

CultureTalk Bosnia and Herzegovina Video Transcripts:
<http://langmedia.fivecolleges.edu>
Academic Life in the 1960s

Bosnian transcript in Latin:

Pa nažalost, nije se puno promijenilo od tada do danas. Nažalost. Evo ja sad predajem na fakultetu na kojem sam nekada studirala, prije 40 godina i više, 40 godina. Moje laboratorije iz „Fizike čvrstog stanja“, gdje ja predajem danas mojim studentima, su skoro iste. One imaju određenu muzejsku vrijednost, ovaj...

Ono što je bitno drukčije, jeste, jeste mogućnost da se kroz elektronske baze podataka nabavi sva moguća literatura, da se nauči mnogo više. Znači, mi smo u naše vrijeme bili usmjereni isključivo na to šta nam profesori ispredaju, i na nekoliko knjiga, vrlo uzak spektar literature, odnosno, u moje vrijeme i zahvaljujući činjenici da ovaj jezik pripada slavenskoj grupi, koja se dosta može dobro razumjeti, mi smo koristili ruske knjige, ruske knjige, mada niko od nas nije učio ruski. Ja nikad nisam učila ruski, ali sam mogla sasvim lijepo da koristim stručne knjige, a Rusi su opet ignorirajući autorska prava kopirali sve moguće knjige, i njemačke i engleske... Tako da se masu američke literature, recimo, moglo naći u ruskoj izvedbi, uz siromašan papir i format i tako dalje, ali apsolutno ista knjiga, prekopirana, i mi smo to obilato koristili, i u tom smislu je studij definitivno bitno drugačiji.

Jer danas, onako kako recimo moji studenti mogu da koriste, konačno, osim table i krede, i naravno eksperimentalnih aranžmana, mi nismo ništa imali. Ta predavanja su bila prilično dosadna, profesor koji je okrenut prema tabli i piše formule. Danas je to ipak mnogo raznovrsnije, masu stvari se radi preko PowerPoint prezentacija, preko filmova, konačno, jer mi možemo svašta nešto u vidu, ovaj, filmova prikazati; i ne predaje se sve, kao što je kod nas bilo, lekcija po lekcija, je li. Mi možemo njima dati literaturu, koju oni vrlo jednostavno preko interneta mogu pronaći.

Bosnian transcript in Cyrillic:

Па нажалост, није се пуно промијенило од тада до данас. Нажалост. Ево ја сад предајем на факултету на којем сам некада студирала, прије 40 година и више, 40 година. Моје лабораторије из „Физике чврстог стања“, гдје ја предајем данас мојим студентима, су скоро исте. Оне имају одређену музејску вриједност, овај...

Оно што је битно друкчије, јесте, јесте могућност да се кроз електронске базе података набави сва могућа литература, да се научи много више. Значи, ми смо у наше вријеме били усмјерени искључиво на то шта нам професори испредају, и на неколико књига, врло узак спектар литературе, односно, у моје вријеме и захваљујући чињеници да овај језик припада славенској групи, која се доста може добро разумјети, ми смо користили руске књиге, руске књиге, мада нико од нас

није учио руски. Ја никад нисам учила руски, али сам могла сасвим лијепо да користим стручне књиге, а Руси су опет игнорирајући ауторска права копирали све могуће књиге, и њемачке и енглеске... Тако да се масу америчке литературе, рецимо, могло наћи у руској изведби, уз сиромашан папир и формат и тако даље, али апсолутно иста књига, прекопирана, и ми смо то обилато користили, и у том смислу је студиј дефинитивно битно другачији.

Јер данас, онако како рецимо моји студенти могу да користе, коначно, осим табле и креде, и наравно експерименталних аранжмана, ми нисмо ништа имали. Та предавања су била прилично досадна, професор који је окренут према табли и пише формуле. Данас је то ипак много разноврсније, масу ствари се ради преко PowerПоинт презентација, преко филмова, коначно, јер ми можемо свашта нешто у виду, овај, филмова приказати; и не предаје се све, као што је код нас било, лекција по лекција, је ли. Ми можемо њима дати литературу, коју они врло једноставно преко интернета могу пронаћи.

English translation:

Well, unfortunately, not much has changed since then¹. Unfortunately... For example, I now teach at the same faculty² I studied at some 40-odd years ago. The solid-state physics labs, which I now teach my class in, are almost the same. They do have some museum value, I guess... [laughter]

What is noticeably different is the possibility to use online databases to acquire all sorts of literature, to learn much more. I mean, when we were students, we were focused exclusively on what the professors taught in class and a few books, a very narrow spectrum of literature. Actually, when I was a student, thanks to the fact that our language belongs to the Slavic group of languages, which can all be understood quite well among themselves, we used Russian books despite the fact that none of us knew Russian. I never had Russian in school, but I could use scholarly literature without much effort. Also, Russians ignored copyright and copied all sorts of books, including those in German and English.... So a large number of American books, for example, could be found in Russian versions, printed on cheap paper and badly formatted, but the books were absolutely the same, and we used them a lot, and my studies were completely different in that sense.

¹ The speaker is referring to her time as a student at the University of Sarajevo's Faculty of Natural Sciences in the sixties. It should be worth noting that the speaker has been a professor at the same faculty since receiving her doctoral degree.

² In Bosnia and Herzegovina, as in most Eastern European and Balkan countries, universities usually don't have a central campus, meaning that departments or groups of departments called faculties are usually located in different parts of the city. This leads to divisions among students and professors according to their particular faculty, as well as a sense of belonging and identification with a faculty rather than the university as a whole. Thus, the speaker refers to this specific faculty (the Faculty of Natural Sciences and Mathematics), although it should be noted that all faculties of the University of Sarajevo follow the same policies, so her remarks can be taken as a general observation of the situation at the University of Sarajevo.

We didn't have any of the tools that students have today – aside from a blackboard and chalk and laboratory experiments, of course. Those lectures were quite boring - a professor with his back to the class, writing formulas on the blackboard. Today, these classes are far more interesting; many things are done through PowerPoint presentations and videos - after all, we can show many things on video now. And not all of it has to be in the form of lectures, I mean, in terms of lessons. We can give our students a list of readings, which they can then easily find online.

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