the range of English studies courses is more modest, as the emphasis is on training for the teaching profession. The core part of the teacher education programme is the so-called teaching module, which consists of general teaching subjects and specific subjects in the field of English language teaching. All courses of study culminate in a Master's thesis.

The Department of English offers a wide range of additional activities. For many years, the ENgLIST student newsletter has been published, which features students' best (literary, travel, critical, etc.) contributions. The Department has a brilliant theatre group, which produces at least one new play each year. Also worth mentioning are debate evenings, where we address pressing socio-political issues in English, and twice a year we organise public debates. Finally, for those who are looking to study or do a placement abroad, the Department of English has a number of Erasmus contracts, as well as traditional connections with universities in the US.

### **Conditions for completing the programme**

In order to complete the study programme, the student must complete all the study requirements as stipulated in the accredited course syllabus and the curricula of each course within the study programme, totalling 120 ECTS points (single course) or 60 ECTS points (combined course). To complete the entire study programme, students of combined courses must also complete all the requirements of the other course of 60 ECTS points, totalling 120 ECTS points, as well as prepare, submit and successfully defend a master's thesis.

### **Professional profile and skills**

Graduates of the second cycle master's study programme in English Studies are experts with the most in-depth and comprehensive knowledge of the English language, literature in English and the cultures of different English-speaking communities. They are distinguished by their in-depth knowledge of linguistics and linguistic research, their familiarity with Anglo-American literary theory and its relevance to the study of literary texts, their ability to critically examine the details of a chosen linguistic, literary or cultural phenomenon or text, and their familiarity with various approaches and methods of textual or discourse research and textual study.

Graduates of the teacher education programme are qualified to work as teachers of English in accredited primary, secondary and vocational education programmes. Their competences are also highly compatible with marketable foreign language programmes, which they can enter during their studies. The practical experience gained in the process of compulsory teaching placement helps them pave the way to professional autonomy, which proves particularly important once they first enter the classroom. The profile of the graduate of the teacher education programme in English Studies is thus portrayed as that of a teacher who, given the current position of English in the world, offers their students an insight into a global language and its many associated cultures, into the discursive diversity of the use of English, its usefulness on a global scale and, at the same time, its indispensability in the context of modern technologies.

### **Access to employment**

Graduates of the second cycle of the English Studies programme are employed in a wide range of fields and positions where a good knowledge of the English language and culture is required, from diplomatic missions abroad, ministries in the home country, foreign representative offices in Slovenia, and various other public services, such as EU bodies and committees in Slovenia and abroad, to the growing number of companies that are in contact with English-speaking foreign partners. Many choose to pursue freelance cultural professions, working as intermediaries of literature and cultures of English-speaking and other foreign communities, as literary translators, as organisers of events and consultations, or as editors and journalists. The combined course broadens the pool of employment opportunities, as graduates acquire skills and competences in two disciplines. Graduates of both teacher education programmes are qualified to teach English at different levels and in different educational settings in Slovenia. They are mainly employed as teachers of English in accredited primary, secondary and vocational education programmes.

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### III. **SECOND CYCLE SINGLE MASTER'S STUDY PROGRAMME IN CLASSICAL AND HUMANISTIC STUDIES**

#### **Information about the programme**

*Title:* Second cycle single master's study programme in Classical and Humanistic Studies

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses* (the course of study is selected at enrolment in the first year):

- **Classical and Humanistic Studies – Latin Philology,**
- **Classical and Humanistic Studies – Greek Philology,**
- **Classical Cultures – Greek Philology,**
- **Classical Cultures – Latin Philology.**

#### **Programme description**

With the second-cycle programme in Classical and Humanistic Studies, it is possible to gain in-depth knowledge of the culture of ancient Greece and Rome, the Latin Middle Ages and the Byzantine Empire, and the humanistic tradition, which transmitted the language, ideas and images of classical antiquity to modernity. The programme is divided into four courses: 1) Classical and Humanistic Studies - Greek Philology; 2) Classical and Humanistic Studies - Latin Philology; 3) Classical Cultures - Greek Philology; 4) Classical Cultures - Latin Philology; The latter two are conducted in cooperation with a consortium of several foreign universities (Athens, Freiburg, Hamburg, Istanbul, Münster, Nicosia, Palermo, Perugia, Poznan, Rome, Salamanca, Valladolid, Toulouse) and enable tackling complex scholarly challenges in an international environment and transferring new methods of study and research from a foreign setting to a domestic one. Students taking the Modern Greek module can also choose to focus on Modern Greek language and literature as an elective. Students focus on the in-depth study of one of the two classical languages, yet the programme is much more focused on the cultural and historical context of the classical textual monuments, compared to the distinctly philological combined programmes of Latin and Greek. It is interdisciplinary in design and allows for academic and, later, professional links with a number of related fields that directly or indirectly encounter the culture of the ancient Greece and Rome, Byzantium, the Latin Middle Ages and Humanism, as well as for intensive making of international professional contacts. Special attention is paid to the reception of ancient culture from early medieval humanism through the Renaissance to the present day: the paths by which antiquity reached us, and to the transformations it experienced along these paths. In this way, students acquire a thorough classical humanistic education, a broad overview of ancient history, literature and culture, and specific philological knowledge, they are familiar with the most important trends in contemporary linguistic and literary theory, and are informed about the theoretical discourses of related humanistic disciplines. The Department actively participates in the work of the Society for Classical and Humanistic Studies and in the production of two scholarly journals – *Keria: Studia Latina et Graeca* and *Clotho*. It is also active in extracurricular activities and in the organisation of events ranging from fresher parties, recitals and drama productions to exhibitions and scientific conferences and a variety of other projects. The Department also organises excursions and summer



schools. There is a student representative and a departmental tutor. A range of study abroad opportunities are open, in particular through Erasmus+ agreements concluded between the Department and various European universities, summer courses in the modern Greek language in Greece and Latin summer schools, as well as scholarships from local and foreign universities and foundations (German Academic Exchange Service – DAAD, the Alexander S. Onassis Foundation, the Friar Stanislav Škrabec Foundation).

### **Conditions for completing the programme**

The student must complete the study requirements prescribed by the curriculum and the respective curricula, totalling 120 ECTS points, comprising of 90 ECTS points in organised forms of study and 30 ECTS points in the elaboration and defence of the master's thesis.

### **Professional profile and skills**

Graduates of the programme are skilled in analytical reading, argumentation, public speaking and communication, and interdisciplinary professional work. They know how to use information and communication technologies, independently deepen, contextualise and build on information, and are skilled in team problem-solving. They can organise and lead expert teams, ensure the quality of their own work and raise quality standards in the work environment. They also have a comprehensive overview of Greco-Roman history, material and spiritual culture. They have a comprehensive knowledge of Byzantine literature and culture, humanistic and neo-Latin literature, and the spiritual traditions of European humanism. They combine knowledge and skills from different fields of research in classical and later culture, and are familiar with and can apply a variety of theoretical approaches and methodologies. They are able to read the most demanding literary, professional and documentary texts in one of the two classical languages. They can independently translate fiction, professional and documentary texts and express themselves with mastery of language. They make critical use of primary sources, the text-critical apparatus, commentaries, secondary literature, and professional reference books. They work scientifically and professionally in fields related to the research of classical languages, literature and culture, and write scientific and professional articles. They build up a professional network of contacts in related departments at foreign universities, use the research infrastructure of partner institutions in conjunction with their home institutions, and are able to integrate local and foreign knowledge into research teams needed to apply for international calls for proposals.

### **Access to employment**

Graduates have a broad educational profile and are employable in many fields, such as translation, research and archival work, in publishing, tourism, journalism and participating in projects related to research of the classical and Byzantine material and spiritual heritage. Some choose to continue their studies and later go on to work at university or in research institutes. Others choose to work in museums or galleries. With additional teacher education courses, they can also teach their chosen language in primary and secondary schools. Focusing on the modern Greek language again opens up new career opportunities, including in the teaching field. Particularly successful in this regard are students who already during their studies seek a wide range of work experience – through work

placements in various scientific, cultural or educational institutions, including those abroad through the Erasmus+ programme, through involvement in various extracurricular projects, through volunteering in NGOs, through tutoring secondary school students, and through participation in student organisations. The transferability and usefulness of the skills - the ability to research and analyse, to critically evaluate and interpret, to master language - are recognised on CVs by many employers in other fields; some graduates go on to work in governmental institutions, in the world of finance, even in opera, film and in sport.

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## **IV. SECOND CYCLE SINGLE MASTER'S STUDY PROGRAMME IN ARCHAEOLOGY**

### **Information about the programme**

Title: Second cycle single master's study programme in **Archaeology**

Duration: 2 years

Points: 120 ECTS points

### **Programme description**

The second cycle master's study programme provides students with an in-depth knowledge and understanding of individual archaeological periods, sub-disciplines, methodology and theory. Through critical analysis of primary data and interpretations in the professional and scientific literature, and through practical work in the field of sourcing in field and laboratory research, post-field processing of results and the study of artefacts, students develop the skills necessary for independent professional and research work. The programme is designed as a continuation and upgrade of the first cycle study programme Archaeology at the Faculty of Arts, University of Ljubljana. Together, they offer a rounded and comprehensive education for archaeological professionals qualified to work independently in scientific research institutions, museums,



institutions in the field of protection and management of immovable cultural heritage and archaeological service companies operating in the market. Training for independent conduct of primary, field and other research is of particular importance, taking the form of field and project-based instruction in the various lessons and is integrated into the actual research of archaeological sites, data and materials. Students consolidate and upgrade their mastery of the procedures and technologies of field research work (spatial and graphic documentation, knowledge of field databases and digital technologies), the principles and procedures of primary field conservation of finds, the procedures of museum processing (accessioning, inventorying) of objects within the parent curatorial offices and supporting museum services (processing and conservation-restoration centres), administrative procedures and principles of archaeological heritage protection in spatial planning (heritage valorisation, issuing of cultural protection assessments and consents, cooperation with the Ministry of Culture in spatial planning procedures). The Department of Archaeology at the Faculty of Arts of the University of Ljubljana is well connected to the international archaeological community, with our teachers and researchers participating in a wide variety of international projects and other forms of cooperation, and visits from our foreign colleagues. As a result, we offer many opportunities for international exchanges across Europe and for students to participate in research projects.

### **Conditions for completing the programme**

In order to complete the programme, students must complete all study requirements for a total of 120 ECTS points. In the final year of studies, they must produce a written dissertation and a master's thesis, which they must successfully defend in a public oral defence.

### **Professional profile and skills**

The graduate acquires the skills to use modern information and communication technologies and the ability to plan and conduct archaeological field and post-field research (processing of material, preparation of publications, etc.). Also important is the ability to reflect critically, to design interdisciplinary projects, and to have an in-depth knowledge of selected topics within archaeology, and at the same time an understanding of the latest archaeological theories and methods of fieldwork and scientific work, and the writing of professional texts. The graduate understands the legislative basis and the organisation of the work of Slovene museums and the Institute for the Protection of Cultural Heritage, as well as the working procedures and tasks (legislation, regulations) that they perform. They understand the importance of integral, socially responsible and sustainable management of archaeological heritage and cultural heritage in general, as well as the role and significance of archaeological heritage in spatial planning. The ability to critically follow and interpret recent developments in archaeological theory and practice contributes to an understanding of archaeology's integration as a science in social contexts (potential for the exploitation of the findings of the discipline).

### **Access to employment**

The objective of the study programme is to train students for independent professional work in museums (curator-archaeologist) and units of the Institute for the Protection of Cultural Heritage

(the profession of conservator-archaeologist), as well as in other public institutions and companies providing various archaeological activities and services in the fields of culture, heritage protection, education, tourism and spatial planning. These include, for example, private companies and organisations and working in preventive archaeology (fieldwork, documentation work, other professional work). Employment opportunities are also available in other activities related to cultural heritage (education, tourism, other service activities). Career opportunities are, of course, also partly dependent on other skills and competences acquired during the course of the studies, e.g. digital, organisational and other specific skills. The study programme also prepares students to work as researchers or higher education teachers in scientific research institutions (this requires the completion of a third cycle - a PhD).

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## **V. SECOND CYCLE MASTER'S STUDY PROGRAMME IN ASIAN STUDIES**

### **Information about the programme**

*Title:* Second-cycle master's study programme in **Asian Studies**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses:*

- **Japanese Studies – single course,**
- **Japanese Studies – combined course,**
- **Sinology – single course.**

With a combined course, a link with another combined study programme or course is required. The combined master's study programme in Japanese Studies can be linked with any of the combined master's study programmes, but cannot be linked with the combined teacher education

master's study programmes, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy.

### **Programme description**

The second cycle master's study programme in Asian Studies is dedicated to the exploration of Asian societies and languages in an in-depth, theoretically informed and professionally grounded way. The programme taught at the Department of Asian Studies builds on the core knowledge of Sinology and Japanese Studies acquired in the first cycle of studies. The main objectives of the programme are to deepen the knowledge of the language in its various contexts of use, from its classical forms to translation and interpretation techniques, as well as to develop methodological approaches and knowledge of key cultural and social sciences related to the respective cultural region. The second cycle of studies thus builds on the competences acquired at the first cycle, thereby developing the fundamental objectives of humanistic and social science studies, such as the ability to think critically outside the European-centric conceptual apparatus, the ability to carry out independent research with knowledge and mastery of various research methods, and consequently knowledge of the various theoretical perspectives on the historical, cultural, artistic, philosophical, political and economic spheres of the region in question. Students acquire the ability to independently, autonomously and competently evaluate and interpret current phenomena related to East Asian societies and their cultures.

The second cycle programme in Asian Studies is therefore aimed at those who wish to become experts on East Asia in a particular field of expertise, to consolidate their knowledge of the language and to improve their methodological approaches to research. The second cycle programme in Asian Studies is the only one of its kind in Slovenia and one of the few in the wider region that offers the opportunity to study East Asian societies and to acquire these competences, while at the same time studying at the Department of Asian Studies offers numerous opportunities for advanced study in East Asian countries, with numerous inter-university agreements and scholarships for study exchange at universities in Japan, China or Taiwan.

### **Conditions for completing the programme**

In order to complete the study programme, the student must complete all the study requirements as stipulated in the accredited course syllabus and the curricula of each course within the study programme, totalling 120 ECTS points (single course) or 60 ECTS points (combined course). To complete the entire study programme, students of combined courses must also complete all the requirements of the other course of 60 ECTS points, totalling 120 ECTS points, as well as prepare, submit and successfully defend a master's thesis.

### **Professional profile and skills**

Graduates of the different courses of the master's study programme in Asian Studies are capable of communicating confidently and comfortably in the language of their chosen region, both in written and spoken form, in a variety of everyday situations, appropriate to their social context. They understand texts with general social and popular science topics. They can translate complex

texts from their chosen language into Slovene and vice versa. They can also interpret between their chosen language and Slovene in less linguistically demanding situations. In addition to their linguistic knowledge, graduates also have a deep insight into contemporary and historical political, economic and social developments in their chosen region, and are able to situate and explain current political events and social phenomena in the light of the region's historical development and social and cultural specificities. They are distinguished by their openness to contacts with other cultures and their critical understanding of their own culture in relation to others. Graduates are aware of the limitations of their knowledge and are able to develop it independently in the context of their own career path. They are able to make connections between the knowledge they have acquired and, in the case of the combined courses, to transfer it from one field to another.

### **Access to employment**

The programme provides students with a broad range of subjects to enable them to engage in independent research and to critically evaluate social phenomena. The linguistic subjects enable students to acquire proficiency in Japanese or Chinese, enabling them to work in companies and organisations operating in their chosen East Asian region. A general knowledge of the cultural and civilisational content of the chosen region helps them to gain an understanding of the local working environment. Graduates may find employment in the economy, particularly in international trade, tourism and logistics, in government departments, in domestic and foreign diplomatic missions, in academic institutions and translation agencies, in language schools, and in non-governmental organisations and other institutions operating in the Japanese or wider Chinese cultural-linguistic environment or where knowledge of the language and culture of the chosen Asian region is required. The Department organises career days where graduates present their career paths and companies present their experience, needs and expectations when recruiting graduates in Japanese Studies and Sinology.

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## VI. **SECOND-CYCLE MASTER'S STUDY PROGRAMME IN LIBRARY, INFORMATION AND PUBLISHING STUDIES**

### Information about the programme

*Title:* Second-cycle master's study programme in **Library, Information and Publishing Studies**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses:*

- **Library, Information and Publishing Studies – single course**

Study tracks:

- Library science
- Information science
- Publishing studies

- **Library and Information Studies – combined course**

- **Library and Information Studies – combined teacher education course.**

The combined master's study programme in Library and Information Studies can be linked with any of the combined master's study programmes, but cannot be linked with the combined teacher education master's study programmes, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy.

Combined teacher education course Library and Information Studies can be linked with all combined teacher education programmes and courses, but cannot be linked with combined (non - teacher) study programmes and courses.

### Programme description

The study programme Library, Information and Publishing Studies covers three diverse but also highly interrelated fields: library science, information science and publishing studies. The first year of the single course is common to all students, but in the second year, the compulsory subjects depend on the study track chosen at the time of enrolment in the first year. In the combined course, there are no study tracks, and the compulsory subjects mainly include library study subjects. The field of library science focuses on the management of the materials collected, preserved and organised by different types of libraries. It also deals with the functioning of the different types of libraries, their roles in society and the services that libraries offer to their users (e.g. information literacy, reading advice, provision of information from and about the materials, support for researchers). In the library science courses, students are introduced to topics such as library management, the organisation and management of information services, information literacy and management of information resources. Library science applies the principles of information science, a field that studies the characteristics of information, people's information needs and

information behaviour, to a range of activities, with a view to creating systems that will make information as usable and accessible as possible. Information science is therefore concerned with the lifecycle of information, from its creation, collection, organisation, storage, retrieval, dissemination, protection and presentation. In the information science courses, students in the second cycle of the study programme are introduced to more advanced topics in information organisation, the independent design, maintenance and evaluation of digital libraries and retrieval systems, bibliometrics and the users of information resources and services. The field of publishing studies is primarily concerned with the study of the book from the perspective of the past, the present and the future. It combines the theoretical study of the different roles of reading in social and publishing contexts with practical insights into the organisation and nature of work in publishing and media houses. The courses in publishing studies introduce students to topics such as editorial techniques, the management and financial management of publishing houses and marketing in publishing. All three areas are very closely linked, so some subjects are common to all the tracks (e.g. marketing, research, users), but students can also take subjects from the other two tracks as electives. There is student networking within the Library and Information Science Students' Section, which is part of the Slovene Library Association. By participating in the Section, they establish contacts with future employers while still studying and by attending professional meetings they gain insight into the latest developments, especially in the field of library science. Representatives of the Library and Information Science Students' Section, together with tutors, also organise various activities within the Department, which bring students together and enable them to gain additional knowledge and experience. Students can also enrich their knowledge during their studies through Erasmus student exchanges, where they can choose from a range of related programmes abroad; the most popular include Oxford Brookes University and City University (London), Charles University (Prague) and Vilnius University (Vilnius).

### **Conditions for completing the programme**

In order to complete the study programme, the student must complete all the study requirements prescribed by the programme and the respective course curricula, totalling 120 ECTS points, and prepare, submit and successfully defend a master's thesis. In the thesis, the student must explore, theoretically and practically, a selected professional issue and describe it. They prepare their master's thesis under the guidance of a supervisor. Students of combined courses must also complete all the requirements of the other course for a total of 60 ECTS points, i.e. 120 ECTS points in total, in order to complete the full study programme.

### **Professional profile and skills**

Graduates of the second cycle study programme in Library, Information and Publishing Studies are qualified for independent and demanding professional work in organisations involved in the collection, organisation, storage and dissemination of information and publications, depending on the chosen course and track of study. In the second cycle, they build on the knowledge acquired in the first cycle and acquire a broader set of competences in the management, planning and evaluation of a wide range of activities in such institutions. They are able to conduct independent research and to use research to support development work and to identify the impact of the institution in which they work. They also learn about the latest developments in their field of study.



and are able to apply them critically in their professional work. They are aware of the importance and role of information in modern society and in the individual institution and are able to promote and disseminate the impact of the institution in which they work. The choice of course, the study track and the range of professional or external elective subjects they take during their studies also have an important influence on the acquired knowledge.

### **Access to employment**

As the professional and scientific field of library and information science and publishing studies is concerned with the study of all aspects of information from its creation to its use, and with the planning of processes and services for effective access to information, the profession in information science is one of the professions of the future. The study tracks of Information Science and Library Science specifically qualify graduates for the organisation of information in the economy and service sectors and for the most demanding professional work in all types of libraries, while the study track of Publishing Studies prepares graduates for the most demanding professional work in book-publishing and other media houses, as well as in economic, governmental and non-governmental organisations where publishing activities are performed.

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## **VII. SECOND CYCLE COMBINED MASTER'S STUDY PROGRAMME IN CZECH LANGUAGE AND LITERATURE**

### **Information about the programme**

*Title:* Second-cycle combined master's study programme in **Czech Language and Literature**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses:*

- **Czech language and literature – combined course**
- **Czech language and literature – combined teacher education course**

With a combined course, a link with another combined study programme or course is required. The combined course of Czech Language and Literature can be linked with any of the combined master's study programmes or courses, but cannot be linked with the combined teacher education master's study programmes or courses with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy.

The combined teacher education course Czech Language and Literature can however be linked with all combined teacher education programmes and courses.

### **Programme description**

The second cycle combined study programme in Czech Language and Literature builds on, deepens and extends the knowledge acquired in the first cycle. The most important difference from the first cycle programme, which deals primarily with language in its modern form, is the addition of a diachronic dimension - in both linguistic and literary subjects, you also learn about earlier periods of development or the regularities of linguistic and literary development over time. The combined teacher education course however educates students for teaching professions, especially for teaching Czech as a foreign language.

The study on the combined course of Czech language and literature is even more than the first cycle focused on the wider Central European area, with students of the Polish Studies, Slovak Studies and Czech Language and Literature programmes taking in the second semester the linguistics subject *Selected Chapters in Czech, Polish and Slovak Linguistics* and the literature subject *20th Century Literary Discourses in Western Slavic Literatures*, which help place the knowledge acquired in the core subjects of the discipline in the wider European area.

Students of the **combined teacher education course** of Czech language and literature however have the content of the Faculty's Joint Pedagogical Module or narrower professional pedagogic subjects distributed throughout both years.

Of course, at the second level, we also devote ourselves to the in-depth study of the modern Czech language and literature. This is what the *Stylistics and Interpretation of Literary Text* courses are for, and above all the language exercises in the language, which take place throughout all three semesters as part of the course *Interlingual Mediation and Teaching Czech as a Foreign Language*. In this course, students gain practical experience in the field of creating and translating texts of a wide variety of functional genres, which prepares them for later translation work, and the course also includes content that will help them develop basic pedagogical competences, especially for teaching Czech as a foreign language.

The design of the Czech Language and Literature programme aims to equip students with a thorough knowledge of the Czech language and an in-depth overview of Czech literature and

culture in its development and in relation to the geographical area where the Czech language is used. In addition to "school-like" instruction, we also strive to teach practical skills. To this end, we successfully participate each year in the international translation competition for foreign students of the Czech language at Charles University in Prague and carry out various projects that enable us to put our knowledge into practice and gain work experience.

An important part of the programme is the possibility of study stays in the Czech Republic, which at second cycle is mainly through one- or two-semester stays under the Erasmus+ and Ceepus programmes at any of the major Czech universities. In recent years, we also include students in KIP Erasmus+ intensive short-term mobility programs in the form of a one-week study stay in the Czech Republic.

The Department also organises a number of extracurricular activities (literary and film evenings, translation and subtitling workshops, a get-together before the Christmas-New Year holidays, a Slavic evening at the end of the academic year), which create additional pleasant memories of the study years.

### **Conditions for completing the programme**

To complete the study, the student must complete all the study obligations prescribed by the study programme and the curricula of individual subjects, in the total amount of 60 ECTS points. The entire study programme is completed only after the student has completed all the requirements as prescribed by the study programmes and the curricula of the individual subjects, totalling 120 ECTS points, and has prepared, submitted and successfully defended a master's thesis.

### **Professional profile and skills**

The second cycle programme in Czech Language and Literature enables the acquisition of in-depth knowledge and intercultural linguistic abilities which, according to international standards, correspond to the profile of a master's degree holder in Czech Language and Literature. Graduates of the study programme acquire a broad education in the humanities, both at the theoretical and applied levels, in the fields of Czech history, literature and culture, as well as specific philological knowledge in the field of language. The MA in Czech Language and Literature, among other things, achieves an excellent knowledge of standard Czech at C2 level on the CEFR scale, acquires the ability to read critically, evaluate and interpret a wide variety of texts, and gains a broad overview of literary works and scholarly approaches related to the Czech cultural milieu. In addition, the programme offers a unique insight into the broader field of Western Slavic languages, cultures and literatures, and encourages comparisons between the Bohemist field and the specificities of Slovene language, literature, culture and history.

Graduates of the second cycle combined teacher education course in Czech language and literature additionally acquire specific theoretical and practical knowledge in the field of teaching Czech language and teacher competences, which enable them to effectively impart knowledge within the framework of educational institutions of all levels and operate in areas where pedagogical competence in the field of language education is required.

### **Access to employment**

The programme prepares graduates for demanding creative tasks and needs, and above all for independent work in the field of research, translation, literary and scientific criticism, interdisciplinary connections in the wider intercultural environment. Graduates are thus effectively prepared for independent research or pedagogical work in domestic and foreign educational institutions and for work in fields where specific knowledge in linguistics, literature or cultural studies is required. The programme produces highly qualified and broad-minded graduates with competence in written and spoken communication in the Czech language and the ability to speak confidently in public, who are able to build communication between people of different cultures and languages, and who are therefore able to successfully establish themselves as translators, interpreters, researchers, teachers and professors, literary critics and other intercultural mediators.

