



SLAV 470A/SLAV 570B/ENGL 478A

# WHAT'S IN A LANGUAGE NAME? THE CASE OF BOSNIAN, CROATIAN, MONTENEGRIN, AND SERBIAN

WINTER QUARTER 2007

## ARTICLE DISCUSSION THP

As the course syllabus explains, this project is designed for students to state their own opinion – to the best of their abilities – about what is known as the Serbo-Croatian language and Serbo-Croatian language question based on two articles which deal with the same topic.

By the time the project is due, we will have been exposed to certain issues that illustrate the essence of the Serbo-Croatian language question. We will have read the following three articles as required readings for the course:

BROZOVIĆ, DALIBOR. 1992a. Serbo-Croatian as a Pluricentric Language. *Pluricentric Languages* ed. by Michael Clyne, 347-380. Berlin, New York: Mouton de Gruyter.

GREENEBRG, ROBERT. 2004a. *Language and Identity in the Balkans*. Oxford: Oxford University Press. Chapter 2: Serbo-Croatian: United or Not We Fall, 16-57.

NAYLOR, KENNETH E. 1980a. Serbo-Croatian. *The Slavic Literary Languages: Formation and Development* ed. by Alexander M. Schenker and Edward Stankiewicz, 65-83. New Haven: Yale Concilium on International and Area Studies.

For this project students are asked to write an essay on their own take on the Serbo-Croatian language question analyzing how the question itself is elaborated in any two of these three articles. Students are encouraged to incorporate elements from class discussions, as necessary, as well as any other relevant source.

Students should discuss, in no more than 4 single-spaced (or 8 double-spaced) pages, the similarities and differences in the approaches taken by the chosen articles. Students are encouraged to ask themselves what the author's assumptions about language are and how they in general affect (or not!) the author's discussion. Possible issues, which may be relevant in developing one's discussion, are the author's overall point of view, the author's argumentation, the author's justification of his claims. An ultimate (or, perhaps, initial?) question to be asked might be which of the two chosen, arguments seems closer to the student's own understanding of the Serbo-Croatian language and Serbo-Croatian language question. And asking oneself questions should not stop there...