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## **VIII. SECOND CYCLE MASTER'S STUDY PROGRAMME IN ETHNOLOGY AND CULTURAL ANTHROPOLOGY**

### **Information about the programme**

*Title:* Second cycle master's study programme in **Ethnology and Cultural Anthropology**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses:*

- **Ethnology and cultural anthropology – single course,**
- **Ethnology and cultural anthropology – combined course**
- **Ethnology and cultural anthropology – combined teacher education course.**

With a combined course, a link with another combined study programme or course is required. The combined master's study programme in Ethnology and Cultural Anthropology can be linked with any of the combined master's study programmes, but cannot be linked with the combined teacher education master's study programmes, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy.

The combined teacher education course Ethnology and cultural anthropology can however be linked with all combined teacher education programmes and courses.

### **Programme description**

The main characteristic of ethnology and cultural anthropology is that it observes and seeks to understand the ways of human life experientially (ethnographically), but also comparatively (ethnologically) and pan-humanly (anthropologically). Its knowledge is primarily oriented towards everyday practice, but it also offers answers to the eternal questions of humanity: from its evolution to the specificities of human culture in its multiplicity. Anthropologists and ethnologists use their most general knowledge about humanity to understand the most concrete everyday practices both at home and around the world, and in any social group at any time. The study programme is aimed at those who have been fascinated by ethnology or cultural anthropology from the first cycle, but also at those who are interested in studying the diversity of human life. In addition to general knowledge about the many ways of life, the master's study programme in ethnology and cultural anthropology also includes key content for understanding and working in the fields of cultural heritage, museology and conservation. The electives offer in-depth presentations of Slovene traditional culture and its contemporary challenges, various anthropological orientations (from urban to medical anthropology) and other practical skills (e.g. anthropology and writing). Researchers in cultural anthropology and ethnology acquire their knowledge of ways of life through direct observation and participation in the field, therefore the programme encompasses the acquisition of theoretical knowledge and practical skills. Theoretical knowledge includes historical overviews of the development of the discipline and its particular orientations in contemporary times. Students acquire practical skills through active participation in field exercises, placements and independent research work, culminating in the writing of a master's thesis. The study programme combines anthropological theory, an overview of the limitations and challenges of ethnographic research, but also placements and tutorials in which students come into direct contact with people in the field. The study of ethnology and cultural anthropology combines knowledge of world cultures and indigenous ways of life, and provides a choice of a broader range of contemporary anthropological orientations to satisfy even the most inquisitive mind during the two years of study. The Department of Ethnology and Cultural Anthropology is one of the most internationally dynamic departments at the University, with many formal and informal contacts with partners around the world. Every year, it hosts several international speakers, and its staff members speak at universities abroad. The Department also organises summer schools, research camps and major or minor international and national scientific meetings. In addition to study exchange agreements across Europe, the Department has close links with departments in other parts of the world, from Africa to Asia, and participates in the European university network.

Eutopia and in regional links such as the Balkan Border Crossing Network. In its current format, the programme offers both combined and single courses. The former primarily introduces students to fundamental ethnological and anthropological topics and approaches, while single course study also builds on the theoretical subjects and study track subjects with field exercises and project work. It is a dynamic course of study that results in students' extensive independent research work, culminating in a master's thesis. This enables them to take responsibility for their own professional work in the field of ethnology and cultural anthropology.

### **Conditions for completing the programme**

In order to complete the study programme, the student must complete all the study requirements as stipulated in the accredited course syllabus and the curricula of each course within the study programme, totalling 120 ECTS points (single course) or 60 ECTS points (combined course). Students of combined courses must also complete all the requirements of the other course for a total of 60 ECTS points, i.e. 120 ECTS points in total, in order to complete the full study programme.

### **Professional profile and skills**

Graduates of the master's study programme in Ethnology and Cultural Anthropology are qualified for independent research, application and development work, and the most successful graduates can continue their studies in a third cycle. A special virtue of the study of Ethnology and Cultural Anthropology is the qualification for field work and working with people in different cultural contexts. A good knowledge of ways of life and cultural diversity opens the door to working in a variety of public and private institutions, or independently. As independent professionals, they are able to obtain the necessary information and identify patterns of action in social groups and to apply this knowledge in practice. They understand and recognise cultural heritage, traditions, customs and everyday practices and are able to protect them and present them to the public. They have experience of research in rural and urban settings and can engage in economic, social and cultural activities, but they are also familiar with other ways of life, so that they can work in the media, public policies, migration, public health and education, religion, popular culture, documentation centres, libraries and similar institutions. Above all, they are trained to work independently in museums and in the protection of cultural heritage. Graduates of the combined course combine their ethnological knowledge and skills with another discipline in the humanities or social sciences.

### **Access to employment**

Due to the special emphasis placed on heritage knowledge, graduates of the master's study programme in Ethnology and Cultural Anthropology can find employment in museums, at the Institute for the Protection of Cultural Heritage and in other heritage institutions. They can also use their knowledge effectively in other cultural, administrative, local, state and non-governmental institutions, as well as in educational and economic organisations. Graduates are trained to work with people in a variety of cultural contexts, so the range of possible jobs and activities is very wide. Many also decide to pursue a career as entrepreneurs or self-employed in culture. In addition to



jobs in the broader cultural field, including contemporary popular culture, they may be employed in the civil service, as advisers and consultants to ministries and parliament, particularly in the fields of foreign policy, minorities, migration and asylum policy, and also in public health institutions. They are also employed in the so-called liberal professions, in journalism and the media, and in publishing. Knowing the specificities of Slovene regions, they find work in local environments, in nature and landscape parks and development centres. More and more jobs are also opening up in the economy and in tourism. There are also many opportunities in the NGO sector and in environmental protection.

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## **IX. SECOND CYCLE MASTER'S STUDY PROGRAMME IN PHILOSOPHY**

### **Information about the programme**

*Title:* Second cycle master's study programme in **Philosophy**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses:*

- **Philosophy – single course,**
- **Philosophy – combined course,**
- **Philosophy – combined teacher education course.**

With a combined course, a link with another combined study programme or course is required. The combined course in Philosophy and the combined teacher education course in Philosophy may not be combined within the programme. The combined master's study programme in Philosophy can be linked with any of the combined master's study programmes, but cannot be linked with the combined teacher education master's study programmes, with the exception of the

combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy. The combined teacher education master's study programme in Philosophy can be linked with any of the combined teacher education master's study programmes, but cannot be linked with the combined non-teacher master's study programmes.

### **Programme description**

Within the second cycle study programme in Philosophy, students broaden and build on their knowledge of philosophical issues from a variety of theoretical and methodological approaches through intensive and in-depth study of philosophical topics. They develop their skills through detailed analysis of selected philosophical issues and the formulation of their solutions, reflection on thought-provoking philosophical theorems, reading, analysis and interpretation of fundamental philosophical texts and careful assessment of their complex arguments, and critical use of the professional literature necessary for independent scholarly research in philosophy and other scholarly fields, and the ability to formulate answers or positions on fundamental philosophical questions and issues that are present in almost all cultural, scientific and wider social practices. The single course prepares students for independent scholarly research work in the philosophy of science, art, morality and religion. The combined course in Philosophy enables students to integrate and build on their knowledge in other fields of study in a more fruitful way, as the science of philosophy is the primary foundation of all knowledge. This is supported by the simple fact that Aristotle in his philosophy developed a basic concept and terminology that is still used today in all the sciences. An important characteristic of the teacher education course in Philosophy is that it provides pedagogical and pedagogical training which has a broader validity and qualification for pedagogical work, and also gives the formal basis for conducting educational work in pedagogical practice. However, the fundamental objective of the course is to present philosophy in all its breadth, with particular emphasis on practical philosophy and the relevance of philosophy to everyday life. The study here draws on academic depth in the fields of ethics and critical theory, and includes a strong emphasis on new practices of philosophy and philosophy as a way of life. These range from philosophy for children to Neo-Socratic dialogue and philosophical counselling. The teacher education course in Philosophy thus follows the example of Socrates and combines philosophical depth with the exploration of everyday life. While the study of philosophy in the first cycle offers the first and most general foundations of philosophy, the second cycle provides a deeper insight into the ethical truth of the good, the aesthetically beautiful, the scientific, ontological and logical truth, and the philosophical, theological and religious truth of the sacred, thus developing the fundamental knowledge that underlies all ethics, aesthetics, sciences and religions. In a systemic sense, then, the study programme encompasses the reality field of all areas of human exploration and activity. These are mostly linked to the European philosophical tradition, but the added value of the second cycle programme is also the range of Asian philosophies, which cover non-European philosophies, from India, China, Japan to Tibet. From a historical perspective, the programme offers an in-depth study of ancient philosophy, medieval and Renaissance philosophy, modern philosophy and contemporary philosophy, from a wide range of philosophical perspectives: hermeneutic, phenomenological, structuralist, analytic, cognitive and systematic. Internationally, the Department is involved in mobility networks that immerse students in the rich European philosophical tradition of almost all the old university centres of Europe. The second cycle study programme is sufficiently rich in the diversity of philosophical directions, discourses

and methods that students participating in a one- or two-semester Erasmus or Ceepus exchange can feel quite at home on these campuses as equal members of the European academic tradition.

### **Conditions for completing the programme**

In order to complete the study programme, the student must complete all the study requirements as stipulated in the accredited course syllabus and the curricula of each course within the study programme, totalling 120 ECTS points (single course) or 60 ECTS points (combined course). To complete the entire study programme, students of combined courses must also complete all the requirements of the other course of 60 ECTS points, totalling 120 ECTS points, as well as prepare, submit and successfully defend a master's thesis.

### **Professional profile and skills**

Upon completion of their studies, master's students develop the capacity for independent critical thinking and autonomous judgement, as well as openness to different views, positions, solutions, the ability to apply interdisciplinary knowledge, and demonstrate a thorough mastery of the conceptual apparatus of different philosophies, and the capacity for comparative analysis and critical evaluation. Particularly noteworthy is the ability of critical thinking in the history of philosophy and in addressing philosophical issues, as well as the ability to assess the European and global intellectual heritage. The study prepares students to actively confront fashionable trends and ideological and other pressures in the field of philosophy and the humanities, and to be able to make critical evaluations and arguments. By completing the teacher education study programme, students develop the ability to apply philosophical knowledge and fundamental concepts in practice, the ability to teach philosophical and, in particular, cognitive and theoretical and ethical content at different levels of education, and the ability to integrate philosophical insights with insights from natural sciences, social sciences and the humanities.

### **Access to employment**

The objective of the study programme is to train master's students for work in research and educational institutions or for independent publicist work in libraries, editorial offices of publishing and media houses and other cultural institutions engaged in monitoring, researching and nurturing the global and domestic philosophical and general humanistic heritage. The aim of the teacher education programme is to train students to teach philosophy and related subjects (e.g. civic education) in primary schools, secondary schools and elsewhere in the school system and beyond.

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## X. **SECOND CYCLE MASTER'S STUDY PROGRAMME IN FRENCH STUDIES**

### *Information about the programme*

*Title:* Second cycle master's study programme in **French Studies**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses:*

- **French and Romance Studies: single course,**
- **French Studies: combined course,**
- **French Studies: combined teacher education course.**

With a combined course, a link with another combined study programme or course is required. The combined master's study programme in French Studies can be linked with any of the combined master's study programmes, but cannot be linked with the combined teacher education master's study programmes, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy. The combined teacher education master's study programme in French Studies can be linked with any of the combined teacher education master's study programmes, but cannot be linked with the combined non-teacher master's study programmes.

### *Programme description*

- **French and Romance Studies – single course**

The principle goal of the second-cycle study programme is to deepen professional, theoretical and practical knowledge in the field of French language and literature and the Francophone culture, while promoting intellectual growth and self-education. Students acquire in-depth linguistic, literary theory and literary history knowledge, and, in addition to these, they deepen their professional, theoretical and practical knowledge in Romance studies and build on the knowledge and competences acquired in the field of Romance languages. The acquired knowledge and skills enable the graduate to successfully integrate into professional life as well as advance to third-cycle study programmes. Professional title on completion of studies: Master of arts (MA).

### **Conditions for completing the programme**

In order to complete the programme, the student must complete all the study requirements as prescribed by the accredited syllabus and curricula, totalling 120 ECTS points, and prepare, submit and successfully defend a master's thesis.

### **Professional profile and skills**

Graduates of the second cycle study programme in French Studies, French and Romance Studies – single course, have an excellent command of French and, to a lesser extent, several other Romance languages. At the same time, they have an excellent knowledge of the cultural environment in which French is the official language. Through theoretical, linguistic, literary history and cultural studies courses, they are able to place the French language, culture and society in a broader time-space context and to think in a more informed and integrated way about both the past and the challenges of the present. Through a wide range of electives, they have developed a sense of interdisciplinarity and a broad range of competences in other humanities and/or philology. This means that there is really no stereotypical image of a graduate of French and Romance Studies, as the possible combinations of subjects are numerous.

### **Access to employment**

Graduates of the second cycle study programme in French Studies, French and Romance Studies – single course, acquire a vast knowledge and many skills during their studies, which form a suitable basis for work in many fields and in various institutions. They are employable in the fields of publishing and book trade, advertising and public relations, foreign companies' representative offices, foreign policy and diplomacy. Compared to other MAs in French Studies, MAs in French and Romance Studies have an advantage in bilateral and European projects where knowledge of several Romance languages and backgrounds is a prerequisite for successful cooperation.

#### **• French Studies – combined course**

The principle goal of the second-cycle study programme French Studies, French – combined course is to deepen professional, theoretical and practical knowledge in the field of French language and literature and the Francophone culture, while promoting intellectual growth and self-education. Students thus acquire in-depth linguistic, literary theory and literary history knowledge and skills that enable graduates to successfully integrate into professional life and to advance to third cycle study programmes. Professional title on completion of studies: Master of arts (MA).

### **Conditions for completing the programme**

To complete the study, the student must complete all the study obligations prescribed by the study programme and the curricula of individual subjects, in the total amount of 60 ECTS points. The entire study programme is completed only after the student has completed all the requirements as prescribed by the study programmes and the curricula of the individual subjects, totalling 120 ECTS points, and has prepared, submitted and successfully defended a master's thesis.

### **Professional profile and skills**

Graduates of the second cycle of the study programme in French Studies, French – combined course have an excellent command of the French language. At the same time, they have an excellent knowledge of the cultural environment in which French is the official language. Through theoretical, linguistic, literary history and cultural studies courses, they are able to place the French language, culture and society in a broader time-space context and to think in a more informed and integrated way about both the past and the challenges of the present. Because of the compulsory combined course and the wide range of elective subjects they have developed a sense of interdisciplinarity and a wide range of competences in other humanities and/or philological disciplines with which French Studies can be combined. This means that there is really no stereotypical image of a graduate of French Studies, as the possible combinations of combined non-teacher courses and subjects are numerous.

### **Access to employment**

Graduates of the second cycle study programme in French Studies – combined course, acquire a vast knowledge and many skills during their studies, which form a suitable basis for work in many fields and in various institutions. They are employable in the fields of publishing and book trade, advertising and public relations, representative offices of foreign companies covering various fields, in foreign policy and diplomacy. Combined study programmes, in general, broaden the range of employment opportunities, as graduates of combined study programmes acquire knowledge and skills in two disciplines. In addition to achieving their objectives in both chosen disciplines, they are able to integrate the acquired knowledge, and the transfer of knowledge from one field to another promotes its flexible application in different situations.

- **French Studies – combined teacher education course**

The second cycle teacher education study programme in French Studies, French – combined teacher education course, trains students in the general humanities and at the same time equips them to transfer the acquired knowledge to different types and forms of education. Graduates of second cycle combined teacher education study programmes acquire knowledge and competences in two subjects and the basic pedagogical knowledge. In addition to the objectives they achieve in the fields mentioned above, graduates are qualified for competent work teaching in primary and secondary schools and in other educational institutions. They can also plan and carry out the most demanding work in a wide range of school and extra-curricular activities. Because of the combined course approach, they are able to transfer knowledge, methodology, understanding of scientific and pedagogical methods, approaches and processes, both intra and interdisciplinarily. The combination of humanistic and pedagogical skills enables graduates to develop socio-ethical reflection, professional criticality and responsibility in working with people and information, in community participation, and a commitment to professional ethics. Professional title on completion of studies: Master of arts (MA).



### **Conditions for completing the programme**

In order to complete the full study programme, students of combined courses must also complete all the requirements of the other course totalling 60 ECTS points, i.e. 120 ECTS points in total.

### **Professional profile and skills**

Graduates of the second cycle study programme in French Studies, French - combined course, have an excellent command of the French language, knowledge of French and Francophone literature and culture. In addition, they have pedagogical and psychological skills; they are able to plan and conduct lessons and to carry out a variety of work in school and extracurricular activities. They can critically evaluate teaching materials and apply them meaningfully in the classroom, test and assess pupils' knowledge, and manage lessons effectively. They are also aware of the need for lifelong learning.

### **Access to employment**

Graduates of the second cycle study programme in French Studies, French – combined teacher education course, are primarily oriented towards teaching in primary and secondary schools, as well as in various language schools and other forms of language education. They are also employable in other fields, such as publishing and book trade, advertising and public relations, in representative offices of foreign companies covering various fields, in foreign policy and diplomacy.

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## **XI. SECOND CYCLE MASTER'S STUDY PROGRAMME IN GEOGRAPHY**

### **Information about the programme**

*Title:* Second cycle master's study in **Geography**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses:*

- **Environmental and Physical Geography – Geography of Tourism – single course,**
- **Environmental and physical geography – Political geography – single course,**
- **Environmental and Physical Geography – Applied Geoinformatics – single course,**
- **Regional Planning and Urban-Rural Studies – Geography of Tourism – single course,**
- **Regional Planning and Urban-Rural Studies – Political geography – single course,**
- **Regional Planning and Urban Studies - Applied Geoinformatics – single course,**
- **Geography – combined teacher education course.**

With a combined course, a link with another combined study programme or course is required. The combined teacher education master's study programme in Geography can be linked with any of the combined teacher education master's study programmes, but cannot be linked with the combined non-teacher master's study programmes.

### **Programme description**

Geography deals with space in the broadest sense and is therefore a distinctly spatial science. It explores the diverse processes that are taking place, have taken place or will take place in the future in the landscape and, with geographical breadth and its inherent interdisciplinary approach, it seeks answers to the many challenges of our time, making it highly applied and useful. In an era of climate change and adaptation, green transition, digitisation, all kinds of social conflicts, etc., the study of geography offers the right range of much-needed skills and experience to successfully address these challenges. In a global and interconnected world, and at the local level no less, society needs geographers more than ever, although it may not yet be sufficiently aware of this. The study programme in Geography offers six single courses and the combined teacher education course. The single courses consist of a combination of one of the courses in the area of first focus (Environmental and Physical Geography or Regional Planning and Urban-Rural Studies) and one of the courses in the area of second focus (Geography of Tourism, Political Geography or Applied Geoinformatics). In addition to Geography, students of the combined teacher education course choose one other discipline of study. The second cycle study programme in Geography builds on the first cycle study programme in terms of content. The wide choice of single courses allows students to focus on a desired narrower field and thus further enhance their knowledge, competences and skills. They are also encouraged to do so through a compulsory 15-day placement at a chosen institution or company, where they get an insight into its working processes and test the practicality of their geographical skills. Students of the combined teacher education course undertake the compulsory 15-day teaching placement at a selected primary and secondary school, where they build on the theoretical knowledge they have acquired during their studies with practical classroom experience, thus empowering themselves for the teaching profession at primary and secondary level of education. In addition to lectures, tutorials and seminars held in classrooms, the study of geography also places a strong emphasis on fieldwork, where students learn about the

landscape and its processes in practice, visit various institutions with competence in their respective fields, and train in the methods of geographical study – both in Slovenia and abroad. The Department has a modern and well-equipped library with a reading room, a rich cartographic collection, a geographic information and cartographic laboratory equipped with the most advanced geoinformation tools, and a physical geography laboratory equipped for the study of soils and waters. As part of their seminar work, students are encouraged to work independently and as part of a team on projects, often in collaboration with various stakeholders (municipalities, ministries, agencies, etc.). We also try to involve them, wherever possible, in the research work carried out at the Department. Thanks to a wide-spread international network, students have the opportunity to participate in Erasmus+ and other forms of study exchanges. We provide students with the right learning and support environment for their professional and personal development. The joint work of the members of the Department and the students has resulted in, among other things, some regional geography monographs published in the Geograff series and numerous joint publications of scientific or professional articles in the Department's journal, Dela, and in other geography journals. The Department is particularly proud of the activity and commitment of our students. They are organised in the Slovene Young Geographers' Association, which is one of the most important associations under the auspices of the Association of Slovene Geographers in terms of membership and number of activities. They organise numerous excursions, camps and debates on current social issues for their members and publish the GEOMix magazine. They also organise numerous study exchanges and international congresses within the European Geography Association for students and young geographers (EGEA), where they gain international experience and make new acquaintances.

### **Conditions for completing the programme**

In order to complete the study programme, the student must complete all the study requirements as prescribed in the accredited course syllabus and the curricula of each course within the study programme, totalling 120 ECTS points (single course) or 60 ECTS points (combined teacher education course). Students of a combined teacher education study programme must also complete all the requirements of the other discipline for a total of 60 ECTS points, i.e. a total of 120 ECTS points, in order to complete the entire study programme.

### **Professional profile and skills**

Graduates of the of the second cycle study programme acquires fundamental knowledge, which according to international standards is considered fundamental knowledge in the field of geography. They are qualified to work independently as a researcher, to participate in research projects and to work in interdisciplinary research teams. Upon completion of the studies, the student is qualified to work in the fields of environmental protection, regional and spatial planning, tourism, international relations and integration, and applied geoinformatics. The combined teacher education programme provides students with a general education in the humanities, while at the same time equipping them to transfer their knowledge to different types and forms of education at all levels of education. Graduates of second cycle combined teacher education study programmes acquire knowledge and competences in two disciplines and the basic pedagogical knowledge. In addition to the objectives they achieve in the fields mentioned above, graduates are qualified for competent work teaching in primary and secondary schools and in other educational institutions.

### **Access to employment**

Graduates have a balanced knowledge of several fields (natural sciences, social sciences and humanities), which allows them to compete successfully for a relatively wide range of potential jobs, and they are usually successful in further professional specialisation. Their broad range of skills provides an excellent starting point for successful employment in jobs requiring knowledge of natural geographic and socio-geographic phenomena and processes, which is the basis for socially responsible spatial management and the implementation of the principles of sustainable development at the level of the region, the country and the planet. They occupy a wide variety of jobs, working in research institutions (geographic and other related institutes, private companies), international organisations and institutions, public administration (ministries, government departments), municipalities, tourism companies, regional development agencies, environmental NGOs, private companies involved in environmental protection, regional development, geoinformatics, publishing, etc. Many successfully combine their geographical knowledge with journalism, sport, photography, travel, politics, entrepreneurial ideas, etc. Graduates of the combined teacher education course are primarily employed in schools, although many also find employment in the other fields of work mentioned above.

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## **XII. SECOND CYCLE MASTER'S STUDY PROGRAMME IN GERMAN STUDIES**

### **Information about the programme**

*Title:* Second cycle master's study in German Studies

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses:*

- German Studies – single course,
- German Studies – combined course,
- German – single teacher education course,
- German – combined teacher education course.

With a combined course, a link with another combined study programme or course is required. The combined master's study programme in German Studies can be linked with any of the combined master's study programmes, but cannot be linked with the combined teacher education master's study programmes, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy. The combined teacher education master's study programme in German can be linked with any of the combined teacher education master's study programmes, but cannot be linked with the combined non-teacher master's study programmes.

### **Programme description**

German Studies is a humanistic discipline concerned with the study, documentation and communication of the German language, literature and culture, past and contemporary. The second cycle programme in German Studies is divided into two main courses: teacher education German and general humanistic German Studies, both of which can be taken as a single or combined course. Students of the teacher education course receive a high-quality humanistic education in the field of German language and literature, with a central focus on educational sciences and content, which empowers them to competently teach German at all levels and in all types of educational institutions. Particular attention is paid to German language didactics, within which, in addition to the core subjects, we offer a range of specialised topics, from early teaching and assessment to the use of information and communication technology in German language teaching and literary didactics. In the German Studies course, students build on and deepen their knowledge of German linguistics, German literature, history, society and culture of the German-speaking area, improve their general and practical comprehension language competences and, optionally, deepen their knowledge of Dutch and Swedish language, literature and culture.

Graduates of our second cycle programme are thus equipped for challenging, complex and creative tasks in the linguistic, pedagogical, cultural and intercultural fields, while developing a high degree

of socio-ethical reflection, critical thinking, intercultural judgement, professionalism and responsibility. Due to the nature of the study programme, internationalisation is an integral part of the study. All courses offered in the Department of German Studies are taught in the foreign language – German – and the Department fosters close contacts with international academia. This allows students to study and do research abroad, to participate in study exchanges and to gain international experience through Erasmus+, CEEPUS, DAAD and KAAD scholarships and other international foundations. This enables them to spend several months taking part in semester-long study or research stays and to attend one-month university summer schools in the German (professional) language. In addition, the Department organises a wide range of extracurricular activities and events. Students participate in the production of the student journal of German Studies, *alleMANIAK*, take part in professional excursions (e.g. Vienna, Graz, Munich), and organise film, literature and discussion evenings, attend international conferences in the field of literature or linguistics, participate as audience or co-organiser, write and publish edited collections, train in writing and publishing poetry and translations, produce online texts (podcasts and blog entries) and participate in numerous projects. They also organise a traditional Christmas evening every year with a rich cultural programme and co-create lively cultural events at the Dutch and Swedish lectorates. Of course, professional, research and scientific work is also encouraged. Students of the teacher education programme produce interactive teaching materials and make them publicly available. The best final theses (bachelor's and master's theses) can compete for departmental Kelemina Awards or for the Faculty and University Student Awards. The Department publishes the book collection *Slovene German Studies*, and in the third cycle, in cooperation with the University of Mannheim and the University of Zadar, an International Doctoral School has been running since 2021, in which we actively involve our doctoral students.

### **Conditions for completing the programme**

In order to complete the study programme, the student must complete all the study requirements as prescribed in the accredited course syllabus and the curricula of each course within the study programme, totalling 120 ECTS points (single course) or 60 ECTS points (combined course). To complete the entire study programme, students of combined courses must also complete all the requirements of the other course of 60 ECTS points, totalling 120 ECTS points, as well as prepare, submit and successfully defend a master's thesis.

### **Professional profile and skills**

Our graduates are skilled in logical, abstract, synthetic and analytical thinking, and are able to transfer the knowledge and skills they have acquired competently and confidently into practice and to integrate them into various fields. In doing so, they innovatively solve complex problems and conflict situations, make decisions sovereignly and approach problem-solving in a team-oriented manner, while at the same time being able to reflect and self-reflect, and think critically and holistically. In addition to general competences, our graduates understand, speak and write standard German at C1+/C2 level, understanding language as a medium and as a result of symbolic interaction, and are able to identify its cognitive, emotional, creative, social, referential and meta-linguistic functions, and are capable of linguistic differentiation and competent intercultural communication. They are able to understand, think critically about, reflect on and articulate a wide



variety of linguistic, literary and cultural phenomena, processes and (dis)continuities in an appropriate linguistic form. In addition to the above, graduates of the German – single and combined teacher education courses acquire the competences of a foreign language teacher, which enable them to effectively plan, implement and reflect on the teaching of German in accordance with modern guidelines in foreign language didactics. During their studies and compulsory placement in educational institutions, they acquire knowledge and competences in monitoring, reviewing and assessing pupils' knowledge and progress, in the use of ICT in the learning process, and in a wide range of competences for effective management and communication with pupils, parents, colleagues and other people directly or indirectly involved in the learning process. The range of practical and theoretical subjects enables graduates to be well prepared to embark on a career at different levels and in different areas of the school system, to master the principles of research in the field of education that help them plan their own career development and to implement the school curriculum. Graduates develop broad professional competences, which are reflected in positive attitudes towards pupils and their learning, acceptance of diversity, promotion of lifelong learning and meeting the future challenges of the teaching profession. Graduates of both courses understand, speak and write in German at C1/C2 level, identify the specific features of the language, literature and culture of the German-speaking countries, compare them with the specific features of Slovene language, literature and culture, and bring them to the attention of their pupils in an appropriate way, thus developing a positive attitude towards learning German.

### **Access to employment**

A master's degree in German Studies opens the door to a wide range of employment opportunities: our graduates are employed wherever they are required to have an excellent command of German, as well as knowledge of the cultural specificities of the German-speaking world and intercultural communication. They are employed in various areas of the economy and in public and state services that have contacts with foreign countries. At the same time, a broad knowledge of German is an excellent starting point for working in European institutions and international or global companies. The range of interesting fields of work extends from publishing (foreign-language literature, as editor, German language proofreader, etc.) through administration (as company secretary, with the requirement of excellent German language skills and knowledge of the German social, cultural, economic and political environment) to a wide variety of jobs in translation agencies, cultural institutions, media houses, the civil service, advertising agencies and public relations services. In addition, graduates of both teacher education courses are qualified to teach German at different levels and in different areas of study, as they are characterised by their good knowledge of specialised skills and competences. Our graduates are employed as teachers of German in primary and secondary schools and language schools, as lecturers and tutors at universities, and as consultants and advisors in the field of German language teaching in educational institutions. Many graduates also choose to pursue their own career paths and run their own language schools, offering live and distance learning classes, teaching students from all over the world.

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### **XIII. SECOND CYCLE COMBINED MASTER'S STUDY PROGRAMME IN GREEK LANGUAGE, LITERATURE AND CULTURE**

#### **Information about the programme**

*Title:* Second cycle combined  
master's study programme in **Greek Language, Literature and Culture**

*Duration:* 2 years

*Points:* 60 ECTS points

*The study programme has the following courses:*

- **Ancient Greek Language, Literature and Culture – combined course,**
- **Modern Greek Language, Literature and Culture – combined course,**
- **Ancient Greek Language, Literature and Culture – combined teacher education course.**

With a combined course, a link with another combined study programme or course is required. The Ancient Greek Language, Literature and Culture combined course, and the Modern Greek Language, Literature and Culture combined course can be linked with any of the combined master's study programmes, but cannot be linked with each other and with combined teacher education master's study programmes, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy. The combined teacher education master's study programme in Ancient Greek Language, Literature and Culture can be linked with any of the combined teacher education master's study programmes, but cannot be linked with the combined (non-teacher) master's study programmes.

#### **Programme description**

The programme equips students with an in-depth knowledge of the Greek language, culture and literature on a scale comparable to second cycle level programmes in Greek, Classical Philology or Ancient Studies at most European universities. They acquire general competences of a humanistic intellectual and specific professional competences: mastering the Greek language with the ability

to read the most difficult texts in the original, understanding the history of the Greek language and its impact on modern languages, knowledge of all aspects of Greek literature and culture from ancient to modern times, understanding the role that the ancient and the later Greek literature and philosophy played in European literature and culture. The combined course in Ancient Greek Language, Literature and Culture is primarily research-oriented. The graduate is familiar with the methods of philological analysis of texts and is able to interpret individual literary and professional works in their historical context, while also being familiar with contemporary theoretical perspectives and methodological approaches. They are qualified for independent work in research, literary translation, journalism, publishing, archiving and in other fields that require thorough and precise work with texts, and can also participate in research in related fields where a strong knowledge of Greek is indispensable: archaeology and museology, history, history of art, linguistics and literary studies. With this knowledge, they can pursue careers in research, translation, journalism, publishing, tourism, etc.

The combined course in Modern Greek Language, Literature and Culture also offers a focus on research, but emphasises the practical mastery of all levels of the modern Greek language, from everyday communication, oral and written translation from Modern Greek into Slovene and from Slovene into Modern Greek, to the interpretation and transmission of literary works. The focus on Modern Greek opens up new career opportunities, including in the field of teaching. The combined teacher education course in Ancient Greek Language, Literature and Culture is designed to train students with a thorough knowledge of the Greek language and an insight into the ancient Greek culture for a career in teaching. A range of combined course linking is possible. Vertically, the programme typically builds on the first cycle Greek Language, Literature and Culture programme, while vertically and horizontally it is mainly linked to programmes in other languages, comparative literature, history, history of art, philosophy and archaeology. Ancient Greek is part of the curriculum of grammar schools with a classical programme (either as a compulsory subject or as an elective). The objective of the programme is a thorough knowledge of the Greek language and a thorough understanding of the ancient Greek culture and, depending on the individual choice of the student, of Greek culture of later periods. The ability to communicate linguistic, literary history, cultural history and analytical knowledge of the heritage of ancient Greece in later periods can only be achieved through a substantive interaction between the professional and pedagogical content, and it is in this form that the achievement of the objectives is assessed. For example, special didactics in language, literature and culture involves many practical applications of expertise (e.g. analysis of linguistic structures, history of language, interpretation of texts) in pedagogical practice, especially in the form of seminar assignments and lesson plans. Members and graduates of the Department are actively involved in the work of the Society for Classical and Humanistic Studies and in the production of two scholarly journals, *Keria: Studia Latina et Graeca* and *Clotho*. The students of the Department also work together in extracurricular activities and in the organisation of events ranging from fresher parties, recitals and drama productions to exhibitions and scientific conferences and a variety of other projects. The department also organises excursions and summer schools. There is a student representative and a departmental tutor. Students are offered a range of opportunities to study abroad, in particular through Erasmus+ agreements concluded between the Department and various European universities. Students regularly attend summer courses in the Modern Greek language in Greece and Latin summer schools, and study abroad as scholarship holders of foreign universities and foundations (German Academic

Exchange Service – DAAD, Alexander S. Onassis Fund). Each year, the Friar Stanislav Škrabec Foundation awards scholarships to the most successful students of the Department of Classical Philology.

### **Conditions for completing the programme**

In order to complete the study programme, the student must complete all the study requirements as stipulated in the accredited course syllabus and the curricula of each course within the study programme, totalling 120 ECTS points (single course) or 60 ECTS points (combined course). To complete the entire study programme, students of combined courses must also complete all the requirements of the other course of 60 ECTS points, totalling 120 ECTS points, as well as prepare, submit and successfully defend a master's thesis.

### **Professional profile and skills**

The combined course in Ancient Greek Language, Literature and Culture provides master's students with a solid knowledge of Greek language, culture and literature, comparable to second-level programmes at most European universities. The general and specific professional competences acquired in this course include mastery of the Greek language, the ability to read the most difficult texts in the original, an understanding of the history of the Greek language and its influence on modern languages, knowledge of Greek literature and culture from the ancient world to the present day, and the ability to interpret and understand the role it plays in European literature and culture. The acquired competences enable master's students to carry out research in the field of Greek studies and in related fields where a solid knowledge of Greek is indispensable (archaeology and museology, history, history of art, linguistics and literary studies), as well as in fields that require thorough and accurate work with texts (scientific research, literary translation, journalism, publishing, archival studies, etc.), and, if they choose the teacher education course and with the competences acquired there, they can also pursue a teaching profession, as they are trained in the special didactics of language, literature and culture in order to transfer the knowledge acquired in this course to teaching practice. The combined course in Modern Greek Language, Literature and Culture, which opens up new career opportunities (including teaching), also offers a focus on the practical mastery of all levels of the modern Greek language, from everyday communication, oral and written translation from Modern Greek into Slovene and from Slovene into Modern Greek, to the interpretation and transmission of literary works.

### **Access to employment**

Graduates of the of the second cycle master's study programme in Greek Language, Literature and Culture have a broad educational profile and are employable in many fields, such as translation research and archival work, in publishing, tourism, journalism and participating in projects related to research of the classical and Byzantine material and spiritual heritage. The focus on Modern Greek opens up new career opportunities, including in the field of teaching. Combined study courses/programmes broaden the range of employment opportunities, as graduates of combined study programmes acquire knowledge and skills in two disciplines. The knowledge transfer from one field to another encourages flexible use in different situations. Knowledge of classical languages

and culture seems particularly valuable in this context, as it constitutes a fundamental knowledge that is relevant to practically all areas of modern culture, which has developed on the basis of ancient Greece and Rome.

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## **XIV. SECOND CYCLE MASTER'S STUDY PROGRAMME IN HISPANIC STUDIES**

### **Information about the programme**

*Title:* Second cycle master's study programme in **Hispanic Studies**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses:*

- **Hispanic Studies – single course,**
- **Hispanic Studies – combined course,**
- **Hispanic Studies – combined teacher education course.**

With a combined course, a link with another combined study programme or course is required. The combined master's study programme in Hispanic Studies can be linked with any of the combined master's study programmes, but cannot be linked with the combined teacher education master's study programmes, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy. The combined teacher education master's study programme in Hispanic Studies can be linked with any of the combined teacher education master's study programmes, but cannot be linked with the combined (non-teacher) master's study programmes.

### **Programme description**

The second cycle study programme in Hispanic Studies builds on the basic linguistic, literary and cultural-civilisational knowledge acquired in the first cycle combined study programme in Spanish Language and Literature, which is further developed and deepened in the two-year second cycle study programme. The student is largely free to design their own curriculum: first by choosing one of the three Hispanic Studies courses, then by choosing electives. In the single course, the insight into the individual fields of linguistics and literature is the most thorough, while at the same time being embedded in a broader humanistic context. In-depth knowledge of the Spanish linguistic system (sociolinguistics, pragmatics, American Spanish, etc.), of languages of different disciplines (e.g. law, economics, etc.) and of artistic texts enables students to tackle even the first challenges of translating professional and artistic texts. The field of literature covers different periods, from the Middle Ages and the Spanish Golden Age to contemporary trends and, of course, the rise of Hispano-American literature in the 20th century. Alongside studying philology, students also acquire key skills in language, literary theory and research methodology, and certain courses are designed in a distinctly interdisciplinary way.

The study programme in Hispanic Studies is based on a single (non-teacher) course; the combined (non-teacher) course differs from it mainly in that it presupposes a link with another combined non-teacher course of study. As a result, certain core subjects in the single course are offered as electives in the combined course, so that the student can decide autonomously whether to concentrate on linguistics, literature or predominantly interdisciplinary subjects. It is also possible to choose courses in the didactics of Spanish, although this is the subject of the combined teacher education course. In addition to the basic applied content of the didactics of Spanish, the teacher education course has a substantial part of the programme devoted to pedagogical training in general didactics, pedagogy, psychology for teachers and andragogy, and in the last semester the student applies the knowledge acquired as part of a teaching placement in one of the primary and/or secondary schools where Spanish is taught. The fundamental objective of the teacher education course is therefore to deepen the student's knowledge of the Spanish language, culture and literature and to complement it with pedagogical and subject-specific content. Alongside their scientific and research work, the professors who teach on the programme are active in the wider professional field at both national and international level, and include established and renowned literary and professional translators, as well as court and conference interpreters. The study programme is regularly complemented by lectures by visiting professors and discussions with Spanish and Hispano-American literary authors, linguists and other experts in various fields of scientific research. Erasmus+ and Ceepus programmes offer students the opportunity to go on study exchanges and placements in most European countries, as well as some Hispano-American countries. The Department has a well-stocked library where students can, with the help and advice of a librarian, find study materials and professional literature, as well as works of fiction in Spanish, Portuguese and Catalan. The Hispanic Section of the Department of Romance Languages and Literatures publishes, among other things, the international scientific journal *Verba Hispanica*, in which, since 1991, national and international experts have been publishing original linguistic, literary, translational and didactic works in the Romance languages of the Iberian Peninsula.

### **Conditions for completing the programme**



To complete the study programme, the student must complete all the study obligations prescribed by the study programme and the curricula of individual subjects, totalling 120 ECTS points for the single course and 60 ECTS points for the combined course. The full course of study is only completed when the student has fulfilled all the requirements of both courses. The master's study programme in Hispanic Studies is completed by the submission and defence of a master's thesis. The student decides independently whether to devote their master's thesis to research in linguistics, literature or – if they are studying a teacher education course – also in the didactics of Spanish.

### **Professional profile and skills**

In the second cycle of the Hispanic Studies programme, the student should have achieved a proficiency level of C1 on the CEFR scale. This means that they understand a wide range of complex, longer texts and recognise implicit meanings. They express themselves fluently and spontaneously, and use the language flexibly and effectively, both for social, academic and professional purposes. They are able to produce clear, well-organised and in-depth texts on complex topics. In addition to a basic effective use of the Spanish language, the student acquires an in-depth knowledge of the Spanish language, the literatures and cultures of Spain and the Spanish-speaking countries of Latin America. This in-depth knowledge of literary history, literary theory and linguistics enables the student to study both professional and artistic texts independently and to choose different approaches and methods of linguistic and literary research. Graduates acquire all competences in line with the latest developments in linguistic, literary and pedagogical sciences. At the same time, they develop and expand their knowledge of the humanities, and their studies stimulate their critical thinking and intellectual breadth. The combined nature of the study programme enables graduates to develop all their competences in a multilingual, multicultural and interdisciplinary environment, in conjunction with their second study discipline. Graduates of the teacher education study programme are able to transfer the knowledge they have acquired to the teaching of Spanish, taking into account the age, level of proficiency and other characteristics of the learner group in primary and secondary schools and in other educational institutions. The combination of humanistic and pedagogical skills enables graduates to develop socio-ethical reflection, professional criticality and responsibility in working with people and information, in community participation, and a commitment to professional ethics.

### **Access to employment**

Graduates of the second cycle study programme in Hispanic Studies are qualified to work in a wide range of fields and jobs that require, among other things, a good knowledge and everyday active use of the Spanish language and an understanding of Spanish and Hispano-American cultures and literatures. Slovenia's active international engagement creates and reinforces the need for such profiles in areas such as translation, interpretation, tourism, cultural and artistic activities, publishing and book trade, the economy (in particular the representation of foreign companies), technology and information sciences, public relations, advertising, the print and electronic media, public and civil services, and international integration, which includes in particular diplomacy, foreign policy and the institutions of the European Union, as well as various international and bilateral projects. Further contributing to the employability of graduates are the skills they acquire, in addition to philological ones, during their studies. Graduates of the teacher education programme are most often employed in educational institutions. In primary schools, they often teach two subjects, in line with their combined course study programme. A successful integration into working life is also facilitated by the possibility of practical training abroad, which allows students to gain work experience in an international environment, and by the combined nature of two of the programme's three courses of study, as graduates are trained in two professional disciplines from the outset.

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## **XV. SECOND CYCLE COMBINED MASTER'S STUDY PROGRAMME IN ITALIAN STUDIES**

### **Information about the programme**

*Title:* Second cycle combined  
master's study programme in **Italian studies**

*Duration:* 2 years

*Points:* 60 ECTS points

*The study programme has the following combined courses:*

- **Italian Language and Literature – combined course,**
- **Italian – combined teacher education course.**

With a combined course, a link with another combined study programme or course is required. The combined study programme in Italian Language and Literature can be linked with any of the combined master's study programmes, but cannot be linked with the combined teacher education master's study programmes, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy. The combined teacher education master's study programme in Italian can be linked with any of the combined teacher education master's study programmes, but cannot be linked with the combined (non-teacher) master's study programmes.

### **Programme description**

The combined course in Italian Language and Literature is intended for students who, after completing the first cycle study programme in Italian Language and Literature, wish to deepen their knowledge of modern Italian in the spheres of language, linguistics, literature, civilisation and culture, the situation of the Slovene and Italian minorities in Italy and Slovenia, and the characteristics of the Slovene-Italian linguistic encounter. Students gain practical language skills and are introduced to Italian language genres. Literature subjects focus on contemporary Italian literature, where theoretical knowledge of the characteristics of the literary text, 20th-century literary theory and criticism and their representatives are deepened.

The combined teacher education course in Italian is intended for those who, after completing the first cycle programme in Italian Language and Literature, wish to acquire the skills and competences to teach Italian as a foreign/second language. They acquire general pedagogical knowledge in teacher education (psychology, pedagogy, didactics, andragogy and general observation practice), basic glotodidactic knowledge (didactics of Italian as a foreign/second language for general needs and in specific teaching/learning contexts, and pedagogical placement for Italian as a foreign language) and some Italian studies knowledge (translation into Italian, stylistics, literary content).

It is also possible to enrol in either course after completing other first cycle courses: if necessary, after taking bridging examinations. Both courses also offer external electives, which students can choose from any department of the Faculty of Arts (e.g. foreign language lectorates, Latin) or of another UL member faculty. Students who would first like to deepen their knowledge of Italian and then consider a career in teaching can enrol in the Italian Language and Literature course, while at the same time taking Didactics of Italian 1 and 2 as professional electives. After completing their studies, in order to be able to seek employment in public primary and secondary schools, they are required to complete the teacher education qualification (chargeable) at the Faculty of Arts, whereby the completed Didactics of Italian subjects are recognised.

The Department of Romance Languages and Literatures has a group of student tutors who organise various events (e.g. New Year's Tea Party, movie nights, occasional excursions), and an Italian theatre group Maschere nude. In recent years, the Department has organised several Reading

Marathons and a Summer School of Romance Languages for students, with the latter being open to students in their final year of second cycle, particularly those in the teacher education programme, to help organise and run. Everyone is also invited to join the Friuli Storia summer reading project and vote for their favourite modern history book. Anyone who wishes to, can become a student tutor to help younger colleagues. After graduation, everyone is invited to join the departmental alumni club. The Department has around 70 Erasmus+ contracts, 12 of which are with Italian universities. Interested students can participate in exchanges both in their 1st and 2nd year, as well as in their graduation year with the purpose of preparing their master's thesis. In that year, and for one year following their master's degree, they can take part in a placement in one of the countries participating in the Erasmus+ programme. It is also possible to participate in student exchanges through the CEEPUS FISH network, which includes 9 universities from Central and Eastern Europe. The Italian Studies Section cooperates with the Italian Cultural Institute in Slovenia, which offers scholarships for courses and studies in Italy.

### **Conditions for completing the programme**

To complete the study, the student must complete all the study obligations prescribed by the study programme and the curricula of individual subjects, in the total amount of 60 ECTS points. The entire study programme is completed only after the student has completed all the requirements as prescribed by the study programmes and the curricula of the individual subjects, totalling 120 ECTS points, and has prepared, submitted and successfully defended a master's thesis.

### **Professional profile and skills**

Graduates of the combined study programme in Italian Language and Literature have an in-depth knowledge of the Italian language from both a point of view of language and linguistics, which prepares them for independent research in modern Italian. They also have a knowledge of literary criticism and methods for independent research of literary texts. They are familiar with the characteristics of the Italian-Slovene linguistic contact on the western border and with the sociolinguistic situation of the Slovene and Italian ethnic communities in both environments. They are trained for mediating cooperation and overcoming communication barriers, as well as for interdisciplinary work. Graduates of the combined teacher education programme in Italian acquire extensive general pedagogical and didactic knowledge for the needs of the teaching profession in general and foreign language glotodidactic knowledge for the teaching of Italian as a foreign/second language, as well as, albeit to a lesser extent, knowledge of the Italian language and literature. They are primarily qualified for the planning and implementation of lessons in different types and forms of education in primary and secondary schools and similar learning environments, as well as in a wide variety of (extra-)curricular activities. The combination of knowledge in the humanities and pedagogical skills enables them to take socio-ethical reflection and responsibility in working with people and information. Graduates of both courses are trained to use the acquired knowledge flexibly, critically and professionally in relation to the other discipline of their studies.

### **Access to employment**

Graduates of the second cycle combined study programme in Italian Language and Literature can find employment in fields such as publishing and book trade, media, journalism, translation in

translation agencies, companies and offices, European Union institutions, tourism, advertising, public relations, work in (international) companies, institutions and offices, work in state administrative services, protocol and foreign policy, the private sector, the liberal professions, cultural institutions, etc. Graduates of the second cycle combined teacher education programme in Italian can be employed in primary and secondary schools, language schools and other educational institutions, as well as in other educational establishments. Moreover, they can work in the same fields as graduates of the combined course in Italian Language and Literature. Completion of the second cycle study programme in Italian Studies, combined with another discipline of study, will increase the employment opportunities as envisaged after the first cycle study programme in Italian Language and Literature.

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## **XVI. SECOND CYCLE COMBINED MASTER'S STUDY PROGRAMME IN SOUTH SLAVIC STUDIES**

### **Information about the programme**

*Title:* Second cycle combined  
master's study programme in **South Slavic Studies**

*Duration:* 2 years

*Points:* 120 ECTS points

With a combined course, a link with another combined study programme or course is required. The combined study programme in South Slavic Studies can be linked with any of the combined study programmes or courses, while the combined teacher education study programme can be linked with any of the combined teacher education study programmes or courses.

### **Programme description**

The second cycle study programme in South Slavic Studies covers a wide range of South Slavic languages: Croatian, Serbian, Bosnian, Montenegrin, Macedonian and Bulgarian, with their literatures and cultures. In terms of substance, it builds on the first cycle study programme in South Slavic Studies, while also allowing students from other first cycle programmes who wish to complement their competences with competences in South Slavic languages, literatures and cultures to join the programme.

The programme has two courses, a combined course and a combined teacher education course. The combined course allows students to specialise in three modules. In the Translation module, which runs in cooperation with the Department of Translation, students learn about different translation strategies and techniques, translation tools and specific areas of translation, such as translation of non-fiction texts, translation of legal texts, translation of art texts, etc. The prerequisite for enrolment in this module is knowledge of Slovene and at least one South Slavic language at B2 level or higher.

The Culturology module, which runs in cooperation with the Department of Ethnology and Cultural Anthropology, focuses on intercultural relations and intercultural communication in the area where South Slavic languages are spoken. In addition to the core subjects, students learn about South Slavic intercultural relations in a historical perspective and contemporary intercultural trends in South Slavic languages, literatures and cultures.

The combined module provides students with a more general insight into both translation and cultural studies in the field of South Slavic languages and cultures. The prerequisite for enrolment in this module is the same as for the translation module.

The combined teacher education study programme enables students to train for a career in teaching one of the South Slavic languages. In addition to knowledge of Slovene, the prerequisite for entry is knowledge of at least one South Slavic language at C1 level or higher.

Part of the study programme in South Slavic Studies are study excursions, which are organized every year and provide the opportunity to work in the field, in real contact with South Slavic languages and cultures. In addition, the Department of Slavistics hosts every year experts from the respective study programmes in Croatian Studies, Serbian Studies, Bosnian Studies, Montenegrin Studies, Macedonian Studies, Bulgarian Studies, from South Slavic departments in Europe and worldwide, as well as writers and other cultural creators from the area where South Slavic languages are spoken. Students can also consolidate and deepen their knowledge through study exchanges, facilitated by the Ceepus and Erasmus+ mobility programmes. Students can also improve their competences through project work and numerous extra-curricular activities, through which the Department of Slavic Studies at the UL Faculty of Arts actively participates in society.

### **Conditions for completing the programme**



To complete the study, the student must complete all the study obligations prescribed by the study programme and the curricula of individual subjects, in the total amount of 60 ECTS points. The entire study programme is completed only after the student has completed all the requirements as prescribed by the study programmes and the curricula of the individual subjects, totalling 120 ECTS points, and has prepared, submitted and successfully defended a master's thesis.

### **Professional profile and skills**

Graduates of the South Slavic Studies programme are capable of written and spoken communication in at least two South Slavic languages at a high level and have a good knowledge of the specific features of South Slavic languages, literatures and cultures. They have an in-depth knowledge of the history, of the material and spiritual culture of the South Slavic area, as well as of contemporary trends in South Slavic literatures.

They independently research issues in the South Slavic linguistics, literary studies and translation studies or culturology, and write professional and/or scientific papers and critical analyses, and is qualified for teaching one of the South Slavic languages as a foreign language at different levels of education and language proficiency.

In the Translation module of the combined course, the student masters translation strategies and techniques and knows how to use translation tools. They are able to form an independent view of the status of translation and can also translate complex professional and/or fiction texts independently into and from Slovene.

In the Culturology module of the combined course, they understand the historically grounded complexity of the

concept of culture. They can describe and theoretically analyse the cultural laws of the South Slavic cultures. They are able to formulate an independent view of the status of a culturology text or discourse. They are proficient in intercultural communication.

In the combined module of the combined course, students acquire practical knowledge of translation strategies and techniques. They can independently translate professional and fiction texts into and from Slovene. They are able to formulate an independent view of the status of a culturology text or discourse and master intercultural communication.

Students of the combined translation course acquire the basic skills in the didactics of teaching South Slavic languages as foreign languages at all levels and levels of language proficiency. They are able to independently write scientific and professional papers and critical analyses. They are proficient in intercultural mediation and intercultural dialogue.

### **Access to employment**

Graduates acquire the competences for scientific and research work or for professional work in the broad field of intercultural communication and mediation, both in the economy (foreign trade, logistics, etc.) or in education and tourism, as well as in culture, diplomacy and education, etc. The fact is that Slovenia's contacts with countries in the South Slavic area continue to be very strong in all these spheres, while knowledge of these languages and cultures in our society is decreasing.

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## **XVII. SECOND CYCLE COMBINED MASTER'S STUDY PROGRAMME IN LATIN LANGUAGE, LITERATURE AND CULTURE**

### **Information about the programme**

*Title:* Second-cycle combined master's study programme in **Latin Language, Literature and Culture**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses:*

- **Latin Language, Literature and Culture – combined course,**
- **Latin Language, Literature and Culture – combined teacher education course.**

With a combined course, a link with another combined study programme or course is required. The combined master's study programme in Latin Language, Literature and Culture can be linked with any of the combined master's study courses, but cannot be linked mutually within the programme or with combined teacher education master's study programmes/courses, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy. The combined teacher education master's study programme in Latin Language, Literature and Culture can be linked with any of the combined teacher education master's study programmes, but cannot be linked with the combined (non-teacher) master's study programmes.

### **Programme description**

The Latin Language, Literature and Culture study programme provides students with an in-depth knowledge in the field of Latin language, culture and literature to an extent comparable to the

second-cycle programmes of Latin, classical philology or classical studies at most European universities. The objectives of the programme are a thorough knowledge of the Latin language and a thorough understanding of the culture of ancient Rome, and, depending on the individual choice of the student, of Latin culture in later periods. Students acquire general and specific professional competences; the objective of the programme is to acquire a mastery of the Latin language, with the ability to read the most difficult texts in the original, while understanding the history of the Latin language and its influence on modern languages, and to have a knowledge of all aspects of Latin literature and culture from the ancient to the modern period, and to understand the role played by ancient and later Latin literature and philosophy in European literature and culture. Vertically, both courses typically build on the first cycle Latin Language, Literature and Culture programme, while vertically and horizontally they are mainly linked to programmes in other languages, comparative literature, history, history of art, philosophy and archaeology. The combined course is primarily research oriented and trains students for independent work in the field of research and literary translation, but the skills acquired also enable them to work in a variety of other disciplines that require precise work with texts, as well as research in related fields where knowledge of Latin is required (archaeology, history, history of art, linguistics, etc.). The combined teacher education course in Latin Language, Literature and Culture is designed to train students with a thorough knowledge of the Latin language and an insight into the ancient Roman culture for a career in teaching. The teacher education course envisages more substantive links between professional and pedagogical content; special didactics in language, literature and culture involves many practical applications of expertise (e.g. analysis of linguistic structures, history of language, interpretation of texts) in pedagogical practice, especially in the form of seminar assignments and lesson plans. During their studies in this course, students also acquire the relevant teaching competences. Members and graduates of the Department are actively involved in the work of the Society for Classical and Humanistic Studies and in the production of two scholarly journals, *Keria: Studia Latina et Graeca* and *Clotho*. The students of the Department also work together in extracurricular activities and in the organisation of events ranging from fresher parties, recitals and drama productions to exhibitions and scientific conferences and a variety of other projects. The department also organises excursions and summer schools. There is a student representative and a departmental tutor. Students are offered a range of opportunities to study abroad, in particular through Erasmus+ agreements concluded between the Department and various European universities. Students regularly attend summer courses in the Modern Greek language in Greece and Latin summer schools, and study abroad as scholarship holders of foreign universities and foundations (German Academic Exchange Service – DAAD, Alexander S. Onassis Fund). Each year, the Friar Stanislav Škrabec Foundation awards scholarships to the most successful students of the Department of Classical Philology.

### **Conditions for completing the programme**

To complete the study, the student must complete all the study obligations prescribed by the study programme and the curricula of individual subjects, in the total amount of 60 ECTS points. The entire study programme is completed only after the student has completed all the requirements as prescribed by the study programmes and the curricula of the individual subjects, totalling 120 ECTS points, and has prepared, submitted and successfully defended a master's thesis.

### **Professional profile and skills**

The combined master's study programme in Latin Language, Literature and Culture provides master's students with an in-depth knowledge in the field of Latin language, culture and literature to an extent comparable to the second-cycle programmes of Latin, classical philology or classical studies at most European universities. They acquire the general competences of a humanistic intellectual as well as specific professional competences: a command of the Latin language with the ability to read the most difficult texts in the original; an understanding of the history of Latin and its influence on modern languages; knowledge of all aspects of Latin literature and culture from the ancient to the modern period; and an understanding of the role played by ancient Roman and later Latin literature in European literature and culture. Graduates of the more research-oriented combined course are familiar with methods of philological analysis of texts, are able to interpret literary and professional works in a historical context, and are familiar with contemporary theoretical perspectives and methodological approaches. They are qualified for independent work in research, literary translation, journalism, publishing, archiving and in other fields that require thorough and precise work with texts, and can also participate in research in related fields where a strong knowledge of Latin is indispensable: archaeology and museology, history, history of art, linguistics and literary studies. The combined teacher education course equips students with a thorough knowledge of the Latin language and an insight into the ancient Roman culture for the teaching profession, as well as the relevant teaching competences. They are able to transfer their professional knowledge (e.g. analysis of linguistic structures, history of language, interpretation of texts, etc.) into practice as teachers. Graduates acquire a solid knowledge of the Latin language and a thorough understanding of the ancient Roman culture, and, depending on the individual choice of the student, of Latin culture in later periods.

### **Access to employment**

Graduates of both courses of the Latin Language, Literature and Culture (the combined course in Latin Language, Literature and Culture and the combined teacher education course in Latin Language, Literature and Culture) have a broad educational profile and are employable in a wide range of fields, such as translation, research and archival work, publishing, tourism, journalism and participation in projects related to the study of ancient Rome, late antiquity, medieval and modern Latin literature and the spiritual heritage related to and based on it. Graduates who choose the combined teacher education course also have the possibility of working in the teaching field, in primary or secondary schools where Latin is taught, or in other institutions where Latin is taught (language schools, universities for the third age, etc.). Combined study courses/programmes further broaden the range of employment opportunities, as graduates of combined study programmes acquire knowledge and skills in two disciplines. The knowledge transfer from one field to another encourages flexible use in different situations. Knowledge of classical languages and culture seems particularly valuable in this context, as it constitutes a fundamental knowledge that is relevant to practically all areas of modern culture, which has developed on the basis of ancient Greece and Rome.

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## **XVIII. SECOND CYCLE MASTER'S STUDY PROGRAMME IN MUSICOLOGY**

### **Information about the programme**

*Title:* Second cycle master's study programme in **Musicology**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses:*

- **Musicology – single course,**
- **Musicology – combined course,**
- **Musicology – combined teacher education course.**

With the combined courses, a link with another combined study programme or course is required. The combined master's study programme in Musicology can be linked with any of the combined master's study programmes, but cannot be linked with the combined teacher education master's study programmes, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy. The combined teacher education master's study programme in Musicology can be linked with any of the combined teacher education master's study programmes, but cannot be linked with the combined (non-teacher) master's study programmes.

### **Programme description**

The second cycle study programme in Musicology is a continuation of the first cycle study programme in Musicology. The acquired knowledge and competences enable the graduate to perform the most demanding professional tasks in the broad field of musicology. As in the first cycle, musicology can be studied in the second cycle as a single or combined course. The single course offers students the broadest possible introduction to the discipline of musicology. Future graduates deepen their basic musicological (early, modern and Slovene music, musical aesthetics, methods of music analysis) and ethnomusicological knowledge, become thoroughly acquainted with some specialised musicological fields and skills (musical theatre, applied ethnomusicology, music journalism, editing techniques), and are introduced to independent musicological

professional and research work in the framework of seminars and special musicological work placements. The two combined courses also provide the graduate with all the necessary skills to perform the most demanding tasks in the broader field of musicology, although the students have slightly fewer course requirements than those in the single course. This is because students of the combined course at the Department of Musicology are required to also enrol in one other of the offered combined or combined teacher education courses or programmes at the Faculty of Arts or the Faculty of Theology (they typically continue with the combination of their first cycle study). This equips them with the necessary knowledge and competences to be able to work in another professional field, which also expands their employment opportunities. For future musicologists, there are undoubtedly interesting links that allow them to deepen their knowledge in areas where musicology has particularly close links with other disciplines in the humanities (history - history of music, philosophy - aesthetics of music, sociology - sociology of music). There are also interesting links with programmes that study other arts (history of art, comparative literature), but many other combinations are also possible. Students at the second cycle level often choose to study abroad for a semester or a full year as part of the Erasmus+ programme. They can go to one of the universities with which the Department already cooperates, or they can initiate new links; the possibilities are numerous. Cooperation is particularly close with the Karl Franz University in Graz and the Academy of Music in Zagreb, with which a trilateral student musicology symposium is organised every year, where students who wish to do so can present their contributions about music to their colleagues from abroad while they are still studying. Links with fellow musicologists from abroad are also established during the annual professional excursions organised in the framework of the History of Music tutorials. The Department also keeps in touch with the latest developments in musicology through guest lecturers from the line of world's top musicologists. The Department of Musicology has been home to the Student Choir and the Philharmonic Symphony Orchestra for over a decade. The Student Section of the Slovene Musicological Society also offers many opportunities for extra-curricular activities.

### **Conditions for completing the programme**

In order to complete the study programme, the student must complete all the study requirements as prescribed in the accredited course syllabus and the curricula of each course within the study programme, totalling 120 ECTS points (single course) or 60 ECTS points (combined course). To complete the entire study programme, students of combined courses must also complete all the requirements of the other course of 60 ECTS points, totalling 120 ECTS points, as well as prepare, submit and successfully defend a master's thesis.

### **Professional profile and skills**

In addition to the skills and competences provided by the first cycle studies, the graduate of the second cycle programme acquires a wide range of additional skills that, according to international standards, are required of highly qualified professionals in the field of musicology. Among other things, the student develops an in-depth historical awareness, and is able to independently critically analyse, assess and interpret primary musical sources and secondary professional and scientific musicological literature. They have an in-depth knowledge and mastery of the individual specialised fields of musicology and ethnomusicology; they take an interdisciplinary approach to the



observation and treatment of music, understanding it in its historical and cultural context at any given time. They are capable of an in-depth critical evaluation of musical performances and musical life, and of assessing the social role of music. They are proficient in the articulation and communication of the most complex music-related topics and the ways in which they are presented in contemporary media. They are familiar with the techniques of editing professional and scholarly music releases.

In addition to the above, graduates of the combined teacher education programme also acquire the skills and competences needed to be successful in the teaching profession.

As a graduate of the study of humanities, a Master of Musicology is open to diversity and pluralism, is able to critically accept and form opinions, develop the ability to express themselves and communicate in spoken and written form, and master the culture of language. They are able to perform independently and responsibly the most demanding professional work in their field.

### **Access to employment**

Given the widespread presence and accessibility of music today, the employment opportunities for musicology graduates are also very wide and varied: musicological skills are needed in any institution that deals with music in one way or another. In addition to the tasks for which a first cycle graduate is qualified, a Master of Musicology can also take on some of the more demanding jobs in the broadest field of musicology. In the media, both public and commercial, where musicologists are often employed because this is where music is most present, after completing the second cycle of their studies they can work, among other things, as music editors, music essayists and commentators, music critics, sound engineers, music journalists, music producers, and scriptwriters for music programmes. They may also be employed as editors or managers in music publishing houses or as music editors in book publishing houses. Many libraries, archives and museums hold a wide variety of musical heritage (music publications, sheet music, recordings, musical instruments), which is looked after by a musicologist, including as curator of a music collection or musical material in a local history department, or as curator of a museum collection. As a consultant and organiser in the public and private sectors, the Master of Musicology also helps to shape the music scene at local and national levels. This may include working as a concert agency manager, music manager, artistic director of a music ensemble, concert list writer, head of a music department in public administration, head of a cultural institution, and in the broader field of management of cultural heritage and tourism. Graduates who demonstrate an interest and capacity for scientific research during their studies may choose to continue their studies at third cycle after completing their master's study and to pursue research in one of the many areas of musicology. Researchers in musicology are mainly employed at the Institute of Musicology at the Research Centre of the Slovene Academy of Sciences and Arts, the Department of Musicology of the Faculty of Arts and at some other higher education institutions that run music-related programmes (University of Ljubljana Academy of Music, University of Maribor Faculty of Education).

With additional teaching qualifications, Master's of Musicology are often also employed in teaching professions: they teach in schools and run extra-curricular clubs, courses and activities in the field of discovering and understanding music. After completing their studies, graduates of the combined

teacher education programme are most often employed in teaching professions: they teach music subjects in secondary school programmes and run extra-curricular clubs, courses and activities in the field of discovering and understanding music. With additional teaching qualifications, they are often employed as primary school music teachers. Last but not least, musicologists as graduates of study programmes in the humanities acquire a wide range of skills to be able to work in the broader field of culture, as well as in all areas where a broader humanistic outlook and knowledge of social and cultural phenomena and processes are required.

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## **XIX. SECOND CYCLE SINGLE TEACHER EDUCATION MASTER'S STUDY PROGRAMME IN PEDAGOGY and SECOND CYCLE COMBINED TEACHER EDUCATION MASTER'S STUDY PROGRAMME IN PEDAGOGY**

### **Information about the programme**

*Title:* Second cycle single teacher education master's study programme in **Pedagogy** and second cycle combined teacher education master's study programme in **Pedagogy**

*Duration:* 2 years

*Points:* 120 ECTS points

With a combined course, a link with another combined study programme or course is required. The combined teacher education study programme in Pedagogy can be linked with any of the combined teacher education and combined (non-teacher) study programmes and courses, but it cannot be linked with the combined teacher education study programme in Andragogy.

### **Programme description**

Second cycle single teacher and combined teacher education master's study programmes train students for independent professional and research work, analysis of complex pedagogical phenomena and school policies, and for the creation of their own ideas and interpretations. Both programmes enable the acquisition of high-quality social science and humanities education, with an emphasis on systematic learning, upgrading and deepening of knowledge in the field of pedagogical sciences. The social science dimension of the study is related to the research and understanding of upbringing and education in the context of social practices and visions of sustainable development of the individual and the community. The humanistic dimension however addresses the development of sensibility, ethical orientation and personal engagement of students as a condition for quality performance of teaching professions. The study is designed scientifically and theoretically with a broad and in-depth theoretical and methodological basis, but at the same time it also has elements of applicability.

Students learn about the functioning of educational institutions and their management, the role of pedagogical counselling, the work and professional development of teachers, they learn about the areas of pedagogical and psychological treatment of (often) excluded social groups (persons with special needs, migrants, socially endangered, etc.). They learn to work responsibly with people, the community and information, and gain an insight into the importance of combining professional work with one's own creative activity in the fields of science, culture, art, sports and environmental protection. The goal of the study is also preparation for further learning, professional development and doctoral studies. Students acquire broad, in-depth and critical knowledge in several special areas of pedagogy.

The single teacher education master's study programme in **Pedagogy** allows orientation to special areas of pedagogy: analysis and critical evaluation of pedagogical phenomena, measures and policies; planning, implementation and evaluation of pedagogical work and measures; consulting activities; management of groups, departments, institutions and systems.

The combined teacher education master's study programme in **Pedagogy** also allows orientation in special areas of pedagogy: students can focus more on in-depth knowledge of the field of team management, department, institution and system development in education and training (set A) or they can focus on in-depth knowledge of the field of learning planning, lessons, educational and advisory activities (set B). In addition to deepening knowledge in the areas of fundamental pedagogical disciplines, the combined teacher education master's study programme ensures the acquisition of knowledge in the field of teaching. In addition to the goals they achieve in the field of both chosen disciplines, students are trained to connect the acquired knowledge with each other and thus also with other fields, and the intra- and interdisciplinary transfer of knowledge from one field to another encourages their flexible use in different situations.

Studying on both programs is carried out in small groups, and includes care for the professional and personal development of students. As part of the programs, study practice takes place in various educational institutions.

The Alumni Club of pedagogues and andragogues operates at the Department of Pedagogy and Andragogy University of Ljubljana and the Association of Students of Andragogy and Pedagogy

(DŠAP). The aim of both is for students, professors and graduates to connect with each other, build social networks, spread knowledge and gain experience in the field of their education and work. The department also offers tutoring. The department also has many opportunities for exchange and study abroad, namely: Erasmus+ (EU countries), the Norwegian Financial Mechanism and CEEPUS.

### **Conditions for completing the programme**

To complete the single study programme, the student must complete the study obligations prescribed by the syllabus and individual curricula, in the total amount of 120 ECTS points. The student completes the study programme by successfully defending a positively graded master's thesis. In order to complete the combined study programme, the student must successfully complete the teacher placement and defend the master's thesis, as well as all complete all other study requirements of both combined study programmes, as prescribed by the combined master's study programme, up to a total of 120 ECTS points.

### **Professional profile and skills**

During their studies, students are trained to co-design system solutions, develop educational programmes and other curriculum materials in the field of education, and to take on leadership positions in education and other social activities (e.g. in the fields of culture and social welfare). They are trained for independent (specialised) pedagogical (school, personal, vocational, career) counselling for children/adolescents, parents, professionals in the field of educating, training, teaching and learning in educational institutions and other public and private institutions/establishments. They acquire the knowledge and skills to solve practical problems in the planning, organisation, implementation and evaluation of educational processes in different contexts and at different levels of education. They also develop the ability to manage voluntary organisations, associations, projects and programmes in the fields of culture, leisure, etc. In the course of their studies, they develop the ability to work cooperatively, in teams and independently. They are characterised by an understanding of processes of argumentation and testing of scientific theories, and critical and holistic thinking in an interdisciplinary and ethical manner. During the course of their studies, they also acquire general teaching competences for quality and effective teaching; for assessing and evaluating knowledge and monitoring pupils' progress; and for managing and communicating with pupils and parents. In a combined study programme linked to another study programme, they broaden the scope of their knowledge and skills, particularly for interdisciplinary research and problem-solving.

### **Access to employment**

Graduates of the second cycle single and combined teacher education master's study programme in Pedagogy are employed in positions in the fields of school, personal, vocational, career and HR counselling, in the organisation, management and delivery of education and training, in further education and training, in educational and HR services, as well as in HR planning and training. Many also work in positions where research, development and other professional work related to education is carried out. Graduates are employed in educational institutions and establishments at

different levels of education (from kindergartens and primary schools to secondary schools, colleges and universities). They are also employed in professional and research institutions in the field of education and training (e.g. National Education Institute, Institute of the Republic of Slovenia for Vocational Education and Training, Educational Research Institute, National Examination Centre, National School of Leadership in Education, Centre for School and Extracurricular Activities, Slovene Institute for Adult Education, various faculties, etc.), in the state administration and in non-governmental organisations in the fields of education and training, culture and social affairs, as well as in positions in HR and education services in both the public and the private sector. The combined master's study programme broadens the pool of employment opportunities, as graduates acquire skills and competences in two disciplines. In addition to the objectives they achieve in the field of both selected disciplines, graduates are able to connect the acquired knowledge with each other and thus with other fields.

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## **XX. SECOND CYCLE COMBINED MASTER'S STUDY PROGRAMME IN POLISH STUDIES**

### **Information about the programme**

Title: Second cycle combined  
master's study programme in **Polish studies**

Duration: 2 years

Points: 120 ECTS points

The study programme has the following courses:

- **Polish Studies – combined course,**
- **Polish Studies – combined teacher education course.**

With a combined course/programme, a link with another combined study course/programme or course is required. The combined master's study programme in Polish Studies can be linked with any of the combined master's study programmes, but cannot be linked with the combined teacher education master's study programmes, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy. A student may choose only one course of study and may not combine subjects from two different courses. The combined teacher education master's study programme in Polish Studies can be linked with any of the combined teacher education master's study programmes, but cannot be linked with the combined (non-teacher) master's study programmes. A student may choose only one course of study and may not combine subjects from two different courses.

### **Programme description**

The study programme in Polish studies focuses on Polish language, literature and culture. The second cycle study programme in Polish Studies is designed to build on the first cycle programme and provides an in-depth knowledge of the Polish language, Polish literature and culture, Polish-Slovene contacts, specific philological knowledge and a broad humanistic education. Building on the foundation of knowledge of Polish literature and the socio-historical background of the literary periods up to 1989 acquired in the first cycle, students in the second cycle delve into contemporary Polish literature, with a focus on the contemporary Polish novel, Polish drama and contemporary Western Slavic literary discourse. They build on the linguistic skills acquired in the first cycle to become proficient in their own language and deepen their knowledge of the linguistic culture and stylistics of the Polish language. Subjects such as *Selected Chapters in Contemporary Central European History*, *Selected Chapters in Czech, Polish and Slovak Linguistics*, and *20th Century Literary Discourses in Western Slavic Literatures* are broadly conceived and offer insights into the underlying literary and linguistic models of the Western Slavic area. The second cycle study programme in Polish Studies is intended for students who have completed a first cycle study programme in Polish Studies either in Slovenia or abroad, as well as for those who have completed another first cycle study programme and have passed bridging examinations prior to enrolment. The second cycle study programme in Polish Studies has two courses: the combined course focuses more on the acquisition of translation skills, while the combined teacher education course, which prepares students for the teaching profession, focuses on general pedagogical subjects and on the teaching of Polish as a foreign language in theory and in practice. Within the framework of the latter, students perform part of their job-shadowing and performance placements at the Department of Polish Studies of the UL Faculty of Arts, and the other part during a three-week placement at the University of Łódź in Poland. Students of Polish Studies regularly participate in extracurricular activities of the Department of Slavistics, gaining additional competences and first work references, and socialising, which is also an important part of the time of study. They prepare the programme for the Slavic Evening and the West Slavic Christmas Evening in cooperation with the tutors, prepare subtitles for the short film evening, try their hand at literary translation, publish their articles in the departmental student magazine *Perum*, and participate in the Student Section of the Slavic Society of Slovenia. They also participate in events organised by the Department of Polish Studies in cooperation with the Embassy of the Republic of Poland in Ljubljana, such as the annual public reading of Polish literature, guest talks and other literary and cultural events. The Department of Polish Studies fosters strong links with the Polish university environment and encourages students



to study at Polish universities during their time of study. They can visit Poland in the framework of Polish language summer schools or, with an Erasmus+, Ceepus or inter-country scholarship, take part in a study exchange at one of the Polish universities with which the Department of Polish Studies cooperates, i.e.: Jagiellonian University in Kraków, University of Warsaw, Silesian University in Katowice, University of Łódź, Adam Mickiewicz University in Poznań, John Paul II Catholic University in Lublin, University of Wrocław and University of Białystok.

### **Conditions for completing the programme**

In order to complete the study programme, the student must complete all the study requirements as prescribed in the accredited course syllabus and the curricula of each course within the study programme, totalling 60 ECTS points. In order to complete the full study programme, students of combined courses must also complete all the requirements of the other course totalling 60 ECTS points, i.e. 120 ECTS points in total.

### **Professional profile and skills**

The second cycle programme in Polish enables the acquisition of in-depth knowledge and intercultural linguistic abilities which, according to international standards, correspond to the profile of a master's degree holder in Polish Studies. Graduates of the study programme acquire a broad and fundamental humanistic education, both at the theoretical and applied levels, in the fields of Polish history, literature and culture, as well as specific philological knowledge in the field of language. The MA in Polish Studies, among other things, achieves an excellent knowledge of standard Polish language at C2 level on the CEFR scale, acquires the ability to read critically, evaluate and interpret a wide variety of texts, and gains a broad overview of literary works and scholarly approaches related to the Polish cultural milieu. In addition, the programme offers a unique insight into the broader field of Western Slavic languages, cultures and literatures, encourages comparisons between the field of Polish studies and the specific features of Slovene language, literature, culture and history. In the teacher education course, MA students also acquire specific philological knowledge in the field of Polish language teaching and pedagogical competences. The combination of humanistic and pedagogical skills enables graduates to effectively impart knowledge in the context of educational institutions of all types and to work in areas where pedagogical competence or knowledge in the field of language education is required.

### **Access to employment**

The programme prepares graduates for demanding creative tasks and needs, and above all for independent work in the field of research, translation, literary and scientific criticism, interdisciplinary connections in the wider intercultural environment. Graduates are thus effectively prepared for independent scientific research (in the non-teacher course) or pedagogical work in domestic and foreign (educational) institutions, and for work in areas where pedagogical competence or knowledge in the field of language education is required (in the teacher education course). The programme produces highly qualified and broad-minded graduates with competence in written and spoken communication in the Polish language and the ability to speak confidently in public, who are able to build communication between people of different cultures and languages,

and who are therefore able to successfully establish themselves as translators, interpreters, researchers, teachers and professors, literary critics and other intercultural retrieval, dissemination.

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## **XXI. SECOND CYCLE MASTER'S STUDY PROGRAMME IN TRANSLATION**

### **Information about the programme**

Title: Second cycle master's study programme in **Translation**

Duration: 2 years

Points: 120 ECTS points

*The study programme has the following courses:*

- **Single courses**
  - Slovene-English-French,
  - Slovene-English-Italian,
  - Slovene-English-German.
- **Combined courses**
  - Slovene-English,
  - Slovene-French,
  - Slovene-Italian.
  - Slovene-German.

With a combined course, a link with another combined study programme or course is required. The second cycle combined master's study programme in Translation cannot be combined with another second cycle combined master's study programme in Translation, but it can be combined with other combined non-teacher study programmes/courses, except for the combined courses in

English, French, Italian or German. It also cannot be combined with combined teacher education programmes or courses, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy.

### **Programme description**

Translation is a study programme that provides in-depth knowledge in translation and translation studies, building on the first cycle of translation study programme. The Department of Translation Studies offers either the study of Slovene and English in combination with German, French or Italian (single courses) or the study of Slovene in combination with English, German, French or Italian (combined courses). During the course of studying translation, students acquire practical and theoretical knowledge in the specialised fields of translation (terminology, lexicology, semantics, subtitling, translation technologies, translation of artistic and legal texts) and in the translation of a variety of texts in a chosen language combination, ranging from economic, legal, natural sciences to literary and humanistic texts. They are trained in subtitling, localisation, terminology work and computer-assisted translation; they acquire skills in proofreading, editing and reformatting texts for different purposes and the needs of different clients. Students upgrade their knowledge of language and linguistics (of all the chosen languages), both in the field of translation-oriented textual competences and in terms of the position of language in modern society. The theoretical content of translation studies enables reflection on translation studies as a discipline, on the position of a translated text and of translation in a socio-cultural context, etc., and provides an introduction to the theoretical concepts necessary for solving various (translation-relevant) problems. An important compulsory part of the study programme is the professional aspects of translation and translation placement, through which students are introduced to a concrete professional work process. During their studies, students may choose to study an additional foreign language as an external elective subject and participate in Socrates/Erasmus international student exchanges at well-known university centres abroad, e.g. in Germany, Austria, France, Italy, Spain and France. Translation studies are conducted at the Department of Translation Studies, which dates back to the 1990s (the first enrolment at the Department of Translation Studies took place in the academic year 1997/1998). Teachers of the Department are distinguished researchers in the fields of translating, interpreting and translation studies, languages and literatures, societies and cultures, computing technologies and other disciplines (e.g. law, economics, medicine) related to translation. Teachers of the Department of Translation Studies are involved in numerous national and international research projects and programmes. The Department of Translation Studies is very successful in the Slovene and international environment, as evidenced by the memberships in reputable translation and interpretation organisations (CIUTI, EMCI, EMT, EULITA) and other forms of cooperation (e.g. projects, conferences, links between translation studies departments around the world, joint study programmes, contacts with the economy), as well as by the various practical training opportunities offered to its students. There are a number of activities at the Department of Translation Studies: students participate in translation projects, e.g. *What the world reads at bedtime: translations of children's stories and poems* (in cooperation with the Slovene Association of Literary Translators) and *Young translators and their breakthrough on the Slovene book market* (in cooperation with Slovene publishing houses), and every other year they produce *Cliffhanger, a collection of literary translations*, they participate in and co-create conferences with their own contributions (the *Language technologies and digital humanities* conference, the *Slovene language in*

*translation* conference), they take part in excursions and other leisure activities (such as the traditional New Year's tea party).

### **Conditions for completing the programme**

In order to complete the programme, students must complete all the requirements as prescribed by the study programme and the curricula of the subjects required in their chosen field of study, totalling 120 ECTS points (single course) or 60 ECTS points (combined course). They must prepare and defend a master's thesis in the scope of the master's seminar and pass a multi-part master's examination as prescribed by the course syllabus.

### **Professional profile and skills**

An MA in Translation Studies is a highly qualified translator who is able to establish successful communication, mainly between people from different cultures and languages. They are also able to cope professionally with the demands of the market and are able to adapt to changes in the translation market. An MA in Translation Studies has a high level of competence in translating texts of different types, from different fields, from economic science, law and natural sciences to the humanities and literature, and from one or two foreign languages; they have the knowledge and skills to proofread and reformat texts to meet the needs of different clients and for different purposes; they have a high level of competence in terminology work, in computer assisted translation, in the editing of professional texts of different types, in accordance with the conventions of the target language. The master's study programme trains translators in professional and literary translation, subtitling, localisation and computer-assisted translation, as well as in lexicographic and terminological work. High competences in the field of translation studies enable the master's students to understand theoretical principles, to evaluate and translate them into practical work, and to identify and solve problems in their work.

### **Access to employment**

Graduates can be employed as a civil servant in the public or private sector, or work as a freelancer, both in Slovenia and internationally. Work positions for graduates: companies and private institutions; translation and localisation companies; travel agencies, hospitality services, sales; public administration (ministries); primary education; higher education (university) and research; European Union institutions (European Commission, European Parliament, Directorate-General for Translation); health care; journalism; self-employed entrepreneurs. The activities of graduates include translation, subtitling, localisation and computer-assisted translation, lexicography and terminology work, research, proofreading, reviewing and formatting of different types of texts, establishing intercultural and interlingual communication (e.g. liaison with foreign countries), education and other work in the language industry. It is worth pointing out that the demand for highly qualified translators is on the rise both in Slovenia and in the European (international) area.

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## XXII. SECOND CYCLE MASTER'S STUDY PROGRAMME IN COMPARATIVE LITERATURE AND LITERARY THEORY

### Information about the programme

*Title:* Second cycle master's study in **Comparative Literature and Literary Theory**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses:*

- **Comparative Literature and Literary Theory - single course,**
- **Comparative Literature and Literary Theory - combined course,**
- **Comparative Literature and Literary Theory - combined teacher education course.**

With a combined course, a link with another combined study programme or course is required. The combined master's study programme in Comparative Literature and Literary Theory can be linked with any of the combined master's study programmes, but cannot be linked with the combined teacher education master's study programmes, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy. The combined teacher education master's study programme in Comparative Literature and Literary Theory can be linked with any of the combined teacher education master's study programmes, but cannot be linked with the combined (non-teacher) master's study programmes.

### Programme description

The second cycle master's study programme in Comparative Literature and Literary Theory deepens and extends the knowledge in the field of literary studies that students can acquire in their first cycle studies in comparative studies, linguistics, cultural studies, history of art and other programmes in the humanities and social sciences. It introduces students to the more demanding

problem areas of comparative studies, literary history and literary theory, as well as to the methodology of literary studies. It introduces students to the more demanding problem areas of comparative studies, literary history and literary theory, as well as to the methodology of literary studies. Special attention is paid to the relationship of literature to philosophy, history, religion, other arts and culture in general, the relationship of literary studies to other humanities, and the problems of Slovene literature in relation to European and world literature, since one of the main focuses of the study is the study of Slovene literature in a comparative context. It also introduces students to the basics of literary translation and the creation of literary texts.

The second cycle master's study programme in Comparative Literature and Literary Theory is available in three courses: single course, combined non-teacher course, and combined teacher education course. The syllabi, focus of study and competences acquired vary accordingly. In addition to the general competences of a humanistically educated intellectual, the single course study programme enables graduates to acquire subject-specific competences concerning the understanding of literature, its relationship with other spiritual activities, and its role in Slovene culture as well as comparatively in Europe and the world. The programme trains them primarily to work with literary texts and their diverse contexts, which requires literary insight, the ability to integrate literary studies with other humanities disciplines, and a broad cultural horizon. Particular emphasis is placed on practical work with both literary and professional texts, on reviewing and editing them, and on writing professional and literary texts. The second cycle combined study programmes build on the first cycle combined study programmes and provide training for the more complex and demanding tasks and responses to needs in the broad field of the humanities. Graduates of second cycle combined master study programmes acquire knowledge and competences in two disciplines. In addition to the objectives listed above, which are achieved in the fields of Comparative Literature and Literary Theory, graduates are equipped to interrelate the knowledge acquired in the two disciplines and to relate it to other fields. The combined nature of the second cycle courses therefore builds on the ability to transfer knowledge, methodology, understanding of scientific methods, approaches and processes of inquiry within and across disciplines, and the transfer of knowledge from one field to another promotes the flexible application of the acquired knowledge in different situations. Professors encourage students to engage in innovative interdisciplinary research and study, including through the pursuit of individual research themes and through extensive methodological and institutional support. At the same time, the second cycle combined teacher education study programmes equip students to transfer the knowledge they have acquired to different types and forms of education at all levels of education. Graduates of second cycle combined teacher education study programmes acquire knowledge and competences in two disciplines and in fundamental pedagogical attitudes, while acquiring specific comparative competences in world literature, literary history and the history of literary forms, as well as in methodology and literary writing. In addition to the objectives they achieve in both disciplines, they are qualified for competent work in teaching in primary and secondary schools and other educational institutions. They can also plan and carry out the most demanding work in a wide range of school and extra-curricular activities.

### **Conditions for completing the programme**



In order to complete the study programme, the student must complete all the study requirements as stipulated in the accredited course syllabus and the curricula of each course within the study programme, totalling 120 ECTS points (single subject) or 60 ECTS points (combined course). Students of combined courses must also complete all the requirements of the other course for a total of 60 ECTS points, i.e. 120 ECTS points in total, in order to complete the full study programme. They must also prepare, submit and successfully defend a master's thesis.

### **Professional profile and skills**

In addition to the general competences of a humanistically educated intellectual, the study programme enables graduates to acquire subject-specific competences specific to their chosen discipline, which concern an understanding of literature, its relationship to other disciplines of the humanities and social environments, and its role in European and world cultures on the one hand, and in Slovene culture on the other hand, as well as the ability to write, translate, and teach literature. It prepares students mainly to work with literary texts which require literary knowledge and a broad cultural horizon. Specifically, they are trained for work as literary or cultural publicists, editors (publishing houses, newspapers, radio, television), literary and cultural critics, teachers of literature and researchers in the field of literary studies.

In a broader sense, they are also trained for work that is not necessarily directly related to literary texts, i.e. organising and managing national and international cultural events, public speaking, running reading groups, working in cultural institutions, institutes and associations; they are also trained in creative linguistic production and the related skills of representing various institutions in public relations (PR) and in creative cooperation with the public and private sectors.

### **Access to employment**

Graduates are employed in (new) media, cultural institutions, libraries, publishing houses, public agencies, institutions and associations in the field of culture and literature, institutes, museums, archives, creative industries, Slovene and foreign universities, and many work as artists and self-employed cultural creators. In the modern digitalised world, creativity, literacy and cultural literacy are increasingly important skills, which our graduates use in their work as editors, journalists, columnists, bloggers, writers, poets, researchers, teachers, professors, officials (cultural advisors, attachés, in cultural management, etc.), artists and creators, web editors, dramaturges, scriptwriters, public relations officers, cultural event creators, producers, librarians, reading group leaders and in many other professions that fulfil their intellectual ambitions.

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## XXIII. **SECOND CYCLE COMBINED MASTER'S STUDY PROGRAMME IN COMPARATIVE LINGUISTICS**

### **Information about the programme**

*Title:* Second cycle master's study programme in **Comparative Linguistics**

*Duration:* 2 years

*Points:* 120 ECTS points

With a combined course, a link with another combined study programme or course is required. The combined master's study programme in Comparative Linguistics can be linked with any of the combined master's study programmes, but cannot be linked with the combined teacher education master's study programmes, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy.

### **Programme description**

Comparative linguistics is a branch of linguistics that studies language from the perspective of its historical development, and is therefore interested not only in describing specific languages (their grammar and vocabulary), but also in the way in which a particular language evolved. The central task of comparative linguistics is to compare the individual elements of such languages, which are related to each other, i.e. their sounds, forms, words and syntactic structures, to reconstruct the sound, form, word-formation, syntactic and lexical elements at the earlier development stages of these languages and gradually up to their common ancestor, for example: Slovene *zemlja*, Lithuanian *žemė*, Old Greek *khthōn*, Old Indic *kṣām*, Hittite *tēkan*, Tocharian *tkam*, Albanian *dhe*, Latin *humus*, Old Irish *dú*, all stemming from the Proto-Indo-European *\*dhég'hōm*, meaning 'earth'. The second cycle combined study programme Comparative Linguistics is designed as a study of comparative linguistics of Indo-European languages, which means that it applies its basic methods (comparison and reconstruction) to the material of the languages of the Indo-European family, both modern and ancient. As this is a very diverse and extensive family with rich literary traditions

(some of them dating back to the 2nd millennium BC), it also provides insights into the linguistic and cultural history of the areas of Europe, the Ancient Orient, India and Central Asia, and penetrates deep into the period before the appearance of the first written sources (up to about the 5th millennium BC), for which it reconstructs the Indo-European proto-linguistic community of both linguistic and cultural origins.

The course provides students with an insight into the vocabulary, form, word-formation, syntax and semantics of the Proto-Indo-European language, starting from the situation in the main archaic Indo-European languages. The focus is on Old Indic (Sanskrit), Avestan, Old Persian, Hittite (and other Old Anatolian languages), Gothic, Lithuanian, Albanian, Old Celtic, Old Church Slavonic, Old Greek and Latin. During the course of their studies, students gain an in-depth knowledge of a large number of ancient or archaic Indo-European languages (i.e. their descriptive and historical grammar), which they can later turn to in the form of specialised study. The programme also includes the only teacher education unit in Slovenia which offers all the competences required for the study of ancient oriental studies, i.e. Indology (with a focus on Sanskrit and other ancient Indic languages and their literature), Iranian studies (with a focus on ancient Iranian languages), and Hittitology or Anatolistics (Hittite and other ancient Anatolian languages, together with the contemporary non-Indo-European languages of Asia Minor and Mesopotamia). Many students of Comparative Linguistics are already involved in various linguistic, translation and artistic projects during their studies. In this respect, there are many links established at the Department for study exchanges, which allow for a few months of advanced study at a European university. Participation in various summer schools in Indo-European comparative linguistics (Leiden, Jena, Belgrade, etc.) is also encouraged.

The Department of Comparative Indo-European Linguistics has a long tradition at the University of Ljubljana, dating back more than a century, as comparative linguistics was one of the founding fields of study of the first Slovene university. The most prominent Slovene linguists of various specializations have emerged from this school, as comparative linguistics is the fundamental linguistic discipline that enables a contextualized understanding and interpretation of a wide variety of linguistic phenomena, with Indo-European comparative linguistics at the same time being the starting point for the comparative linguistics of individual language groups (comparative Slavic linguistics, comparative German linguistics, comparative Romance linguistics, comparative Celtic linguistics, comparative Indo-Iranian linguistics), and is inseparably linked to philology (primarily of classical languages, e.g., Old Indic/Sanskrit, Old Church Slavonic, Latin, Greek, but also all other languages).

### **Conditions for completing the programme**

To complete the study, the student must complete all the study obligations prescribed by the study programme and the curricula of individual subjects, in the total amount of 60 ECTS points. The entire study programme is completed only after the student has completed all the requirements as prescribed by the study programmes and the curricula of the individual subjects, totalling 120 ECTS points, and has prepared, submitted and successfully defended a master's thesis.

### **Professional profile and skills**

Upon completion of their studies, students have an in-depth knowledge of the origins and development of the languages of the Indo-European language family, enabling them to learn any language of this family (ancient, archaic or modern) in a very short time. They are trained to work in the field of etymological research and in diachronic (divergent) and synchronic (simultaneous) research on ancient and modern languages. The acquired knowledge enables them to understand, interpret and critically evaluate the literature in the field of linguistics, not only comparative linguistics, but also in the field of general language theory and the linguistics of individual languages or language families. Of the ancient languages, they have at least a knowledge of Classical and Pre-Classical Sanskrit, Hittite, Ancient Greek and Old Church Slavonic, which enables them to pursue further studies or research or translation work in the fields of Indology, (Old) Oriental studies, Hittite Studies, as well as Greek studies or Classical philology and paleo-Slavic studies, or in any other arbitrary field within Indo-European comparative linguistics, e.g. (Old) German studies, Celtic studies, Armenian studies, Albanian studies, Baltic studies, Tocharology, etc. The study of comparative linguistics is a combined course, which allows students to integrate the knowledge they acquire (also in an interdisciplinary sense) with knowledge acquired in the other programme. While all combinations with the combined study programmes of the Faculty of Arts are possible, combinations with a study of a language, comparative Slavic linguistics, classical philology or history are the most rewarding.

### **Access to employment**

Graduates are qualified to perform specific tasks in institutions involved in language research and in the study of vocabulary or ancient history, as well as in cultural institutions, as translators and in the publishing industry. They are also suitable for work related to the functioning of the European Union, which requires knowledge of a large number of languages, including those that cannot be studied in Slovenia. After completing their master's studies, they can also continue their studies or do research in linguistics programmes at any of the major European or American universities.

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## XXIV. **SECOND CYCLE COMBINED MASTER'S STUDY PROGRAMME IN COMPARATIVE SLAVIC LINGUISTICS**

### Information about the programme

*Title:* Second cycle combined master's study programme in **Comparative Slavic Linguistics**

*Duration:* 2 years

*Points:* 120 ECTS points

With a combined course, a link with another combined study programme or course is required. The combined master's study programme in Comparative Slavic Linguistics can be linked with any of the combined master's study programmes, but cannot be linked with the combined teacher education master's study programmes, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy.

### Programme description

Comparative Slavic Linguistics is a study programme in linguistics which, theoretically and methodologically, falls within the field of comparative linguistics, and which, in terms of material, includes mainly Slavic languages (with some ancient or archaic Indo-European languages). Comparative linguistics compares the related languages of a linguistic group and reconstructs their proto-language, i.e. the common "ancestral" language from which the languages being compared have evolved, changing over time and consequently diverging from each other. It also explains the origins of the individual languages that evolved from the common "ancestral" language and the similarities and differences between them. Because it deals with linguistic change over time, comparative linguistics belongs to the broader field of historical linguistics. Comparative linguistics has a long tradition in Slovenia. It has been the subject of the most prominent Slovene linguists, among them Jernej Kopitar, Franc Miklošič, Rajko Nahtigal, Fran Ramovš, France Bezlaj, Bojan Čop and others. Comparative linguistics, both Slavic and Indo-European, has been present at the University of Ljubljana since its foundation in 1919. At the Faculty of Arts in Ljubljana, it is therefore possible to study two branches of comparative linguistics, namely Comparative Slavic Linguistics at the Department of Slavistics, which compares Slavic languages and reconstructs Proto-Slavic, and Comparative (Indo-European) Linguistics at the Department of Comparative and General Linguistics, which compares (Old) Indo-European languages and reconstructs Proto-Indo-European.

How do we reconstruct Proto-Slavic? Proto-Slavic is reconstructed at all linguistic levels, namely sounds and accents, forms (i.e. bases and endings), phrases and clauses, and words and their original meanings, i.e. grammar and vocabulary. We do this using the two fundamental methods of comparative linguistics – the comparative method and the reconstruction method. The comparative method is used to compare the recorded situation in the Slavic languages and to establish regular parallels between them. With the reconstruction method, on the other hand, we

establish the initial, Proto-Slavic linguistic situation, i.e. we "project" the ascertained linguistic situation into the temporal past. What does the study of comparative Slavic linguistics encompass? The study of Comparative Slavic Linguistics consists of the following complementary activities: 1) in the context of language lectorates (language courses), practical learning of at least three modern Slavic languages, one South Slavic, one East Slavic and one West Slavic; 2) in the context of subjects in the field of Old Church Slavonic, learning Old Church Slavonic, the oldest documented Slavic language dating back to the 9th century AD, the first Slavic scripts in which it was written - namely, the Glagolitic and Cyrillic scripts - and a critical reading of (Old) Church Slavonic grammar; 3) in the context of subjects in the field of comparative grammar of Slavic languages, learning the history and methodology of comparative linguistics, a clear overview of all Slavic languages, a comparison of Slavic languages and a reconstruction of the Proto-Slavic language.

What is the purpose of the reconstruction of the Proto-Slavic language? Knowledge of comparative Slavic linguistics is indispensable for an in-depth study of Slavic languages. The study of each individual Slavic language begins with the Slavic language. This knowledge not only helps us understand the origins and history of the individual Slavic languages, but also have a better understanding of their present situation. This helps us understand the many "exceptions" which, if we know the history of the language, become the "rule". If we understand things, we don't have to learn them by heart. This theoretical knowledge also allows us to very quickly learn Slavic languages that we have not yet mastered. To summarise: The Comparative Slavic Linguistics programme explores the Slavic linguistic world as a whole. The Slavic languages are compared to one another and their common "ancestor", the Proto-Slavic language, is reconstructed. At least three Slavic languages – one South Slavic, one East Slavic and one West Slavic – are actively learnt and, as a consequence, all the others are understood. Special attention is paid to Old Church Slavonic as the oldest recorded Slavic language (9th century AD), the first Slavic scripts – Glagolitic and Cyrillic – and (Old) Church Slavonic grammar.

### **Conditions for completing the programme**

To complete the study, the student must complete all the study obligations prescribed by the study programme and the curricula of individual subjects, in the total amount of 60 ECTS points. The entire study programme is completed only after the student has completed all the requirements as prescribed by the study programmes and the curricula of the individual subjects, totalling 120 ECTS points, and has prepared, submitted and successfully defended a master's thesis.

### **Professional profile and skills**

The acquired knowledge enables graduates to understand Slavic languages and cultures, and within them the Slovene language and culture, as an important part of the European linguistic and cultural space and to be able to critically situate them in the European cultural reality from both a historical and a modern perspective. At the level of theory, they acquire specific competences in the field of comparative linguistics, both from a historical and typological point of view, as well as philology and cultural studies in general, drawing on the material of the Slavic language group of the Indo-European language family. At the level of application, graduates are able to scientifically engage linguistically and philologically with several Slavic languages and cultures in different time periods



(in the context of scientific work, this includes complex cases, e.g. in the fields of historical grammar, dialectology and etymology, as well as textual criticism of ancient and modern Slavic languages) and to use at least three modern Slavic languages in practice. Their theoretical knowledge of the grammatical structure and vocabulary of Slavic languages enables them to understand and work with all Slavic languages. The study of Comparative Slavic Linguistics is a combined course, which allows graduates to integrate the knowledge they acquire (also in an interdisciplinary sense) with knowledge acquired in the other programme. While all combinations with the combined study programmes of the Faculty of Arts are possible, combinations with a study of a language, comparative linguistics, classical philology or history are the most rewarding.

### **Access to employment**

Graduates are qualified to perform scientific tasks in institutions involved in research on Slovene and other Slavic languages, both past and present (e.g. word studies), as well as in institutions outside research, e.g. in various cultural institutions, publishing, work related to the functioning of the European Union, which requires knowledge of a large number of languages and cultures. After completing their master's studies, they can also continue their studies or do research in linguistics programmes at any of the major European or American universities.

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## **XXV. SECOND CYCLE MASTER'S STUDY PROGRAMME IN PSYCHOLOGY**

### **Information about the programme**

*Title:* Second cycle single master's study programme in **Psychology**

*Duration:* 2 years

*Points:* 120 ECTS points

### **Programme description**

The fundamental aim of the second cycle single master's study programme in Psychology is to equip students with in-depth knowledge and skills in the basic and applied disciplines of psychological science and some other psychology-related sciences. This knowledge is the basis for the independent practice of the psychologist's profession, for specific professional development and for the continuation of the study of psychology in third cycle (doctoral studies, specialisation). The aim of the programme is for students to acquire additional theoretical knowledge, understanding and skills in the areas already covered in the first cycle of psychology studies, to improve their research skills and to be trained in the use of psychological diagnostic tools and in the conduct of complex psychological treatments. In addition to the development of general competences that enable practising psychologists to provide effective services to their clients, a particularly important objective is the development of subject-specific competences related to the psychological content of professional practice. Upon completion of their studies, master's students are prepared to work independently in any professional field of psychology. They understand, develop and apply psychological principles, knowledge, models and methods and put them into practice in an ethical and scientific manner. Their work is based on the principles of professional ethics, on their personal maturity and is directed towards the progress, well-being and effectiveness of individuals, groups, organisations and society. During their studies, students have plenty of opportunities for research, both in the Department of Psychology and in connection with national and international research and practice institutions. They can be involved in many ways – as part of a compulsory placement, as a volunteer or through a student employment agency, but most often as part of research work that takes place as part of the regular study process. During their master's studies, they also learn about the many areas of work (through their visits to institutions as well as through guest visitors to the faculty) that a MA in Psychology can do in practice.

During their studies, students have plenty of opportunities for research, both in the Department of Psychology and in connection with national and international research and practice institutions. They can be involved in many ways – as part of a compulsory placement, as a volunteer or through a student employment agency, but most often as part of research work that takes place as part of the regular study process. During their master's studies, they also learn about the many areas of work (through their visits to institutions as well as through guest visitors to the faculty) that a MA in Psychology can do in practice.

### **Conditions for completing the programme**

To complete the study, the student must complete all the study obligations prescribed by the study programme and the curricula of subjects, in the total amount of 120 ECTS points. This scope of obligations also requires the student to successfully complete a student placement and to write and successfully defend a master's thesis.

### **Professional profile and skills**

During their studies, students acquire a number of scientific and professional competences that are necessary for independent work as a psychologist. This means that they are able to define the problem and the aim of the counselling, which they formulate together with the client (e.g. gathering information on their needs and coordinating their objectives). They select, adapt if necessary, and use an appropriate psychological method or technique both to assess and change the given situation. Alongside psychological counselling, they provide the client with information that meets their needs and expectations. At the end of the counselling process, the MA in Psychology also evaluates their work and verifies that the counselling plan and the implementation of the counselling have been consistent with the achievement of the set objectives. The MA in Psychology possesses a wide range of expertise that can go beyond psychological practice and prove useful in other areas not explicitly related to psychology (e.g. voluntary work, consumer behaviour, the design of new ICT services and applications). Practical competences are particularly broadly applicable and allow the psychologist a great deal of breadth in their practice.

### **Access to employment**

Graduates of the second cycle master's study programme in Psychology may be employed as psychologists in independent practice and/or scientific research, specifically: education (in school counselling services, in secondary schools where they can teach psychology), health care (after additional specialisation as clinical psychologists), social welfare, care institutions (kindergartens, homes for the elderly), the army and the police, civil protection, correctional institutions and the judiciary, companies and other organisations (human resources, marketing, public relations and corporate development departments), marketing and research agencies, sports organisations, research institutions, humanitarian organisations, public administration (e.g. in the field of road safety, negotiating teams), civil service and government departments, NGOs, European Union institutions and services, journalism, etc., but also more broadly in the field of activity organisation and general psychological counselling: in the organisation of work, in the organisation and management of development projects, in career counselling, in the conduct of interviews, in publishing and the media (e.g. as editors, revisers, consultants in the production of media programmes, e.g. for children). They can independently conduct workshops (e.g. for young people, for leaders), provide advice in different areas of work (e.g. family conflicts, career transitions), participate in the establishment of start-ups, or create their own area of work (e.g. animal therapy, publishing, mobile app development). They can provide motivational training, run youth workshops, work on the telephone helpline, work with refugees, etc.

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## XXVI. **SECOND CYCLE COMBINED MASTER'S STUDY PROGRAMME IN RUSSIAN STUDIES**

### Information about the programme

*Title:* Second cycle combined master's study programme in **Russian Studies**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses:*

- **Russian Studies – combined teacher education course,**
- **Russian studies – combined translation course,**
- **Russian Studies – cultural studies (not open for the academic year 2024/2025).**

With a combined course, a link with another combined study programme or course is required. The combined translation master's study course in Russian Studies can be linked with any of the combined master's study programmes/courses, but cannot be linked with the combined teacher education master's study programmes/courses. A student may choose only one programme/course and may not combine subjects from two different courses within one programme. The combined teacher education master's study course in Russian Studies can be linked with any of the combined teacher education master's study programmes/courses, but cannot be linked with the combined (non-teacher) master's study programmes/courses.

### Programme description

The second cycle master's study programme in Russian Studies is designed as a study of Russian language, literature and culture. In-depth research and learning of the Russian language is based primarily on a comparison of linguistic phenomena in Russian and Slovene. It is the comparison of the two modern languages, complemented by historical aspects, sociolinguistics and other linguistic approaches, that enables the recognition of the linguistic peculiarities of Russian and forms the basis for the scientific study, teaching and appropriate linguistic use of Russian. The Russian literary tradition, which has also had a significant influence on the development of literary studies worldwide, provides the basis for the study and research of Russian literature. This tradition, combined with contemporary interdisciplinary cultural studies approaches, makes it possible to find new ways of reflecting on the meaning of different texts of Russian culture and understanding the specific features that define it. The main objective of the programme is to train highly qualified and broad-minded professionals with an in-depth knowledge of Russian culture, who are

competent in written and spoken Russian and are able to establish communication between members of different cultures and languages. The second cycle study programme deepens and builds on the first cycle study programme in Russian Studies, offering more independence, electives and specialisations compared to the latter. Students can choose one of three study courses: **teacher education, translation or cultural studies**, whereby the choice of course must be in line with the choice of course in the other study programme. For instance, if a student chooses a teacher education study programme in Russian Studies, they must also choose a teacher education study course in the other combined study programme. During their studies, MA students are actively involved in a wide range of extracurricular activities related to the Russian language and culture. They participate in translation workshops and competitions, conduct language workshops, take part in the annual departmental event called *Slavic Evening* and in events organised by the *Slovenia-Russia Association*. Together with students from other study programmes and specialisations at the Department, they participate in international conferences of Slavic studies students and contribute to the student journal *Perun*. They participate in semester-long inter-country exchanges to improve their knowledge, at various higher education institutions in Russia or in European Union countries.

### **Conditions for completing the programme**

To complete the study, the student must complete all the study obligations prescribed by the study programme and the curricula of individual subjects, in the total amount of 60 ECTS points. The entire study programme is completed only after the student has completed all the requirements as prescribed by the study programmes and the curricula of the individual subjects, totalling 120 ECTS points, and has prepared, submitted and successfully defended a master's thesis.

### **Professional profile and skills**

Graduates of the master's study programmes in Russian Studies are trained to perform complex, demanding, managerial and creative tasks in the fields of language, text, culture and intercultural studies. Within the teacher education course, students acquire the competences to independently teach Russian and, in conjunction with another subject area, to conduct research in the field of pedagogy. They are able to deepen, improve and integrate the acquired knowledge and to transfer it, both in the field of linguistics and literature, as well as in the field of culture and wider social life. They are able to communicate effectively with pupils, promote cooperative learning, create a stimulating learning environment, test and assess knowledge and monitor pupils' progress. Graduates of the translation course are highly qualified translators, while graduates of the cultural studies course are highly qualified and broad-minded professionals with an in-depth knowledge of Russian culture. Graduates of translation and cultural studies are able to respond critically to professional, scientific and literary texts and to independently find, interpret and apply new sources of knowledge. They are able to professionally and effectively use ICT to search for, process and present information and to express in-depth knowledge in both professional fields in written and spoken form and to critically evaluate it.

### **Access to employment**

Graduates of the **teacher education** programme teach Russian at primary, secondary and higher education levels, in language schools and in language courses. In addition to teaching, they can plan and implement activities in various school and extracurricular settings. They can be employed as experts in Russian language teaching in both state (Ministry of Education, National Examination Centre, etc.) and private institutions involved in language education. Graduates of study programmes in **translation** and **cultural studies** can pursue scientific research and professional work in public administration, economy (foreign trade), science, culture and diplomacy, or in professions that require in-depth knowledge of the Russian language and culture. They can work in various public and private services, companies, national and international organisations and media outlets working with the Russian-speaking world. After graduation, they can work as independent clerks, professional and business secretaries, translators, editors, proof-readers and tourism workers. In Slovenia, graduates are employed particularly in sectors dealing with pharmaceuticals, chemistry, paints and varnishes, construction and other promising industries that increase the competitiveness of the Slovene economy on the international market.

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## **XXVII. SECOND CYCLE COMBINED MASTER'S STUDY PROGRAMME IN SLOVAK STUDIES**

### **Information about the programme**

*Title:* Second cycle combined  
 master's study programme in **Slovak Studies**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses:*

- **Slovak Studies – combined course,**



• **Slovak Studies – combined teacher education course.**

With a combined course/programme, a link with another combined study course/programme or course is required. A student may choose only one course of study and may not combine subjects from two different courses. The combined master's study programme in Slovak Studies can be linked with any of the combined master's study programmes, but cannot be linked with the combined teacher education master's study programmes, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy. A student may choose only one course of study and may not combine subjects from two different courses. The combined teacher education master's study course in Slovak Studies can be linked with any of the combined teacher education master's study programmes/courses, but cannot be linked with the combined (non-teacher) master's study programmes/courses.

**Programme description**

The second cycle combined master's study programme in Slovak Studies is philologically oriented and builds on the first cycle programme in Slovak Studies; it is also open to students who have completed other first cycle study programmes and who have acquired linguistic competences in the Slovak language at elective lectoral courses or at a foreign university, and who would like to complement these with competences in Slovak Studies. The study programme pursues the goal of a broad-minded graduate with linguistic competences in the Slovak language, complemented by knowledge of one or two other Slavic languages and knowledge and understanding of the specific features of the Western Slavic cultural world and its interactions in the regional and wider European context (subjects of Literary Discourses in Western Slavic Literatures, Selected Chapters in Polish, Czech and Slovak Linguistics, Central European History). The programme has two courses, which allow students to specialise in either teaching (didactics of Slovak as a foreign language) or the linguistic-literary orientation with certain translation courses. The teacher education course, in addition to the expert subjects and the Slovak language lectorate (Interlingual Mediation and Culture), introduces students to different perspectives of the teaching profession within the general teacher education module. A key part of the specialisation is the didactics of Slovak and the placement at a foreign university. The general combined study programme in Slovak Studies focuses on linguistic and literary studies, covering the fields of bilingualism, early literature and 20th-century literature up to the present day. Particular attention is devoted to translation competences within the following subjects: Interlingual Mediation and Culture, Applied Slovene and elective translation studies. The research field of the Slovak Studies in Ljubljana is also focused on bilingualism, paremiology, didactics of Slovak as a foreign language and Slovene-Slovak cultural relations. Students of the second cycle programme participate in the organisation of professional excursions, Slovak language courses in primary and secondary schools, project work, etc. During their studies in the second cycle programme, students have the opportunity to participate in semester-long study exchanges at Slovak universities (Universities of Bratislava, Trnava, Nitra, Prešov, Banská Bystrica and Košice) and other universities with a tradition in Slovak studies (Zagreb, Novi Sad, Krakow, Prague). In addition to inter-country scholarships for summer schools and semester stays, there are also Ceepus and Erasmus+ network scholarships and Erasmus placements at various institutions in Slovakia (Faculty of Arts, Academy of Sciences, Slovak

Archives, etc.). There is an intensive international cooperation with Slovak universities and institutes through guest speakers, conferences and joint research and promotional projects. An important part of the study programme is the gaining experience and competences through extracurricular activities, which students can participate in from the first year of their studies onwards. The Department publishes the student magazine *Perun*, which includes literary, translation, literary-critical and professional student writing, and students from different Slavic language programmes actively participate in departmental events: the Slavic Evening, the Translation Exercise, the Student Conference. Students are also active members of the Student Section of the Slavic Society of Slovenia. The students are also active members of the Student Section of the Slovene Slavic Association. Extracurricular activities of students of Czech, Polish and Slovak are also linked to other institutions, such as the Czech and Slovak film series with the Slavic Library, the European Researchers' Night in cooperation with grammar schools across Slovenia, and the Slovak Translation Centre within the framework of the Public Fund for Cultural Activities.

### **Conditions for completing the programme**

To complete the study, the student must complete all the study obligations prescribed by the study programme and the curricula of individual subjects, in the total amount of 60 ECTS points. The entire study programme is completed only after the student has completed all the requirements as prescribed by the study programmes and the curricula of the individual subjects, totalling 120 ECTS points, and has prepared, submitted and successfully defended a master's thesis.

### **Professional profile and skills**

The second cycle programme in Slovak enables the acquisition of in-depth knowledge and intercultural linguistic abilities which, according to international standards, correspond to the profile of a master's degree holder in Slovak Studies. They acquire a broad and fundamental humanistic education, both at the theoretical and applied levels, in the fields of the Slovak and also Western Slavic history, literature and culture, as well as specific philological knowledge in the field of language. The MA in Slovak Studies, among other things, achieves an excellent knowledge of standard Slovak language at C2 level on the CEFR scale, acquires the ability to read critically, evaluate and interpret a wide variety of texts, and gains a broad overview of literary works and scholarly approaches related to the Slovak cultural milieu. In addition, the programme offers a unique insight into the broader field of Western Slavic languages, cultures and literatures encourages comparisons between the field of Slovak studies and the specific features of Slovene language, literature, culture and history. Graduates of the teacher education course also acquire specific philological knowledge in the field of Slovak language teaching and effective teaching competences. The combination of humanistic and pedagogical skills enables graduates to effectively impart knowledge in the context of educational institutions of all types and to work in areas where pedagogical competence or knowledge in the field of language education is required.

### **Access to employment**

The programme trains future students for demanding creative tasks and needs, and above all for independent work in the field of research, translation, literary and scientific criticism, interdisciplinary connections in the wider intercultural environment. Graduates are thus effectively prepared for independent scientific research (in the combined course) or pedagogical work in domestic and foreign educational institutions, and for work in areas where pedagogical competence or knowledge in the field of language education is required (in the combined teacher education course). The programme produces highly qualified and broad-minded master's graduates with competence in written and spoken communication in the Slovak language and the ability to speak confidently in public, who are able to build communication between people of different cultures and languages, and who are therefore able to successfully establish themselves as translators, interpreters, researchers, teachers and professors, literary critics and other intercultural mediators.

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## **XXVIII. SECOND CYCLE MASTER'S STUDY PROGRAMME IN SLOVENE STUDIES**

### **Information about the programme**

*Title:* Second cycle master's study programme in **Slovene Studies**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses:*

- Slovene studies - single linguistics course,
- Slovene studies - single literature and cultural studies course,
- Slovene studies - combined course,
- Slovene studies - single teacher education linguistics course,
- Slovene studies - single teacher education linguistics course;

- **Slovene studies - combined teacher education course.**

With a combined course, a link with another combined study programme or course is required. The combined master's study programme in Slovene Studies can be linked with any of the combined master's study programmes, but cannot be linked with the combined teacher education master's study programmes, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy. The combined teacher education master's study course in Slovene Studies can be linked with any of the combined teacher education master's study programmes/courses, but cannot be linked with the combined (non-teacher) master's study programmes/courses.

### **Programme description**

Slovene studies is a discipline that deals with the study of the Slovene language and literature in the Slovene language. Students of all the courses attend lectures, tutorials and seminars in both areas. In the area of the Slovene language, students learn about the structure of the linguistic system from the voice, morpheme, word, phrase, clause, sentence, to the text and the context in which the text was created. They learn about the modern literary language, the history of the language and other language spheres such as dialects. In the area of literature, they learn about Slovene literature of different periods (older, recent, modern) and genres (epic poetry, drama, lyric poetry), and different ways of dealing with literary texts. The programme consists of six study courses: a single linguistics course, a single literature and cultural studies course, a combined course, a single teacher education linguistics course, a single teacher education literature course and a combined teacher education course. The single courses offer a more in-depth study of Slovene language and literature, more specialised electives, more seminars, and the opportunity to learn about different Slavic languages. The combined (non-teacher) course, on the other hand, allows the study of an additional discipline, and therefore contains half as much Slovene content as the single course.

The two teacher education courses (the single course, which offers more specialist subjects and focuses more on Slovene studies, and the combined course, which enables the teaching of two disciplines) also offer high-quality interdisciplinary professional knowledge of Slovene language and literature, yet the teacher education subjects mainly add to students' orientation towards the teaching of Slovene in Slovene schools as well as in foreign universities (teaching of Slovene as a second and foreign language).

At the Department of Slovene Studies, students produce the journal *Besedoholik*, organise international conferences (e.g. *Slovan Slovanu Slovan*), and at the second cycle, professors also involve students in various research projects and they also collaborate with various research institutions. Every year, they organise the traditional Journey from Litija to Čatež with their professors, and at the end of the academic year, they go hiking along the trails of Kekec. Students also participate in the summer events of the Centre for Slovene as a Second and Foreign Language. The Department of Slovene Studies is an international centre for Slovene language, literature and culture, with the Centre for Slovene as a Second and Foreign Language operating within the Department, which ensures that Slovene Studies is integrated into the international arena by, among other things, providing more than 50 Slovene language lecturerships at universities around

the world, from Tokyo and Beijing to Buenos Aires and Cleveland, where students can undertake practical training.

The Department has Erasmus+ agreements with 26 universities in 14 countries where Slovenian students can participate in exchange programmes. The various non-teacher courses of study offer specific skills in language, literature and culture, and offer employment opportunities in a wide range of public and private services (from publishing houses, media houses, various humanities research institutions, to all levels of public administration). The teacher education course in Slovene Studies (single or combined) enables employment in schools and other educational institutions in the Republic of Slovenia and abroad (there is a network of lectureships around the world as part of the aforementioned Centre for Slovene as a Second and Foreign Language, which is an integral part of the Department of Slovene Studies).

### **Conditions for completing the programme**

In order to complete the study programme, the student must complete all the study requirements as stipulated in the accredited course syllabus and the curricula of each course within the study programme, totalling 120 ECTS points (single subject) or 60 ECTS points (combined course). To complete the entire study programme, students of combined courses must also complete all the requirements of the other course of 60 ECTS points, totalling 120 ECTS points, as well as prepare, submit and successfully defend a master's thesis.

### **Professional profile and skills**

Graduates of second cycle combined teacher education study programmes acquire knowledge and competences in two disciplines and the basic pedagogical knowledge. In addition to the objectives they achieve in the fields mentioned above, graduates are qualified for competent work teaching in primary and secondary schools and in other educational institutions. The combined teacher education programmes broaden the range of job opportunities, as master's graduates are trained in two disciplines. The fundamental objective of the proposed combined teacher education programme in Slovene Studies is to train future teachers of Slovene language and literature. Graduates of the second cycle (non-teacher) master's study programme can participate in the planning, implementation and management of research in the field of Slovenian language, literature or culture. They are able to solve problems in these fields independently, with initiative, innovation and interdisciplinarity. They are qualified to take on demanding tasks in research, publishing, printed and electronic media and cultural institutions. The study programme also equips them for independent and creative planning of tasks in protocol, state administration and other institutions involved in the presentation and promotion of Slovenian language and literature domestically or internationally, in propaganda/advertising and tourism activities.

### **Access to employment**

#### **Non-teacher study courses**

Graduates of the linguistics single master's course in Slovene Studies, literary and cultural studies single master's course in Slovene Studies and linguistics combined master's course in Slovene

Studies are qualified to work independently in scientific research centres, various public or private institutions and institutes, and universities. They can work as freelance proof-readers in print or electronic media, theatre and film. They may be employed in state administration bodies and other institutions involved in the presentation and promotion of the Slovenian language, literature or culture. In cultural institutions (e.g. theatres, museums), they can work in artistic programming or in the planning, promotion and delivery of educational activities (e.g. workshops), and they can also work in tourism and advertising. Graduates of the literary and cultural studies single master's course in Slovene Studies can also work as art critics. They are qualified to work independently in editorial and organisational work in publishing houses or media houses, as well as in journalistic work in cultural and artistic editorial offices in radio, television, newspapers or other modern electronic media. Graduates of the combined master's study programme in Slovene Studies are qualified to perform interdisciplinary research in connection with their second study discipline. Graduates of the combined master's study programme in Slovene Studies have a wider range of employment opportunities, as they acquire knowledge and competences in two disciplines.

### **Teacher education study courses**

During their studies, graduates of the single teacher education linguistics master's study programme in Slovene Studies, the single teacher education literature master's study programme in Slovene Studies and the combined teacher education master's study programme in Slovene Studies acquire the knowledge and skills necessary for independent teaching of Slovene language and literature at all levels of education, in all types of schools and all forms of education, and for research in the field of education. They can be employed as teachers of Slovene language and literature in both primary and secondary schools, and can also teach language courses run by various public or private educational institutions. They are qualified to teach Slovene and Slovene as a second and foreign language in language courses, schools, educational camps and seminars, to work as lecturers abroad, and to teach some of the cultural elective subjects in primary school (creative writing, school journalism, drama club, etc.). They are also qualified to participate in the planning, implementation and management of specialised research in the field of teaching Slovenian as a first language/mother tongue in institutions and institutes where they conduct research in the field of pedagogy, as well as to work in publishing houses as editors of textbooks and reference books for the teaching of Slovenian language and literature. Graduates of the combined master's study programme in Slovene Studies have a wider range of employment opportunities, as graduates of combined master's study programmes acquire knowledge and competences in two disciplines.

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## **XXIX. SECOND CYCLE COMBINED TEACHER EDUCATION MASTER'S STUDY PROGRAMME IN SOCIOLOGY**

### **Information about the programme**

*Title:* Second cycle combined

Teacher education master's study programme in **Sociology**

*Duration:* 2 years

*Points:* 120 ECTS points

With a combined course, a link with another combined study programme or course is required. The combined teacher education master's study programme in Sociology can be linked with any of the combined teacher education master's study programmes, but cannot be linked with the combined (non-teacher) master's study programmes.

### **Programme description**

The combined teacher education study programme trains students for the profession of secondary school teacher in sociology and social sciences (and one other subject, depending on the other chosen combined teacher education study programme). An important part of the curriculum includes a common teacher education module, which provides students with knowledge and practical skills in basic pedagogical attitudes, building on the didactics of sociology and the practice of teaching sociology, which is taught partly as a grammar school subject. In addition, part of the syllabus is aimed at enhancing students' knowledge of the science of sociology, contemporary social phenomena and humanistic outlook, as well as providing them with additional research experience. The study programme also includes the preparation and defence of an extended master's thesis. This curriculum equips students to independently transfer the knowledge they have acquired to different types and forms of education and to manage extracurricular activities at all school levels, including primary school and other educational institutions. Because of the combined approach, they are able to apply knowledge, methodology and understanding of scientific and pedagogical methods, approaches and processes in an intra- and interdisciplinary manner. The combination of humanistic and pedagogical knowledge enables the development of social reflection and professional criticality in different types of work with people and information. Apart from the teaching profession, students can pursue doctoral studies and scientific research. The curriculum is currently undergoing revision. This will strengthen the content in specific areas of sociology needed by future teachers: the sociology of youth and adolescence, the sociology of education (education, training and school) and intersectional gender analysis in education. Members of the Department, in addition to their teaching and research work, are also engaged as critical intellectuals in public life and in the media. They are professionally involved in the bodies of the Slovene

Sociological Association and the European Sociological Association, as well as in the editorial boards of important national publishing houses in the field of humanistic and social theory, such as the Sophia Publishing House and the /\*cf Publishing House. The Department of Sociology at the UL Faculty of Arts is the home of the Sociopathija Student Sociological Association, in which students organise professional and social events, thus furthering their intellectual development and honing their professional skills. Many students of the Department are active at the Student Radio and in other NGOs and various initiatives, where they develop their professional focus and career path already during their studies.

### **Conditions for completing the programme**

In order to complete the combined study programme, the student must successfully complete the teacher placement and defend the master's thesis, as well as all complete all other study requirements of both combined study programmes, as prescribed by the teacher education study programme, up to a total of 120 ECTS points.

### **Professional profile and skills**

Graduates have basic knowledge in pedagogy, andragogy, developmental psychology and didactics, as well as knowledge and practical experience in the didactics of sociology. They are qualified to independently teach sociology and other social science subjects, as well as conduct other forms of pedagogical work in secondary and primary schools and special institutions. They are trained to communicate subject content in a way that is understandable to pupils, to communicate effectively with and motivate pupils, to plan, organise and implement learning activities effectively, to establish discipline and respectful relationships in the classroom, and to monitor, check and assess the progress of individual pupils' knowledge and skills and give feedback. They are able to identify pupils with special needs and adapt their work to their abilities, working with relevant professionals and institutions as necessary. They are able to build respect between pupils based on their different social and cultural backgrounds. They are trained to conduct research in the field of pedagogy and apply it to improve learning and teaching. Graduates have a broad knowledge of sociological science and a theoretical basis for understanding society and culture, and are therefore qualified to monitor current social and cultural processes and phenomena in a professional manner, to keep abreast of research and theoretical production, and to translate sociological knowledge of social and cultural phenomena into the teaching of the secondary school subject of sociology and of other social sciences subjects. They are trained for lifelong professional development, enabling them to analyse the latest social and cultural phenomena in sociological terms, to respond authentically to students' questions, and to implement school subjects and activities in a dynamic way.

### **Access to employment**

Graduates can be employed as secondary school teachers of sociology and social sciences (and one other subject, depending on the other chosen combined teacher education study programme). They can also be employed in other educational establishments. In addition, with the competences acquired in their first and second cycle studies, they can also perform various professional jobs in the fields of cultural criticism and journalism, as well as team project work in various cultural,

media, educational, non-governmental or political organisations, where they build on their knowledge in the social sciences, humanities or linguistics with critical sociological imagination and sociological reflection on cultural practices. They can also choose to pursue a doctoral degree in sociology or another social sciences or humanities discipline, and thus focus on scientific research.

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## **XXX. SECOND CYCLE MASTER'S STUDY PROGRAMME IN SOCIOLOGY OF CULTURE**

### **Information about the programme**

*Title:* Second cycle master's study programme in  
**Sociology of culture**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has two courses:*

- **Sociology of culture - single course,**
- **Sociology of culture - combined course.**

With a combined course, a link with another combined study programme or course is required. The combined master's study programme in study programme Sociology of Culture Studies can be linked with any of the combined master's study programmes, but cannot be linked with the combined teacher education master's study programmes, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy.

### **Programme description**

Sociology of Culture provides a sociological analysis of the production conditions and social contexts of the main fields of culture, such as books, music, film, theatre, visual arts and media. In this way, it examines reference works, styles and trends in artistic and popular cultural production and their reception by the professional and general public. It also introduces students to theories relevant to cultural analysis from other disciplines of the humanities, such as philosophy, anthropology, psychoanalysis, semiotics, linguistics, religious studies, literary and film theory, political economy and feminist theory. The second cycle master's study programme in Sociology of Culture builds on the foundations of the first cycle Sociology of Culture. It is designed to provide a broad study of culture in the social sciences, humanities and theoretical perspectives. The study programme has two courses, a single course and a combined course. Their common framework consists of mandatory courses that train students in epistemological reflection and methodological orientation of research, and lead them to the production and defence of a master's thesis based on independent and original scientific research. The study programme is divided into four main subject areas: gender studies, religion, media and globalisation. The core subjects in these areas, which provide a more demanding theoretical framework (compared to the first cycle programmes), are compulsory subjects in the single course, while in the combined course the student chooses one of these. In addition, the programme offers a range of specialist electives for both courses, with an emphasis on practical research work on contemporary cultural, social and political phenomena. The programme as a whole therefore trains students to analyse and direct contemporary cultural and social phenomena in an independent professional and scientific manner. After completing the master's study programme, graduates can enrol in a doctoral programme and pursue a career in scientific research. Members of the Department, in addition to their teaching and research work, are also engaged as critical intellectuals in public life and in the media. They are professionally involved in the bodies of the Slovene Sociological Association and the European Sociological Association, as well as in the editorial boards of important national publishing houses in the field of humanistic and social theory, such as the Sophia Publishing House and the /\*cf Publishing House. The Department of Sociology at the UL Faculty of Arts is the home of the Sociopathija Student Sociological Association, in which students organise professional and social events, thus furthering their intellectual development and honing their professional skills. Many students of the Department are active at the Student Radio and in other NGOs and various initiatives, where they develop their professional focus and career path already during their studies.

### **Conditions for completing the programme**

In order to complete the study programme, the student must complete all the study requirements as stipulated in the accredited course syllabus and the curricula of each course within the study programme, totalling 120 ECTS points (single course) or 60 ECTS points (combined course). To complete the entire study programme, students of combined courses must also complete all the requirements of the other course of 60 ECTS points, totalling 120 ECTS points, as well as prepare, submit and successfully defend a master's thesis.

### **Professional profile and skills**

Graduates in Sociology of Culture have the complex knowledge and comprehensive methodological skills to independently address new professional problems in the subject area

(media, gender, religious studies, globalisation) in which they took their focus course and prepared their master's thesis. They are capable of independent professional development and self-initiative in acquiring new knowledge and of independently following current theoretical trends. They are able to situate processes of cultural, economic, political and social integration in historical contexts and in the context of globalisation flows. They are confident in the conception and implementation of project work. They are proficient in complex professional communication in at least one global language. They are competent in complex professional and publicist expression. They have the ability to operate in a interdisciplinary and intercultural environment. They are able to convey their expert knowledge in an appropriate way to specialised audiences with sound theoretical reasoning, as well as to non-specialised audiences, considering their professional and cultural contexts. In this way, they are able to formulate guidelines for public debates on topical issues of the modern Slovenian and global society. Graduates of the combined course integrate their competences with knowledge and skills from the other discipline in the social sciences or humanities from which they have graduated, thus developing a unique interdisciplinary expertise.

### **Access to employment**

Graduates in sociology of culture are qualified to work in fields such as cultural criticism, journalism, publishing, cultural organisation, the media, ministries, agencies, institutions, political parties and other public policy-making and policy-implementing organisations, consultancy and research institutions in the public, non-governmental and private sectors, and the economy (marketing, human resources management, tourism product development, etc.), wherever they can exercise their competences in understanding and shaping social and culturally mediated relations. They are qualified to independently design and implement professional projects and to participate in the implementation of scientific research projects. In addition, graduates of the combined course can benefit from employment opportunities arising from their interdisciplinary combination. For example, graduates in sociology of culture and a language is qualified to translate complex academic or journalistic texts in the fields of sociology, sociology of culture and related disciplines. Graduates of either sociology of culture courses can choose to pursue a doctoral degree in sociology or another social sciences or humanities discipline, and thus focus on scientific research.

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## XXXI. **SECOND CYCLE MASTER'S STUDY PROGRAMME IN GENERAL LINGUISTICS**

### Information about the programme

*Title:* Second cycle master's study programme in **General Linguistics**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme consists of the following courses:*

- **General linguistics - single course,**
- **General linguistics - combined course.**

With a combined course, a link with another combined study programme or course is required. The combined master's study programme in General Linguistics can be linked with any of the combined master's study programmes, but cannot be linked with the combined teacher education master's study programmes, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy.

### Programme description

The first question friends usually ask a new student of general linguistics is: "Which language are you studying?" And the answer: "None. All of them." It is true that special attention is paid to our mother tongue, Slovene. It is also true, however, that we encourage students who study a language as a second course to think about it using the general linguistic tools they have learned. What is more, the programme includes the study of the basics of a chosen non-Indo-European language (Hungarian, Chinese and Japanese are available), which broadens the horizon by giving insight into a language that is in many ways quite different from our mother tongue. But the general linguist is not confined to a specific language, but is more interested in the human *linguistic capacity* than in any specific language - a capacity innate in every individual, which distinguishes humans from all other biological species. We general linguists think about natural human language from all possible angles. The core of the curriculum is formed by the subjects of synchronic theoretical linguistics, where the fundamental linguistic planes are explored: *phonetics* studies the pronunciation, perception and acoustic appearance of sounds, and the closely related *phonology* studies the system they form; *morphology* is interested in how meaning-bearing parts of words are put into words, *syntax* studies how words are put into sentences, and *semantics* is concerned with the meaning of the units thus created. In the theoretical part of the programme, we also look at diachronic linguistics, which studies how languages change – if you want to learn all about this aspect of language, you may want to (also) enrol in Comparative Linguistics at the same department

A good part of the programme is dedicated to applied linguistics, which is the umbrella term for the diverse subfields that link linguistics with other sciences and technologies. Psycholinguistics deals, among other things, with the acquisition of language in childhood and the speech disorders



that can arise in this respect. The related field of neurolinguistics also uses modern brain imaging techniques to study language processing and to understand language impairment. Sociolinguistics studies the social aspects of language, such as language stratification and languages in contact. Computational linguistics teaches how modern information technology can be used to process and analyse language resources. Some students of general linguistics are already involved in various linguistic or linguistics-related projects during their studies. Others go abroad for a semester – the Department has many links for student exchanges. Still others are drawn abroad after completing their studies – to pursue a doctoral degree or even to work at one of the many foreign universities where linguistics is studied. Some stay at home or steer into non-linguistic areas. We have no way of knowing what your path will be; all we know for sure is that the members of the Department of Comparative and General Linguistics will encourage you to take it, and will do our best to advise and stand by you as you walk it.

### **Conditions for completing the programme**

To complete the study, the student must complete all the study obligations prescribed by the study programme and the curricula of subjects, in the total amount of 120 ECTS points.

### **Professional profile and skills**

Who is a linguist? A linguist is a person (who may even be monolingual) who knows a lot about language (but not necessarily about languages). A linguist may think of language as a syntactic or cognitive system, as a social phenomenon, etc. Depending on one's interests and career path, this thinking can be either very deep and consequently usually limited to a narrow linguistic field, or broader and often interdisciplinary - at the Faculty of Arts, at the second cycle, the study of general linguistics is either a single or a combined course, where the latter course enables graduates to integrate their linguistic knowledge with that acquired in the other programme, and thus to successfully meet the increasingly frequent interdisciplinary challenges of a modern, highly multicultural society. In both cases, the linguistic skills acquired are applicable in a wide range of fields and offer unique employment opportunities.

### **Access to employment**

You may find this unbelievable, but everyone needs a linguist! Some of the employment opportunities are rather straightforward. A linguist can go on to study at master's or doctoral level and become a professor at a university or a researcher at an institute. A linguistically trained language teacher will find it much easier to meet the special needs of their students, for example in the increasingly common case of students coming from other linguistic backgrounds. Yet a linguist's work can also be successful in a wide range of areas that you may never have even considered. Is your dream to work in Hollywood? With a degree in linguistics, you can! Some linguists create languages for films and series such as Avatar and Game of Thrones, but it's even more common to find linguists working as dialect instructors or as consultants on projects that want to shine in historical or scientific accuracy in language. Would you rather work for an IT company? Studying linguistics allows you to do just that! Computer giants such as Google, Yahoo and Microsoft employ many linguists who work on language data processing, semantic analysis of

large amounts of data, document management, etc. Not sure whether you want to be a linguist or a lawyer? With a degree in linguistics, you can also work in the legal field as a forensic linguist. A linguist's opinion is welcome in many legal matters, from interpreting contracts to determining whether a person has been drinking based on their speech. As a linguist, you can even work in healthcare. Linguists are needed in the field of speech pathology, linguistic research is essential for the manufacture of hearing aids, and more and more linguists are also needed in the production of diagnostic tools for various types of cognitive impairment.

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## **XXXII. SECOND CYCLE SINGLE MASTER'S STUDY PROGRAMME IN INTERPRETING**

### **Information about the programme**

*Title:* Second cycle single master's study programme in **Interpreting**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses:*

- **single course**
  - Language A-B-C and A-C-C,
  - Interpreting for Slovenian Sign Language.

### **Programme description**

Interpreting is a study programme that provides in-depth knowledge in the field of translation and, in particular, interpreting. The Department of Translation Studies offers interpreting studies in the

combination of Slovene and two other languages (A-B-C, A-C-C and Interpreting for Slovene Sign Language). In the first part of the programme, students acquire practical and theoretical knowledge in the specialised fields of translation (terminology, lexicology, semantics, subtitling, translation technologies, translation of artistic texts, legal texts, consecutive and community interpreting) and in the translation of various texts in the chosen language combination. Students upgrade their knowledge of language and linguistics (of all the chosen languages), both in the field of translation-oriented textual competences and in terms of the position of language in modern society. In the second part of the programme, students acquire theoretical and practical interpreting skills, knowledge of the European Union and international organisations, develop their linguistic competences and receive in-depth practical training in consecutive, community and simultaneous interpreting.

The practical sessions of the Interpreting programme are taught by accredited interpreters with extensive practical experience, and the programme also includes videoconferencing with the EU institutions, other universities across Europe and the world, and a visit to the EU institutions in Brussels. An important compulsory part of the study programme is the translation placement, where students are introduced to a concrete professional work process. During their studies, students may choose to study an additional foreign language as an external elective subject and participate in Socrates/Erasmus international student exchanges at well-known university centres abroad, e.g. in Germany, Austria, France, Italy, Spain and France. Interpreting studies are conducted at the Department of Translation Studies, which dates back to the 1990s (the first enrolment at the Department of Translation Studies took place in the academic year 1997/1998). Teachers of the Department are distinguished researchers in the fields of translating, interpreting and translation studies, languages and literatures, societies and cultures, computing technologies and other disciplines (e.g. law, economics, medicine) related to translation. Teachers of the Department of Translation Studies are involved in numerous national and international research projects and programmes. The Department of Translation Studies is very successful in the Slovene and international environment, as evidenced by the memberships in reputable translation and interpretation organisations (CIUTI, EMCI, EMT, EULITA) and other forms of cooperation (e.g. projects, conferences, links between translation studies departments around the world, joint study programmes, contacts with the economy), as well as by the various practical training opportunities offered to its students. Interpreting tutorials are taught by lecturers who are themselves active as interpreters, accredited to work in EU institutions. There are a number of activities at the Department of Translation Studies: students participate in translation projects, e.g. *What the world reads at bedtime: translations of children's stories and poems* (in cooperation with the Slovene Association of Literary Translators) and *Young translators and their breakthrough on the Slovene book market* (in cooperation with Slovene publishing houses), and every other year they produce *Cliffhanger, a collection of literary translations*, they participate in and co-create conferences with their own contributions (the *Language technologies and digital humanities* conference, the *Slovene language in translation* conference), they interpret at selected departmental events and simulated conferences, and take part in excursions and other leisure activities (such as the traditional New Year's tea party).

### **Conditions for completing the programme**

To complete the study programme, the student must complete all the study obligations prescribed by the study programme and the curricula of the subjects prescribed for the chosen course, totalling 120 ECTS points. The student must prepare and defend a master's thesis in the scope of the master's seminar and pass the multi-part interpreting master's examination as prescribed by the course syllabus.

### **Professional profile and skills**

A graduate of second cycle single master's study programme in Interpreting is a highly qualified interpreter who is able to establish successful communication between people from different cultures and languages. They are skilled in consecutive, whispered and simultaneous interpreting of business, professional and political texts. In doing so, they know how to use information and communication technologies, develop their own research approaches and build on their own knowledge, while their high level of competence in translation and interpretation theory enables them to understand theoretical principles, evaluate them and transfer them into practical work – so that they are able to identify and solve the problems they will face in their work as interpreters. A graduate is qualified to work independently and as part of a team, in a deontologically correct manner and in accordance with professional ethics, both at national and international levels. They are able to cope professionally with the demands of the market and are able to adapt to developments in the interpreting profession.

### **Access to employment**

A graduate of second cycle single master's study programme in Interpreting can be employed as a civil servant in the public or private sector, or work as a freelancer, both in Slovenia and internationally. Areas of employment for graduates of the master study programme in interpreting include: diplomacy, protocol, international economic cooperation, public services, healthcare, advertising, tourism management. Many master's graduates have successfully passed the accreditation exam of the Directorate-General for Interpretation of the European Institutions, which allows them to work professionally as accredited interpreters for the needs of the EU Institutions. The activities include consecutive, whispered and simultaneous interpreting of different types of texts (within the different professional forms of interpreting), and more recently, remote interpreting via interpreting platforms, which students are introduced to during their studies, has also gained popularity. Graduates are trained to establish intercultural and interlingual communication (in different settings and situations, e.g. community interpreting), to translate different types of texts and to work in other areas of the language industry. It should be noted that the demand for highly qualified interpreters is on the rise.

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### XXXIII. **SECOND CYCLE MASTER'S STUDY PROGRAMME IN HISTORY OF ART**

#### **Information about the programme**

*Title:* Second cycle master's study programme in **History of Art**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses:*

- **History of Art – single course**
- **History of Art – combined course**
- **History of Art – combined teacher education course**

With the combined and combined teacher education course, a link with another combined study programme/course is required. The combined master's study course in History of Art can be linked with any of the combined master's study programmes and courses, but cannot be linked with the combined teacher education master's study programmes, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy. The combined teacher education master's study course in History of Art can be linked with any of the combined teacher education master's study programmes/courses, but cannot be linked with the combined (non-teacher) master's study programmes/courses.

#### **Programme description**

History of art studies the history of the various fields of fine art (including painting, sculpture, architecture, arts and crafts) from all periods. It is a historical discipline that requires a good knowledge of the time in which the works of art were created, a detailed analysis of their form and content, and an understanding of the history of research done on each of the works.

History of art at the second cycle can be studied on its own (single course) or in conjunction with one of the many study programmes (combined course and combined teacher education course) offered by the Faculty of Arts of the University of Ljubljana. The single course is the only history of art study programme in Slovenia that allows students to focus on the history of art. The combined course and the combined teacher education course allow for meaningful integration with

related humanities and social sciences. The combined teacher education course is intended for those who wish to teach History of Art.

The second cycle study of history of art is a logical continuation of the first cycle study of history of art, as the subjects of the second cycle study programme provide a substantive deepening and upgrading of the subjects of the first cycle study programme. However, enrolment in a particular course of study in the second cycle programme is not limited by the course of study in the first cycle. You can therefore enrol in any course of study at second cycle.

The curricula of the single course and of the combined course consist of a set of identical subjects, except that for the students of the single course they are mostly all compulsory, while for the students of the combined course only some are compulsory and others are electives, given that only half of their curriculum is devoted to history of art subjects and the other half is linked to their other study programme. Similarly, the curricula of the combined teacher education programme include, in addition to the subjects of both study programmes, the specialist subjects required for teaching (the so-called pedagogical module and the specialised subjects).

The courses are taught in the form of lectures, tutorials and fieldwork. Fieldwork constitutes a significant part of the study of history of art, as it is essential to see the art monuments we are working on for ourselves. For this reason, multi-day study excursions are an integral part of the study of history of art. The Department of History of Art also has very good cooperation with various art history institutions (museums and galleries, the Institute for the Protection of Cultural Heritage, the Restoration Centre, the INDOK Centre of the Ministry of Culture), which often involve our students in their activities.

Students can also get involved in a range of extra-curricular activities, such as the museology club and the different projects organised by individual teachers of the Department of History of Art. The student association Kunsthisterik is also very active in extracurricular activities. In addition to excursions for students, they also organise guided tours of current exhibitions and talks with artists and exhibition organisers. Regular activities include Artkusije and the publication of the Artfiks magazine.

### **Conditions for completing the programme**

In order to complete the study programme, the student must complete all the study requirements as prescribed in the accredited course syllabus and the curricula of each course within the study programme, totalling 120 ECTS points (single course) or 60 ECTS points (combined course). To complete the entire study programme, students of combined courses must also complete all the requirements of the other course of 60 ECTS points, totalling 120 ECTS points, as well as prepare, submit and successfully defend a master's thesis.

### **Professional profile and skills**

Graduates of single and combined courses acquire important general knowledge, including the ability to independently search for, interpret and apply new sources of knowledge in the



professional and scientific fields, the ability to deepen and improve the acquired knowledge and skills and to integrate them with different fields of expertise, originality and creativity both in solving professional problems and in scientific work. Graduates of the combined teacher education programme acquire skills in a number of areas relevant to the teaching profession. These include skills and competences related to effective teaching, testing and assessment, monitoring pupils' progress, leadership and communication.

As part of their study programme, graduates of single and combined courses also acquire specific knowledge related to the field of history of art. Upon graduation, they will have mastered specialised fields within history of art at an advanced level, as well as the latest theories, interpretations and methods of history of art. They can independently produce an original professional and scholarly contribution within the framework of history of art as a scientific discipline.

Upon completion of their studies, graduates of the combined teacher education programme are familiar with the learning objectives of contemporary art history education, as well as with the curricula, textbooks and manuals for teaching history of art and fine arts, which they themselves use successfully in their work. They can independently plan and successfully implement annual and daily teaching in schools and cultural institutions. They are also qualified to test and assess knowledge and to conduct external examinations in history of art.

### **Access to employment**

After completing the single or combined study course, graduates are qualified for independent research of problems in history of art, for independent work in museums, art galleries and other cultural institutions, and for independent work in institutions for the protection of natural and cultural heritage and similar institutions involved in monitoring, developing, promoting, researching and protecting art and cultural monuments. Graduates of the combined teacher education programme are qualified to work independently in the teaching process at secondary and primary school level and to conduct preparation for the Matura exam.

Graduates of all three courses are involved in research, acquisition and dissemination of knowledge about artistic achievements in the Slovene environment through their scientific, professional and pedagogical work, thus making an important contribution to the formation and preservation of Slovene cultural identity and having a significant impact on the formation of broad humanistic foundations necessary for comprehensive and all-round economic, social and cultural development.

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## XXXIV. **SECOND CYCLE MASTER'S STUDY PROGRAMME IN HISTORY**

### *Information about the programme*

*Title:* Second cycle master's study programme in **History**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses* (the student chooses the course upon enrolment in the first year of study):

- **History – single course,**  
Study tracks:
  - Ancient and Medieval History,
  - Modern and Contemporary History,
  - Social and Cultural History,
  - Research and Archival Course.
- **History – combined course.**

With a combined course, a link with another combined study programme or course is required. The combined course in History can be linked with any combined study programmes/courses. It cannot be combined with combined teacher education programmes/courses, with the exception of the combined teacher education study programme in Andragogy and the combined teacher education study programme in Pedagogy.

### *Programme description*

In the second cycle study programme in History, students deepen their historical knowledge, learn and apply the theoretical background of historical science and its methodological approaches. Students acquire specialised knowledge in various segments of the history of Slovenia, the South-Eastern European area, Europe and the world. Through critical, problem-oriented and interdisciplinary reading of archival and other sources, as well as specialist literature, students develop the skills necessary for independent, original and generally innovative scientific research work in historical science.

The master's study programme is structured as a single and a combined course. The single course provides an in-depth acquisition of knowledge and skills in the fields of Slovenian history, the history of South-Eastern Europe and general history. The combined course encourages interdisciplinary integration of studies with other disciplines, the deepening of individual thematic units and, above all, offers the possibility of theoretical and methodological upgrading of those contents, approaches and techniques acquired in the first cycle. Students have a large number of electives to choose from, allowing them to adapt their studies to their specific interests and to make meaningful links or adapt them to their other discipline.

The objective of the study programme is to equip students for independent research on historical topics, independent work in archives, museums, research and other cultural institutions involved in researching the past or preserving historical heritage, or work in a variety of settings that require a broadly educated humanist and social scientist.

The Department of History has a library with a reading area. The library allows students to borrow relevant literature they need for their studies and/or for the preparation of their seminar papers and master's theses. In seminars, much work is devoted to archival material. Students are expected to actively participate in seminars and to work independently. In its work, the Department cooperates with various national and international universities and institutes. The Department organises various lectures and hosts national and international guest speakers. During their studies, students can also study at various universities in neighbouring and other European countries as part of the Erasmus programme.

### **Conditions for completing the programme**

To complete the study programme, the student must complete all the study obligations prescribed by the study programme and the curricula of individual subjects. The student must have passed all examinations and defended their master's thesis, totalling 120 ECTS points in completed requirements.

### **Professional profile and skills**

As part of the study programme, the students deepen their historical knowledge, become familiar with and apply the theoretical background of historical science and its methodological approaches, and acquire specialised knowledge of the political, social, economic and cultural history of Slovenia, the South-Eastern European area, Europe and the world. Through critical, problem-oriented and interdisciplinary reading of archival and other sources, as well as specialist literature, students develop the skills, necessary for independent, original and generally innovative scientific research work in historical science. The objective of the study programme is to train students to independently research historical problems and to work independently in archives, museums, research and other cultural institutions involved in researching the past or preserving historical heritage. The student acquires various competences, including knowledge and mastery of a specialised sub-field of each area of historiography; broad historical knowledge and the ability to interpret. Upon completion of the studies, graduates can describe, analyse and interpret historical

events and processes. They are able to identify basic historiographical texts and to master the latest theoretical approaches to historiography. The graduate is able to adopt a historical and anthropological approach and to deal with problems in an interdisciplinary manner. They are able to formulate an original professional and scientific contribution within the framework of history as a scientific discipline and to understand accurately and analytically historical sources from ancient to modern times, written in different languages and scripts. Graduates of the combined course acquire the ability to integrate knowledge between the various humanities and social sciences they study in the combined course of study.

### **Access to employment**

Upon completion of their studies, students can work in archives, where they are responsible for collecting, editing and making available to other users a wide range of historical material held by Slovenian archives. With the knowledge and language skills acquired, they can competently analyse and properly classify the various written remains from Slovenia's past in the archives. The staff of the archives work in both a domestic and an international environment, as much of the material relating to Slovenia's past is still, or will remain, in foreign archives. Another employment option is in museums, where historians are employed as curators, focusing on different types of museum collections held by Slovenian museums. In their work in museums, they encounter different types of material cultural heritage. Thanks to the knowledge they have acquired, they are able to explore this heritage, which enables them to co-create the various exhibition projects undertaken by Slovenian museums. Research, of course, is also an employment option. Graduates can be employed in a research institution where a researcher position is available. Most often, this also means continuing studies at doctoral level. In addition to the narrower field of employment opportunities directly related to history, graduate is also employable in a variety of jobs that require a broad-minded, humanistically educated individual who is able to analyse, draw conclusions and make appropriate professional judgements independently.

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## XXXV. **SECOND CYCLE TEACHER EDUCATION MASTER'S STUDY PROGRAMME IN HISTORY**

### Information about the programme

*Title:* Second cycle teacher education master's study programme in **History**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following courses:*

- **History - single teacher education course**
- **History - combined teacher education course**

With a combined course, a link with another combined study programme or course is required. The combined teacher education master's study course in History can be linked with any of the combined teacher education master's study programmes/courses, but cannot be linked with the combined non-teacher master's study programmes/courses.

### Programme description

The fundamental objective of the programme is to ensure quality education in social sciences and humanities, with an emphasis on educational sciences and in relation to a specific subject area. As part of the study programme, students deepen their professional historical knowledge, general pedagogical and didactic knowledge, and knowledge of the didactics of history. They apply the theoretical background of historical science and its methodological approaches, acquire specialist knowledge of the political, social, economic and cultural history of Slovenia, the South-Eastern European area, Europe and the world. Students acquire general teaching competences, independently deepen and improve their knowledge, and relate the acquired theoretical knowledge to their field of expertise. They are trained to independently plan and conduct history lessons in primary and secondary schools and to prepare and design didactic materials for history lessons. They are trained in reflection, evaluation and assessment of lifelong learning and in independent pedagogical research.

Students can choose either a single or a combined teacher education course. In the single course, there are more history courses, more ECTS points for specialised subjects and the master's thesis. In the combined course, students have the possibility to combine the combined teacher education course in History with any other combined teacher education course or programme offered by the UL Faculty of Arts. The foundation for both courses is the common part of the pedagogical module, which consists of common pedagogical subjects (Andragogy, Didactics, Pedagogy, Psychology for Teachers, Observational Practice...), and the special part of the pedagogical module, which consists of special didactic subjects (Didactics of History I, Didactics of History II, Pedagogical Practice in History, Fieldwork in History in Primary and Secondary Schools). Students are required to take courses in general and contemporary Slovenian history, and can choose from a number of electives offered by the Department of History, the Faculty of Arts or other faculties in Slovenia. The programme also includes teaching placements in primary and secondary schools under the mentorship of experienced history teachers. Graduates acquire basic historical knowledge and basic skills in scientific research and pedagogical work. They are capable of

professional and effective use of ICT in searching, selecting, processing, presenting and communicating information, of taking an analytical, critical and in-depth view of the past, of identifying contemporary political and social developments, and of thinking critically and holistically. The acquired competences enable graduates to perform certain forms of research, publicist, archival and museum work in the context of various activities within the discipline and various related activities in the humanities and social sciences, and in particular to pursue a career in teaching history in primary and secondary schools. The Department of History is home to the student association ISHA Ljubljana, which publishes the newspaper Klio and organises lectures, excursions, movie and documentary nights, etc. In support of studies, the Department has a specialised library, a unit of the Central Humanities Library. Students can participate in study exchanges and practical training abroad under the Erasmus+ programme. Members of the Department host international guest speakers, and involve students in their projects and research. The Department's website provides up-to-date information on the implementation of the programme and the activities of the Department.

For more information on the programme: <https://www.ff.uni-lj.si/en/study/second-cycle-master-study-programmes/presentation-master-study-programmes-second-cycle>.

### **Conditions for completing the programme**

In order to complete the study programme, the student must complete all the study requirements as prescribed in the accredited course syllabus and the curricula of each course within the study programme, totalling 120 ECTS points (single teacher education course) or 60 ECTS points (combined teacher education course). To complete the entire study programme, students of combined teacher-education courses must also complete all the requirements of the other course of 60 ECTS points, totalling 120 ECTS points, as well as prepare, submit and successfully defend a master's thesis.

### **Professional profile and skills**

Graduates acquire the following general competences: independent acquisition of sources, knowledge and information, critical reading and understanding of sources and texts, higher level speaking and writing communication skills, the ability and skills for teamwork, the capacity for lifelong learning in a society of knowledge, the ability to develop their own research approaches and orientation towards pedagogical problem solving, the ability to use information and communication technology, mastery of research methods, pedagogical procedures and processes, the ability to reflect ethically and to commit to professional teaching ethics, and the ability to act autonomously in the historical and pedagogical profession. They also acquire general teaching competences in five areas: competences for effective teaching, competences for testing and assessing knowledge and monitoring pupils' progress, competences for leadership and communication, competences for the wider field of education and professional development, and competences for lifelong learning. Graduates also acquire the following subject-specific competences: integration of theoretical knowledge with practical pedagogical work in primary and secondary schools, the ability to plan, monitor, test and assess history lessons and extra-curricular activities in primary and secondary schools, the ability to perform all-round pedagogical work as a



history teacher in primary and secondary schools, mastery of historical knowledge and historical interpretation, the ability to describe, analyse and interpret individual historical events and processes, the ability to identify basic historiographical texts and master the most recent theoretical historiographical approaches, the ability to independently and originally interpret historical events, the ability to formulate original professional and pedagogical contributions, and the ability to reflect, self-evaluate and self-assess.

### **Access to employment**

Graduates are qualified for employment in primary and secondary schools, museums and the Centre for School and Extracurricular Activities hostels, as well as in a wide range of activities in the humanities, social sciences, culture, journalism, public relations, tourism, publishing or amateur activities. Some of the more common institutions where graduates are employed are: primary schools, secondary vocational schools, grammar schools, museums, Centre for School and Extracurricular Activities hostels, archives, libraries (not as librarians), tourism institutions, education institutions, public administration and local government, the media (editorial and journalistic work), international relations institutions, public relations institutions, etc.

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## **XXXVI. SECOND CYCLE INTERDISCIPLINARY JOINT DEGREE MASTER'S STUDY PROGRAMME IN DIGITAL LINGUISTICS**

### **Information about the programme**

*Title:* Second cycle interdisciplinary joint degree  
master's study programme in **Digital Linguistics**

*Duration:* 2 years

*Points:* 120 ECTS points

### **Programme description**

The interdisciplinary joint degree master's study programme in Digital Linguistics trains for a new interdisciplinary professional profile, combining skills and competences from the fields of linguistics, digital communication, computer and information science and the social sciences. University of Ljubljana runs the programme in cooperation with Masaryk University in Brno (Czech Republic) and University of Zagreb (Croatia), and in addition to the Faculty of Arts, the Faculty of Social Sciences and the Faculty of Computer and Information Science also participate in the programme. Graduates receive a joint diploma from all three universities upon completion of their studies. The problem field of digital linguistics is firstly situated at the juncture of linguistics and computer science, which is already present in various study programmes abroad in the form of the well-established scientific discipline of computational linguistics. However, placing digital linguistics in the social sciences and humanities is also innovative, but scientifically sound and necessary because of its emphasis on the social dimensions of language technologies, artificial intelligence and digital communication. The main objective of the programme is therefore to establish a successful link between the participating disciplines in order to provide graduates with key competences covering, on the one hand, a common interdisciplinary core and, on the other hand, the content of the primary fields at a basic and specialised level. The study programme in Digital Linguistics is intended for graduates of a variety of first cycle study programmes, mainly in linguistics, computer science and informatics, but also in other fields of study if they meet the entry requirements. Due to the differences between the initial competences of the students enrolled, the programme offers 4 compulsory electives in the first semester of the first year, of which the student selects two as targets based on their prior education. The compulsory electives cover core competences in the fields of linguistics and language in the digital age, statistics and programming. Alongside the compulsory electives, which provide a rough levelling of prior knowledge, the profession-specific core competences are delivered through compulsory subjects common to all students. The study programme is a combination of basic knowledge and applied skills. The core of the programme is a combination of theoretical-methodological subjects and subjects in which the acquired knowledge is applied in practice. The content is targeted at the digital environment, which is by its very nature multilingual, so that all content is also placed in the context of multilingual communication. The study programme also includes a study placement, which is carried out in cooperation with a wide range of employers from different fields. Students spend their third semester on a mandatory exchange, meaning that they choose one of the two partner universities, where they complete study obligations totalling 30 ECTS points. The interdisciplinary study of digital linguistics is designed in a modular way, allowing a high level of customisation of the programme to suit one's own interests and skills, while expecting students to be highly motivated and actively involved in all forms of the study process. Studying Digital Linguistics provides a wide range of skills, knowledge and experience, enabling graduates to find a wide range of employment opportunities in environments where they encounter linguistic data in a digital environment. This is a distinctly interdisciplinary competence framework, which is a particular advantage for graduates of the Digital Linguistics programme.

### **Conditions for completing the programme**

To complete the study programme, the student must have completed all the obligations as prescribed in the curriculum, including the compulsory mobility, the master's thesis and its defence, for a total of 120 ECTS points.

### **Professional profile and skills**

Graduate is an excellent communicator in at least two languages, able to identify and adapt to all types of written, spoken and digital language content, and understands the social and ethical aspects of digital media, language technologies and artificial intelligence. Moreover, they possess a wide range of useful computer skills, can program in at least one programming language, use and create language resources, use and develop language technologies as needed, and independently analyse linguistic data.

### **Access to employment**

Graduate can be employed in a variety of professional environments where technology-enabled language services are used, offered and developed, as well as in organisations where linguistic data is analysed. For instance, there is a demand for digital linguists in companies offering translation, interpretation and proofreading services, especially in terms of language resource management and the development of assistive technologies. Data analytics, which includes the analysis of social networks, social media and other digital content, is, among others, an area of digital marketing, business planning and consultancy. The interdisciplinary skills of digital linguists also offer good career opportunities in research and development, in both the private and public sectors.

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## XXXVII. **SECOND CYCLE INTERNATIONAL JOINT STUDY PROGRAMME CREOLE – Cultural Differences and Transnational Processes**

### *Information about the programme*

*Title:* Second cycle international joint study programme CREOLE – Cultural Differences and Transnational Processes

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme comprises three thematic modules:*

- New identities,
- Material culture and consumerism,
- Visual and popular culture.

### *Programme description*

Social/cultural anthropology studies the diversity and variability of human life. Interest in foreign cultures and the study of ways of life has in European countries developed in specific social contexts. British social anthropology developed in the colonial state, while American cultural anthropology only presents the key part of an integral study of humanity, which also includes biological, linguistic and archaeological approaches. Ethnology, which developed mainly in continental Europe, was initially interested in the cultural elements of the daily survival of ordinary people at home and abroad, but it also developed differently in every country. Slovenian ethnology has always included both the study of local folk culture and ways of life and comparisons with the world. The CREOLE programme is the first joint European master's study programme in the field of social/cultural anthropology and takes into account the above-mentioned specificities of its development by integrating the essential knowledge, approaches and theoretical background of social and cultural anthropology, as well as of ethnology and related disciplines. It focuses primarily on current trends in the discipline nationally and internationally, and addresses topics that characterise the current era: the mixing of cultures, rapid social change, the introduction of new technologies and the treatment of modern ways of human life. The CREOLE international master's study programme in social and cultural anthropology is research-oriented and based on the individual and independent research work of the students. Under the mentorship of professors from two universities, they carry out a compulsory fieldwork over several months. The research skills thus acquired are embedded in the three fundamental pillars or modules of the programme, which are concerned with identities, material culture and consumerism, and popular and visual culture. The programme, dynamic in its design, starts with a semester of introduction to social and cultural anthropology, with core theoretical, methodological and region-specific courses. Half of the second semester is made up of lectures in one of the selected modules and lectures by two guest speakers. In this semester, students also attend a summer school (intensive programme). In addition to student presentations, this is essential as it brings together all students enrolled in the joint programme at all seven partner universities: Vienna, Bern, Lyon, Maynooth, Poznan, Barcelona and Ljubljana. The second year of study takes place abroad, usually at one or, in exceptional cases, two of the partner universities. The main part of the study process is conducted

in English, in which is also the language in which all students write their master's theses, while part of the programme is conducted in the languages of instruction at the partner universities, i.e. Spanish, Catalan, French, Polish, German and Slovene. With Epistemology of Everyday Life, the CREOLE – Cultural Differences and Transnational Processes programme is also part of the study unit being developed in the framework of the emerging Eutopia European University. The CREOLE programme offers an exceptionally good foundation for further doctoral studies in the fields of ethnology, social or cultural anthropology and for a career in scientific research. Many CREOLE graduates are active in universities and research institutes nationally and internationally.

### **Conditions for completing the programme**

To complete the second cycle master's study programme, the student must complete all the requirements prescribed by the study programme and the curricula of the subjects included in the individual programme. On completion of the study, the student must have accumulated 120 ECTS points by completing the requirements and successfully defending the master's thesis. The diploma is issued by the home university with an additional joint diploma certificate in the programme jointly run by the universities in the joint programme consortium. The joint diploma certificate is an addition to the official diploma certificate issued by the home university.

### **Professional profile and skills**

The CREOLE – Cultural Differences and Transnational Processes programme builds on the knowledge, skills and competences acquired by students at the first cycle of studies and prepares graduates for independent research, application and development work, nationally and internationally. At the same time, it enables them to enrol in doctoral studies at national and international universities. After successful completion of the CREOLE programme, the mutual recognition of the joint degree further facilitates the continuation of studies at doctoral level in the countries of the programme's partner institutions (Slovenia, Austria, France, Ireland, Poland, Spain and Switzerland). In addition to general knowledge in the humanities and social sciences, graduates acquire specific competences based on knowledge of cultural differences and social complexity. A particular strength of the programme is the qualification for fieldwork and working with people in different cultural contexts, especially in European countries. Graduates are trained in the methods and approaches of cultural and social anthropology (ethnographic work, participant observation, interviews, text analysis, digital ethnography, etc.). Graduates of the joint European CREOLE programme are trained to recognise and understand cultural diversity and ways of life and are proficient in professional expression in the English language. This opens up employment opportunities in European cultural, research, administrative, governmental and non-governmental, economic and educational institutions in the fields of cultural diversity and transnational processes. They are trained to professionally address issues of rural and urban life, communication and the media, languages, gender, migration, minorities, human rights, religions, popular culture, cultural heritage, etc. They are trained in cultural mediation and in coordinating, managing and carrying out complex professional tasks in cultural institutions and NGOs, related to administrative and professional activities, collecting, recording and documenting data and information, transferring knowledge and information, and applying it in practice.

### **Access to employment**

Graduates of the CREOLE – Cultural Differences and Transnational Processes second cycle joint degree study programme can find employment in science, research, teaching, public and private institutions and companies, as well as in cultural institutions, the media, public administration (e.g. as consultants in the fields of foreign policy, national minority policy, migration and asylum policy, etc.), the judiciary, and other segments of the state apparatus and European institutions. They can also be employed as experts in intercultural relations, religion and migration, and as experts in the linguistic and cultural specificities of European countries, and can also be involved in the international economy. They can also become experts in urban planning, publishing, heritage, tourism, cultural activities and local and international development projects. They can be trained to work internationally in the humanities and social sciences, social activities, culture and the economy. They often continue their education and scientific research in the context of doctoral studies.

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## **XXXVIII. SECOND CYCLE JOINT DEGREE SINGLE STUDY PROGRAMME IN TRANSLATION (Slovene-English-French)**

### **Information about the programme**

*Title:* Second cycle joint degree single study programme in Translation (Slovene-English-French)

*Duration:* 2 years

*Points:* 120 ECTS points



### **Programme description**

The second cycle joint degree single study programme in Translation (Slovene-English-French) is jointly run by the Department of Translation Studies and the National Institute of Oriental Languages and Civilizations (INALCO). The programme provides in-depth knowledge in the field of translation and translation studies. The second cycle joint degree single study programme in Translation (Slovene-English-French) provides students with practical and theoretical knowledge in the specialised fields of translation (terminology, lexicology, semantics, subtitling, translation technologies, translation of artistic and legal texts), interpretation and translation of a variety of texts, ranging from economic, legal, natural sciences to literary and humanistic texts. They are trained in subtitling, localisation, terminology work and computer-assisted translation; they acquire skills in proofreading, editing and reformatting texts for different purposes and the needs of different clients. Students upgrade their knowledge of language and linguistics, both in the field of translation-oriented textual competences and in terms of the position of language in modern society. The theoretical content of translation studies enables reflection on translation studies as a discipline, on the position of a translated text and of translation in a socio-cultural context, etc., and provides an introduction to the theoretical concepts necessary for solving various (translation-relevant) problems. An important compulsory part of the study programme is the professional aspects of translation and translation placement, through which students are introduced to a concrete professional work process. During their studies, students may choose to study an additional foreign language as an external elective subject and participate in Socrates/Erasmus international student exchanges; in the case of a joint study programme, this exchange is linked to the partner university. The study takes place at two institutions. For three semesters, students study at the Department of Translation Studies, which dates back to the 1990s (the first enrolment in the Department of Translation Studies took place in the academic year 1997/1998), and for one semester at the National Institute of Oriental Languages and Civilizations (INALCO) in Paris, a high-quality institution that teaches translation and interpreting at university level. The joint study programme with INALCO has been in place since the 2010/2011 academic year. Teachers at the Department of Translation Studies and INALCO are distinguished researchers in the fields of translating, interpreting and translation studies, languages and literatures, societies and cultures, computing technologies and other disciplines (e.g. law, economics, medicine) related to translation. Teachers of are involved in numerous national and international research projects and programmes. The UL Faculty of Arts Department of Translation Studies is very successful in the Slovene and international environment, as evidenced by the memberships in reputable translation and interpretation organisations (CIUTI, EMCI, EMT, EULITA) and other forms of cooperation (e.g. projects, conferences, links between translation studies departments around the world, joint study programmes, contacts with the economy), as well as by the diverse practical training opportunities that the Department offers to its students. There are a number of activities at the Department of Translation Studies: students participate in translation projects, e.g. *What the world reads at bedtime: translations of children's stories and poems* (in cooperation with the Slovene Association of Literary Translators) and *Young translators and their breakthrough on the Slovene book market* (in cooperation with Slovene publishing houses), and every other year they produce *Cliffhanger, a collection of literary translations*, they participate in and co-create conferences with their own contributions (the *Language technologies and digital humanities* conference, the *Slovene language in*

*translation* conference), they take part in excursions and other leisure activities (such as the traditional New Year's tea party).

### **Conditions for completing the programme**

To complete the study programme, the student must complete all the study obligations prescribed by the study programme and the curricula of the subjects prescribed for the chosen course, totalling 120 ECTS points. They must prepare and defend a master's thesis in the scope of the master's seminar and pass a multi-part master's examination as prescribed by the course syllabus.

### **Professional profile and skills**

An MA in Translation Studies is a highly qualified translator who is able to establish successful communication, mainly between people from different cultures and languages. They are also able to cope professionally with the demands of the market and are able to adapt to changes in the translation market. An MA in Translation Studies has a high level of competence in translating texts of different types, from different fields, from economic science, law and natural sciences to the humanities and literature, and from two foreign languages; they have the knowledge and skills to proofread and reformat texts to meet the needs of different clients and for different purposes; they have a high level of competence in terminology work, in computer assisted translation, in the editing of professional texts of different types, in accordance with the conventions of the target language. The master's study programme trains translators in professional and literary translation, subtitling, localisation and computer-assisted translation, as well as in lexicographic and terminological work. High competences in the field of translation studies enable the master's students to understand theoretical principles, to evaluate and translate them into practical work, and to identify and solve problems in their work.

### **Access to employment**

A graduate can be employed as a civil servant in the public or private sector, or work as a freelancer, both in Slovenia and internationally. Work positions for graduates: companies and private institutions; translation and localisation companies; travel agencies, hospitality services, sales; public administration (ministries); primary education; higher education (university) and research; European Union institutions (European Commission, European Parliament, Directorate-General for Translation); health care; journalism; self-employed entrepreneurs. The activities of graduates include translation, subtitling, localisation and computer-assisted translation, lexicography and terminology work, research, proofreading, reviewing and formatting of different types of texts, establishing intercultural and interlingual communication (e.g. liaison with foreign countries), education and other work in the language industry. It is worth pointing out that the demand for highly qualified translators is on the rise both in Slovenia and in the European (international) area.

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## **XXXIX. SECOND CYCLE JOINT DEGREE SINGLE STUDY PROGRAMME IN TRANSLATION (Slovene–English–German)**

### **Information about the programme**

*Title:* Second cycle joint degree single study programme in Translation (Slovene-English- German)

*Duration:* 2 years

*Points:* 120 ECTS points

### **Programme description**

The second cycle joint degree single study programme in Translation (Slovene-English-German) is jointly run by the Department of Translation Studies and the Institute for Theoretical and Applied Translation Studies at the University of Graz (Austria). The programme provides in-depth knowledge in the field of translation and translation studies. The second cycle joint degree single study programme in Translation (Slovene-English- German) provides students with practical and theoretical knowledge in the specialised fields of translation (terminology, lexicology, semantics, subtitling, translation technologies, translation of artistic and legal texts), interpretation and translation of a variety of texts, ranging from economic, legal, natural sciences to literary and humanistic texts. They are trained in subtitling, localisation, terminology work and computer-assisted translation; they acquire skills in proofreading, editing and reformatting texts for different purposes and the needs of different clients. Students upgrade their knowledge of language and linguistics, both in the field of translation-oriented textual competences and in terms of the position of language in modern society. The theoretical content of translation studies enables reflection on translation studies as a discipline, on the position of a translated text and of translation in a socio-cultural context, etc., and provides an introduction to the theoretical concepts necessary for solving various (translation-relevant) problems. An important compulsory part of the study programme is the translation placement, where students are introduced to a concrete professional work process. During their studies, students may choose to study an additional foreign language as

an external elective. Studying at a partner institution gives students the experience of studying and living abroad, as well as a genuine contact with the German language and culture. The study takes place at two institutions. For three semesters, students study at the Department of Translation Studies, which dates back to the 1990s (the first enrolment in the Department of Translation Studies took place in the academic year 1997/1998), and for one semester (the third), students study at the partner university in Graz (the Institute for Theoretical and Applied Translation – ITAT). The first enrolment in the joint study programme with the University of Graz took place in the academic year 2011/2012. Teachers at the Department of Translation Studies and the ITAT in Graz are distinguished researchers in the fields of translating, interpreting and translation studies, languages and literatures, societies and cultures, computing technologies and other disciplines (e.g. law, economics, medicine) related to translation. Teachers of are involved in numerous national and international research projects and programmes. The UL Faculty of Arts Department of Translation Studies is very successful in the Slovene and international environment, as evidenced by the memberships in reputable translation and interpretation organisations (CIUTI, EMCI, EMT, EULITA) and other forms of cooperation (e.g. projects, conferences, links between translation studies departments around the world, joint study programmes, contacts with the economy), as well as by the diverse practical training opportunities that the Department offers to its students. Like the Department of Translation Studies, the Institute for Theoretical and Applied Translation Studies at the University of Graz is also affiliated to CIUTI, an international organisation of higher education institutions teaching translation and interpretation. There are a number of activities at the Department of Translation Studies: students participate in translation projects, e.g. *What the world reads at bedtime: translations of children's stories and poems* (in cooperation with the Slovene Association of Literary Translators) and *Young translators and their breakthrough on the Slovene book market* (in cooperation with Slovene publishing houses), and every other year they produce *Cliffhanger, a collection of literary translations*, they participate in and co-create conferences with their own contributions (the *Language technologies and digital humanities* conference, the *Slovene language in translation* conference), they take part in excursions and other leisure activities (such as the traditional New Year's tea party).

### **Conditions for completing the programme**

To complete the study programme, the student must complete all the study obligations prescribed by the study programme and the curricula curricula of the subjects prescribed for the chosen course, totalling 120 ECTS points. They must prepare and defend a master's thesis written in a foreign language (German or English) and pass a multi-part master's examination as prescribed by the course syllabus.

### **Professional profile and skills**

An MA in Translation Studies is a highly qualified translator who is able to establish successful communication, mainly between people from different cultures and languages. They are also able to cope professionally with the demands of the market and are able to adapt to changes in the translation market. An MA in Translation Studies has a high level of competence in translating texts of different types, from different fields, from economic science, law and natural sciences to the humanities and literature, and from two foreign languages; they have the knowledge and skills

to proofread and reformat texts to meet the needs of different clients and for different purposes; they have a high level of competence in terminology work, in computer assisted translation, in the editing of professional texts of different types, in accordance with the conventions of the target language. The master's study programme trains translators in professional and literary translation, subtitling, localisation and computer-assisted translation, as well as in lexicographic and terminological work. High competences in the field of translation studies enable the master's students to understand theoretical principles, to evaluate and translate them into practical work, and to identify and solve problems in their work.

### **Access to employment**

A graduate can be employed as a civil servant in the public or private sector, or work as a freelancer, both in Slovenia and internationally. Work positions for graduates: companies and private institutions; translation and localisation companies; travel agencies, hospitality services, sales; public administration (ministries); primary education; higher education (university) and research; European Union institutions (European Commission, European Parliament, Directorate-General for Translation); health care; journalism; self-employed entrepreneurs. The activities of graduates include translation, subtitling, localisation and computer-assisted translation, lexicography and terminology work, research, proofreading, reviewing and formatting of different types of texts, establishing intercultural and interlingual communication (e.g. liaison with foreign countries), education and other work in the language industry. It is worth pointing out that the demand for highly qualified translators is on the rise both in Slovenia and in the European (international) area.

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## **XL. SECOND CYCLE JOINT DEGREE STUDY PROGRAMME IN CENTRAL EUROPEAN STUDIES**

### **Information about the programme**

*Title:* Second cycle joint degree study programme in **Central European Studies**

*Duration:* 2 years

*Points:* 120 ECTS points

*The study programme has the following modules:*

- Polish,
- Slovak,
- Czech.

### **Programme description**

The Joint degree study programme in Central European Studies is a distinctive, culturologically-oriented single programme, linked in its design to key universities in the Central European area. Upon enrolment, students opt for a basic combination of two languages, A and B (Polish, Czech, Slovak), which builds on the first cycle programmes and prepares them for complex and demanding tasks and needs in the fields of the general humanities and social sciences. A selection of core subjects in linguistics and literature is also linked to the chosen A language. The linguistic part of the programme provides students with a thorough knowledge and mastery of the two languages, while at the same time preparing them for various types of translation by applying the principles of applied linguistics and, with the theoretical foundations acquired, for further studies in the third cycle. Students learn about the literary and broader cultural traditions and social realities in a developmental process that is placed in a broader European context, while also highlighting the links with the environment and the historical consciousness of the individual national languages.

The joint study programme brings together the Faculty of Arts of Comenius University in Bratislava, the Faculty of Arts of Charles University in Prague, the Faculty of Philology of Jagiellonian University in Krakow and the Faculty of Arts of the University of Ljubljana. An important part of the programme is the compulsory mobility at the partner university in the third semester, which is a fundamental contribution to the independent research work within the master's thesis.

Three modules allow students to choose language A (Polish, Czech or Slovak) as their main language, which is also the language of their specialist subjects. At the same time, students also choose their B language (Czech, Polish, Slovak), which they listen to as part of the lecturing course from the beginning level. Entry to each module is subject to a B2 proficiency in the A language. The advantage of the joint programme is the teaching and research cooperation with partner universities and the experience gained at the foreign university while being involved in extra-curricular activities (embassies, language day, cooperation with schools, translation projects).

During their second cycle studies, students have the opportunity to study at other universities in addition to the compulsory semester at the partner university. In addition to inter-country scholarships for summer schools and semester stays, there are also Ceepus and Erasmus+ scholarships and Erasmus placements at various institutions in Poland, the Czech Republic, Slovakia (embassies, business, tourism). There is an intensive international cooperation with partnership universities and institutes through guest speakers, conferences and joint research and



promotional projects. An important part of the study programme is the gaining experience and competences through extracurricular activities, which students can participate in from the first year of their studies onwards. The Department publishes the student magazine *Perun*, which includes literary, translation, literary-critical and professional student writing, and students from different Slavic language programmes actively participate in departmental events: the Slavic Evening, the Translation Exercise, the Student Conference. Students are active members of the student section of the Slovenian Slavic Association.

### **Conditions for completing the programme**

In order to complete the study programme, the student must complete all the study requirements of the single programme, including the compulsory mobility, totalling 120 ECTS points.

### **Professional profile and skills**

The second cycle joint degree study programme in Central European Studies provides an in-depth knowledge and intercultural linguistic skills that, according to international standards, correspond to the profile of a master's degree in Central European Studies. Students receive a broad and fundamental humanistic education at both the theoretical and applied level in the field of Western Slavic history, literature and culture, as well as specific philological knowledge in the field of languages. A graduate achieves, among other things, an excellent knowledge of the A language at C2 on the European language proficiency scale, the ability to read critically, evaluate and interpret a wide variety of texts, a broad overview of literary works and scholarly approaches related to the Central European cultural milieu, and a knowledge of the B language at B1 level on the European language proficiency scale. In addition, the programme offers a unique insight into the broader field of Central European, especially Western Slavic, cultures and literatures, and encourages the comparison of linguistic areas with the specificities of Slovenian language, literature, culture and history.

### **Access to employment**

The programme prepares future graduates for demanding creative tasks and needs, and above all for independent work in the field of research, translation, literary and scientific criticism, interdisciplinary connections in the wider intercultural environment. The programme produces highly qualified and broad-minded master's graduates with competence in written and spoken communication in the selected A and B languages and the ability to speak confidently in public; they are able to establish communication between people of different cultures and languages, and are therefore able to establish themselves successfully as translators, interpreters, researchers, teachers and professors, literary critics and other intercultural mediators.

For further information about the study programme, you can also contact the students of the Faculty of Arts directly at [tutorstvo@ff.uni-lj.si](mailto:tutorstvo@ff.uni-lj.si).

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